Visitors to the University

Visitors are welcome to the University on weekdays; guides may be available through the Office of Admissions or the Haskell Cultural Center. Information sessions and campus tours are available during the week. Please arrange in advance by email or telephone.

Office of Admissions
Phone: 785-749.8454
Email: admissions@haskell.edu
Website: www.haskell.edu

Haskell Cultural Center
Phone: 785-832.6686

Catalog Information

The Haskell Indian Nations University catalog is published every two years. Information in this catalog is current as of March 2015. To obtain the most updated information on programs, policies, and courses, consult the University website at haskell.edu.

The 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. The catalog is not to be regarded as a contract.

Notice of Nondiscrimination Policy

Haskell Indian Nations University admits students of any race, color, sex, religion, and national or ethnic origin to all of the rights, privileges, programs, benefits, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, sex, religion, disability, and national or ethnic origin in the administration of its education policies, admission policies, scholarship programs, and other university-administered programs. The University is committed to providing all students with an educational environment free of bias, discrimination, intimidation, or harassment. 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. Students needing special accommodation to ensure barrier-free access should contact the Disabilities Coordinator.
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 with emphasis in a variety of disciplines. All of the degree programs at Haskell are 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).

If you decide to select Haskell as your school of choice, you will learn from some of the brightest tribal and non-tribal educators in the nation, and attend classes with 750 tribal students, from 150 different tribes from throughout the United States each semester. Haskell has been identified by the *Chronical of Higher Education* as one of the Top 5 Minority-Serving 4 Year Colleges with the Best 6-Year Graduation Rates for 2011 and 2012.

Haskell offers an affordable education based on the fulfillment of treaty and trust obligations, small classes with a teacher student ratio of 15:1 and a range of residential services on campus, including student housing, a student cafeteria and Thorpe Fitness Center. A range of financial aid services and scholarships are available to our students, including PELL grants, the American Indian College Fund and the American Indian Higher Education Consortium to ensure you have the resources needed to be successful.

We offer a range of academic and non-academic services and activities to provide rich learning experiences for our students. These include chances to participate in internship and research opportunities, student government, the Haskell Band, the Indian Leader, Haskell News, pow-wow 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 that allows you to enroll in a KU class at no additional cost. Kansas is home to four tribes, within short driving distance, including the Prairie Band Potawatomi, Kickapoo, Sac and Fox and Iowa tribes.

Take a look at our curriculum and you will see we offer one of the most comprehensive culturally based curriculums 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.
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VISION 2020
Haskell is a unique and diverse inter-tribal university committed to the advancement of sovereignty, self-determination the inherent rights of tribes.

MISSION 2020
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.

Institutional Values - CIRCLE

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 student, staff, faculty, administration, and the regents.

ACCREDITATIONS
- Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Chicago IL 60602-2504
- 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

ASSOCIATIONS
American Indian Higher Education Consortium
Higher Learning Commission, North Central Association of Colleges and Schools
National Association of Intercollegiate Athletics
Lawrence (KS) Chamber of Commerce
History of 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 128 years, American Indians and Alaska Native 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 the changing needs to which education responds. A "normal school" was added to prepare students interested in becoming teachers in their home community. A commercial department (the predecessor of the business department) 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 and athletic opportunities. Haskell football teams in the early 1900’s to the 1930’s were legendary. The sports tradition continues at Haskell today with Intercollegiate Athletic teams competing in basketball (men and women), football, cross country and softball.

Haskell’s evolution continued in the early 1930’s and by 1935, with Haskell becoming a nationally recognized vocational-technical institution. The high school program was phased out and the last class graduated in 1965.

In 1970, Haskell’s status was changed from a vocational-technical institute to a junior college model and 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 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 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 was fully accredited by the North Central Association of Colleges and Schools. Haskell has successfully maintained accreditation of all its programs since 1979.

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 2005, 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.

Seventh President Inauguration of Venida Chenault, Ph.D. in 2014 and is the first Haskell student at Haskell to become President. The Inauguration was not only a commemoration of the school’s 130th year of service to American Indian education but 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.

Haskell Indian Nations University is a fully accredited institution of higher education and adheres to the guidelines of the Higher Learning Commission.

The Higher Learning Commission is an institutional accrediting body that evaluates an entire organization and accredits it as a whole. It assesses formal educational activities, and also evaluates governance and administration, financial stability, admissions and student personnel services, resources, student academic achievement, organizational effectiveness, and relationships with outside constituencies (The Higher Learning Commission – Handbook of Accreditation).

Cultural Center and Medicine Wheel

The Haskell Cultural Center and Medicine Wheel is a living center that celebrates Indigenous culture as living and dynamic. The Haskell Cultural Center and Medicine Wheel is dedicated in remembrance of the first Haskell students in 1884, and to all students who have attended Haskell. The vision of the Haskell Cultural Center and Medicine Wheel is to serve as a national center for the revitalization of American Indian...
knowledge and traditions. The museum hosts exhibitions, educational programs and research that draws upon the Sacred Circle as the foundation for American Indian and Alaska Native philosophy. The Cultural Center maintains archives from Haskell’s rich history.

The beautiful log building is located on the corner of Indian Avenue and Barker Avenue on the edge of campus and serves as a welcome center to the historic Haskell campus. The Cultural Center officially opened on September 14, 2002. The American Indian College Fund granted Haskell Indian Nations University 1.3 million specifically for the creation of this cultural interpretative center. The first floor of the 6,000 square foot building is made of cypress logs from Florida and includes a visitor’s desk and displays that explain the history of Haskell and the changes it has gone through. The museum’s permanent exhibit “Honoring Our Children Through Seasons of Sacrifice, Survival, Change, and Celebration,” looks at the history of Haskell from the perspectives of Haskell students and celebrates Haskell’s evolution. The display area has a marmoleum tiled replica of Haskell’s Medicine Wheel, which is an earthwork south of the campus that symbolizes the importance of healing for all humankind and Mother Earth. The grounds surrounding the Medicine Wheel are used for prayer. The Haskell Cultural Center and Medicine Wheel is proud to serve alumni, students, staff, and the public.

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

**Presidential Inauguration – 130 Years of Indian Education and Resilience**

On January 4, 2014 Dr. Venida Chenault was chosen to be the seventh president and first alumna to lead Haskell Indian Nations University into a new era of academic success. She is a member of the Prairie Band Potawatomi and the Kickapoo Nations. Dr. Chenault began her educational career as a student at Haskell Indian Junior College. She transferred to the University of Kansas, earning her Bachelor’s and Master’s in Social Welfare before returning to Haskell as a faculty member.

Dr. Chenault was recruited to re-establish the Haskell Social Work Program. She designed curriculum, established articulation agreements, taught in the Social Work program and mentored hundreds of social work majors. Throughout her tenure as a faculty she worked tirelessly in numerous administrative capacities, served on Faculty Senate, and various committees. Dr. Chenault has authored many grants to expand opportunities for Haskell Indian Nations University students and to provide support for faculty members pursuing terminal degrees. She co-authored the proposal for the bachelor’s degree in American Indian Studies and served as the first interim director for that program. Her stable leadership has focused on ensuring Haskell students have access to quality academic programs, as reflected in the National Council for the Accreditation Teacher Education accreditation of the Elementary Teacher Education Program in 2014, new research and internship opportunities for students, and improvements in academic technology throughout the university.

Festivities for the Celebration of 130 years and the Presidential Inauguration commenced with the Indian Art Market on September 13 and 14. Saturday, September 13 a campus blessing greeted the morning as Haskell student Gabriel White Shield ran burning cedar sticks around the perimeter of the campus and students Leonardo Soleman and Joseph Pratt burned cedar at the Haskell Cemetery, blessing the graves and those in attendance.

The Inauguration Ceremony of Dr. Venida S. Chenault was held in front of an overflowing crowd in Haskell’s historic Auditorium. Dignitaries from across Indian Country were in attendance and the four tribes of Kansas sent representatives to witness the momentous occasion. There were many proud Haskell alumni in attendance.

Following the Inauguration Ceremony, the Haskell Food Services Department and 55 Haskell student workers provided a luncheon of traditional Indigenous foods for the celebration held at the Haskell Powwow Grounds. The powwow grounds came alive with laughter, prayers, and blessings as over 800 guests feasted on tribal food. Tables were decorated with bundles of cedar and ropes of sweet grass and the aroma of roasting buffalo drifted through the air.

The traditional Indigenous food served throughout the afternoon represented many of the tribal nations matriculating at Haskell Indian Nations University. Guests enjoyed roasted buffalo, corn soup with venison, salmon and seal grease soup, Chippewa wild rice salad, Sioux wojapai, fry bread, Ponca tribal silver tea, Ponca tribal hominy with buffalo, fresh blackberries, strawberries, grapes, and watermelon. Open fires were used to cook a number of dishes and students proudly served the guests, explaining each dish and tribal affiliation. An inaugural dinner was held later that night in Curtis Hall.

The Inauguration celebration concluded on September 18 and 19 with the Education Summit Commemorating 130 Years of Serving American Indian and Alaskan Native Students.
Admissions

Admission Standards

Students planning to attend Haskell Indian Nations University can download an application from the university website at www.haskell.edu. Completed applications and supporting materials should be mailed to the following address.

Haskell Indian Nations University
Office of Admissions
155 Indian Avenue, Box 5031
Lawrence, KS 66046
785-749-8454
FAX: 785-749-8429
E-Mail: admissions@haskell.edu

Admission Materials Required

1. **Application.** All students must submit an application to the University. All sections of the application must be complete and the application must be signed and dated. Haskell does not accept faxed applications or copies of applications. The application must contain the student’s full legal name. If the application and/or supporting documents show a different name, a variation of the student’s name, or a nickname, etc., the student will be required to submit either legal documents showing their name was legally changed or re-submit any supporting documents with the full legal name.

2. **Tribal Verification.** Students applying to attend Haskell must either be an enrolled or official member of a Federally recognized tribe eligible for education benefits from the Bureau of Indian Affairs (BIA) or at least one-fourth total degree Indian blood direct descendant of an enrolled member of a tribe eligible for BIA education benefits. Official documentation regarding tribal recognition signed by the appropriate BIA agency or tribe must accompany application. This documentation can be presented in either of the following two methods:

   A. Student is an enrolled member. Forward a copy of enrollment information with the student’s name, other identifying information such as date of birth or social security number, and an enrollment (membership) number.
   
   B. Direct Descendant. If a student is claiming to be eligible as a descendant, the following forms of identification must be submitted:

      i. Parent’s enrollment information
      ii. Copy of a birth certificate tying the parent to the student
      iii. Certificate of Degree of Indian Blood (CDIB) or other identifying information that verifies the student is one-fourth Native American.

If you are not sure if your tribe is federally recognized and eligible for education benefits, please refer to the U.S. Department of the Interior, Bureau of Indian Affairs, website for “Indian Entities Recognized and Eligible to Receive Services from the United State Bureau of Indian Affairs” at http://www.artnatam.com/tribes.html.

Haskell Indian Nations University does not contact, research, or obtain membership verification on behalf of student applicants due to confidentiality rules and regulations. The student is responsible for contacting, researching, and obtaining this information.

3. **High School/GED requirements.** All students must have a high school diploma, or a General Education Development (GED) diploma with an earned average score of 45 or higher. An official copy of a high school or GED transcript must accompany the application. In the case of a first-time freshman, a copy of the 7th semester high school transcript with projected graduation date is acceptable for preliminary review. Upon graduation, an official transcript must be submitted. Haskell does not accept faxed transcripts or GED scores.

4. **ACT/SAT Scores.** These scores are an important tool in evaluating a student’s academic preparation, course placement, and for academic advising. Students must complete either an ACT or SAT score. The ACT writing score is optional.

   The ACT writing score is optional. Only official ACT/SAT documents with test scores will be processed. No copies, facsimiles, or reproductions of test score sheets are acceptable. Another method of transmitting ACT or SAT scores is through the student’s high school where the official transcripts are generated as a part of the transcript. This is an acceptable method of transmittal of scores. However, the transcript must be an official document.

   Students should list Haskell Indian Nations University when indicating where they would like their test scores forwarded. If scores need to be obtained, the student should contact www.ACT.org. The school codes for Haskell Indian Nations University are: ACT-1415, and SAT – 0919.

5. **Immunization.** All students must have current Measles, Mumps, and Rubella (MMR) immunizations. Documentation of immunizations must accompany the application.

6. **Essay Requirements.** All students must submit an entrance essay of 300-500 words. The essay must address the question, “What are your educational goals and how can Haskell help you achieve those goals?” The essay must be typewritten and signed by the applicant verifying this writing as his/her own work.

7. **College Transcripts.** Students who took college courses during high school or students transferring from other colleges or universities must submit official transcripts from each college/technical school/university in which they were
enrolled. **Failure to report all prior academic work, either through attending a college, technical school, or university, is grounds for disqualification of your application or suspension if accepted into the University.** Transfer students must meet all admission requirements as noted above.

8. Re-ad Application. Students in good standing or on academic probation status, who attended Haskell in the previous five (5) calendar years and are returning at the same status as they were when they last attended, may apply on a short form application.

9. Long form application. Students who have been gone more than five (5) years are required to complete the standard application and submit all required documents just as if they were a new student. This is due to past documents, older than five (5) years, not being on-site due to being forwarded to a national archival center for federal documents.

**Admission Guidelines**

**New Students**

A. Priority Acceptance. Students with a composite score of 19 ACT/1350 SAT (Critical Reading + Math + Writing combined) or above, who have completed other application requirements, qualify for admission.

B. Regular Acceptance. Students with a composite score of 18 ACT/1290 SAT (Critical Reading + Math + Writing combined) or below must meet two of the following three criteria as well as completing other application requirements;

1. A Grade Point Average (GPA) of 2.0 or above on a 4.0 scale;
2. A composite score of 15 ACT/1100 SAT (Critical Reading + Math + Writing combined) or above;
3. A high school ranking of 50% or better or proof of military service

**Transfer/Readmit Students**

A. **Regular transfer students** who have, at minimum, a 2.0 Cumulative Grade Point Average, and are in good standing from their previous college, and complete all application requirements shall be eligible for acceptance into the University.

B. **Transfer Students who previously attended Haskell.** Due to national reporting requirements, previous Haskell students who are transferring from another institution will be identified as a “Transfer” student. 

Admission guidelines will be as follows:

1. Immediate Eligibility Requirements. If the student left Haskell in good academic and social standing and has, at minimum, a 2.0 GPA at their previous college, as well as completed all application requirements, they are immediately eligible to return;
2. Secondary Eligibility Requirements. If the student left Haskell not in “Good Standing” either academically or socially, the student application, and required documents, will be reviewed by the Admissions Review Board once all application requirements are met. Additional application requirements for students on probation or suspended include submission of an essay addressing the following questions:
   - What led to the problem?
   - How have you addressed this problem?
   - What is your plan for academic success?
   - If readmitted, please indicate what courses you plan to take?

**Hold Clearance – Bursar’s Office**

The student must not have any Business Holds on student account. If such Holds exist, student is required to clear these holds before their application will be processed.

**Hold Clearance – Office of Student Conduct**

If the student has an outstanding issue with this office, they will be referred for written clearance before any applications will be processed.

**Four-Year Program Acceptance Required**

If a TRANSFER student has obtained an associate degree or, at minimum, earned a minimum of 45 college credit hours and/or completed English I, English II, and College Algebra, the student must be accepted into a four-year baccalaureate program before being accepted into the university.

Applying to a four-year program is a separate application process. Both the university and program applications can be submitted at the same time, however, the university will not accept the student until notice is received from the department that the student has been accepted into a four-year program.

Baccalaureate areas of study include Teacher Education (Elementary Education), Environmental Science, Business, and Indigenous and American Indian Studies.

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

In order for an application to be considered for acceptance, the following must be submitted by the respective semester enrollment deadline. All materials must be submitted by the deadline dates established. Haskell does not accept postmarked materials.

- Completed, signed and dated application
- Certification of tribal enrollment or descendant documentation
- Official high school transcript or GED transcript(s) with scores
- Official college/technical school/university transcript(s)
- Official ACT/SAT test scores
- Immunization document confirming student has received (Measles, Mumps, & Rubella) MMR I & II vaccinations
- Entrance Essay – Must be typewritten, minimum 300 words, signed and dated
- $10 Application fee in the form of a cashier’s check or money order, no personal checks are accepted, option to pay online at www.haskell.edu (note confirmation number in application materials). Please do not send cash.

**Orientation to the University**

Orientation is conducted before enrollment each semester and is required for all new and transfer students. Through the orientation activities, students are provided with valuable information regarding many aspects of university life. Thus, it is vital that students participate in all orientation sessions.

One of the most important orientation sessions is the orientation assembly. During this mandatory assembly, students are provided with information regarding the rules and regulations that govern Haskell. This session also provides an opportunity for students to ask questions and gain clarification regarding these necessary aspects of campus life. Students are also given information regarding their rights and the appeal process.

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

Placement testing is conducted during orientation. Nontraditional students who have not attended high school for more than two years will be required to take the math placement test. Transfer students who have taken college algebra and received a grade of “C” or better will not be required to take the math placement test.

**Vision Quest**

Information provided during the pre-semester Orientation sessions will be further explained and expanded upon at the beginning of the first semester of enrollment through a course called Vision Quest. This course is designed to acquaint new and transfer students with resources available on campus and to assist students in making the transition from high school to the university.

Vision Quest also provides a brief overview of academic techniques and life skills but should not be viewed solely as a student skills development course.

Students may not drop Vision Quest. However, if a transfer student already has taken an orientation course and passed with a “C” or better, or has a GPA of 3.0 from another accredited college or university, the student will not be required to take Vision Quest. Any student who has earned an associate degree from another accredited college or university also is exempt from the requirement.

**Financial Aid**

Haskell’s Financial Aid Office (FAO) provides a number of services to students. The FAO staff is available to offer assistance completing the Free Application for Federal Student Aid (FAFSA) and answer questions regarding financial aid programs such as grants, work-study, and scholarships. The office is located in Navarre Hall on the Haskell campus.

The U.S. Department of Education offers federal student aid programs. There are three federal financial aid programs offered at the University: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work-Study (FWS). Students are urged to apply as soon as possible after January 1 every year for the following academic year. Complete, accurate, and timely submission of all information requested on the application form will maximize a student’s opportunity for obtaining adequate financial assistance. Haskell does not participate in any federal student loan program.

**Federal Student Aid Grant Program (Pell Grant)**

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

A summary of Federal Financial Aid programs is provided below. These programs are based on calculated student financial need. Need is defined as the cost of attendance (COA) minus the student’s and parent’s contribution, according to the federal needs analysis formula. Students are urged to apply as soon as possible after January 1 for the following academic year.

Haskell’s Priority Deadline to apply for Federal Student Aid is:

- Fall semester: June 30
- Spring semester: November 30
- Summer semester: April 30

**Federal Student Aid Eligibility Requirements:**

- Verifiable financial need determined by the U.S. Department of Education
- Student must not exceed their Pell Grant Lifetime Eligibility Used (LEU)
- Currently enrolled as a regular student in an eligible program *
- High school diploma or GED, or have been home-schooled approved under state law ***
- U.S. citizen or eligible noncitizen
- Registered for selective service, if required **
- Valid Social Security Number
- Maintain Satisfactory Academic Progress (SAP)
- Not currently in default on a Federal Student Loan and/or do not owe any money on a Federal Student Grant at any institution
- Consent to use Federal Student Aid funds for education expenses.
- Transferred students must provide financial aid a transcript from all post-secondary school(s) they attended.
- Continuing and Transfer students must meet federal aid standards for Satisfactory Academic Progress (SAP):
  - Maintain a 2.0 cumulative and semester GPA
  - Completed at least 75% of classes attempted
  - Credit hours cannot exceed 150% of published program length
Students who fail to meet SAP may be placed on financial aid warning. A student on Financial Aid Warning, who continues to fail to meet SAP, will have their financial aid suspended until the requirement is met. No financial aid will be awarded or paid during a suspension.

* Provisionally accepted students are not eligible for Federal Student Aid. Students may become eligible the semester after their provisional status has been resolved if all necessary paperwork has been completed and the student has met the criteria.

** Males 18 through 25 years of age who have not yet registered with the Selective Service, can give the Selective Service permission to register them by answering "YES" to the question on the FAFSA, by completing a card at their local Post Office, or by registering on-line at www.sss.gov.

*** However, students who were enrolled in an eligible educational program of study before July 1, 2012 may continue to be considered Title IV eligible under either the ATB test or credit hour standards, as discussed in Volume 1, Chapter 1 of the Federal Student Aid Handbook.

Federal Aid Application Process
The Financial Student Aid Process has many regulations and can be confusing to both parents and students. In order to be eligible for federal financial aid, students must apply each year. A student must apply online for the FAFSA (www.fafsa.ed.gov) to be considered for the Federal Student Aid program. FAFSA on the web is a free application setup by the U.S Department of Education.

How To Apply In 4 Easy Steps
1. Apply for a PIN number (student and parent) at www.pin.ed.gov. This PIN will serve as your electronic signature.
2. Complete your FAFSA for the appropriate year online at www.fafsa.ed.gov. Use your PIN number to "sign your FAFSA on the web". FAFSA can also be accessed by phone at 1-800-4-FED-AID. Haskell's Title IV Federal School Code is 010438.
3. You will receive a document tracking letter notification electronically from the Financial Aid Office (FAO) on any additional paperwork that needs to be completed. Complete paperwork and return to the FAO.
4. You will be sent an Award/Denial letter that details your financial aid eligibility via email.

Beginning the FAFSA application process early can increase the chances of obtaining adequate financial aid. For more information on student financial aid, visit the U.S. Department of Education’s website at www.studentaid.ed.gov or www.students.gov or contact the Haskell Financial Aid Office at 785-749-8468. Students are welcome to visit the Financial Aid office, which is located in Navarre Hall on the Haskell campus.

Notice of Verification:
The FAFSA for a small number of students will be selected by the Federal Government for the Haskell Financial Aid Office for Verification. All students will be notified of their selection for Verification shortly after the application for aid is received. If a student has been selected to be verified at a later date either by the Federal Government or the college, the student will be notified as soon as the selection takes place. Students will be given reminders during the semester if they fail to provide the needed documents in a timely manner.

Verification Process:
The Haskell Financial Aid Office will verify all applicants selected by the Department of Education system edits. Other applicants may be selected for Verification by the Financial Officer if conflicting information is found. Depending on the reason for verification, documentation necessary for this process are requested and tracked, such documents are:

1. Tax Returns (student and/or parents)
2. Non-Tax Filer form
3. Marriage License
4. Data Form
5. Professional Judgment
6. Untaxed Income
7. Number in Household
8. Number in College
9. Other specific documents as requested by the Financial Aid Office

Forms can be located in the Financial Aid Office or on the Financial Aid website. A Financial Aid staff is available to assist all students with completion of forms.

It is the policy of the Financial Aid Office to NOT DISBurse AID until all required documentation has been submitted and reviewed.

Email Address
Upon enrollment at Haskell, students applying for financial aid are required to have an email account. The Financial Aid Office will correspond with student email accounts regarding the status of the financial aid process. It is the student’s responsibility to check their email regularly.

Financial Needs Analysis (FNA)
Students must complete a FAFSA before the Financial Aid office can complete a Financial Needs Analysis for respective BIA/Higher Education Offices, or another funding agency. A Financial Need Analysis form will only be completed when the student’s financial aid file is complete.

1. Complete a FAFSA
2. Submit all required documents to FAO
3. An acceptance letter from Haskell Indian Nations University is on file
4. Transfer students must have official academic transcript(s) on file with Admissions office.

Other Funding Sources
Bureau of Indian Affairs/Tribal Higher Education Grants (BIA/Tribal)

Tribal assistance may be available to students who have financial need as determined by the needs analysis formula. Students who are members of federally recognized tribes need to contact their tribal agency in order to obtain information regarding eligible requirements, applications procedures, and deadlines. These procedures vary among tribal higher education agencies. The Financial Aid Office does not award BIA/Tribal funding. All tribal awards will be made by the appropriate higher education agency. Telephone number and address of Tribal Agencies may be obtained from the Financial Aid Office.
Scholarship
Many merit-based scholarships are available on a competitive basis for those who have outstanding academic records or show strong potential in a particular academic discipline. Application criteria differ for each scholarship. Students should contact the Financial Aid Office to obtain scholarship information regarding eligibility application procedures and deadlines. In order to be considered for scholarship awards, students need to make sure they adequately prepare their applications and submit them by the established deadlines.

Popular Scholarship Websites
- www.fastweb.com
- www.gocollege.com
- www.Scholarship.com
- www.collegefund.org
- www.ih.gov
- www.catchingthedream.org
- www.gmsp.org

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

Federal Supplemental Educational Opportunity Grant Program
The Federal Supplemental Educational Opportunity Grant (FSEOG) program provides educational, supplemental grant to assist students who demonstrate exceptional financial need. A student must have financial need and must also be eligible to receive Federal Student Aid.

1. First awarded funds go to eligible students with exceptional financial need, which is those with the lowest expected family contributions (EFC) who will also receive PELL Grants in that year;
2. Second award funds go to eligible students with the lowest EFC who will not receive the PELL Grant;
3. Third awarded funds go to eligible students who are independent or less than full-time students based on need. FSEOG are limited in terms of the number and amount of the awards granted.

There is no appeal process because selection is based on need.

Federal Work-Study (FWS) Program
Federal Work-Study (FWS) provides part-time jobs for students with a financial need, allowing them to earn money to help pay for educational expenses while attending school. Whenever possible, jobs are assigned in a manner that provides enhanced learning opportunities which complements and reinforce the student's educational program. Haskell determines the amount of work-study award based on student’s financial need and availability of funds. Funding is limited and awarded to those who are Pell Grant eligible. Students are paid an hourly wage that is equal or exceeds the federal and state minimum wage. Students may work up to 20 hours per week when classes are in session provided they are not working during their scheduled classes. A student may work up to 40 hours per week when classes are not in session. Federal Work Study Student must maintain satisfactory academic progress. Students on warning status are ineligible for Federal Work-Study.

To Apply for FWS please stop by the Financial Aid Office for information on how to apply:
1. Submit an FWS application along with a resume
2. Must complete a federal background investigation to work FWS prior to employment with the Office of Human Resources

Satisfactory Academic Progress (SAP) For Financial Aid
Regulations of the U.S. Department of Education requires every postsecondary institution receiving Title IV Federal funds have an academic progress policy used to determine a student’s continued eligibility for financial funding. All students receiving assistance from the Federal Pell Grant, FSEOG, and Federal Work Study programs must maintain satisfactory academic progress.

Satisfactory Academic Progress at Haskell Indian Nations University is measured at the end of each semester (Fall, Spring, & Summer Semester) according to three factors: 1) Grade Point Average, 2) 75% completion of attempted hours, and 3) Hours Earned. Attempted hours include all Haskell and transfer credits.

GRADE POINT AVERAGE REQUIREMENT:

<table>
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<th>Years</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
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<tbody>
<tr>
<td>Credits</td>
<td>0-24.9</td>
<td>25-48</td>
<td>49-Over</td>
</tr>
<tr>
<td>GPA</td>
<td>1.75</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Pace:
Pace is defined as the student's progression to ensure completion within the maximum time frame. Pace is measured at the end of each payment period.

Calculating Pace/Quantitative Progress = Cumulative number of credit hour completed
Cumulative number of credit hours attempted

Transferred coursework is counted in both attempted and completed hours accepted by the university. Any transfer student suspended for academic reason is not eligible until satisfactory academic progress is met. The transcript must show at least 12 credit hours with a 2.0 CGPA before reinstatement is considered.

Maximum Time Limit:
A student may receive Federal Student Aid for a maximum of 150% of the published length of an educational program. To ensure that a student is making sufficient progress throughout their course of study, the number of hours the student attempted must be compared with the number of hours the student successfully completed. The maximum timeframe includes all hours attempted at Haskell and hours that have successfully transferred from any other postsecondary institution regardless whether financial aid was received for any/all of those hours.

Professional Judgment and Special Circumstance:
In cases of extenuating circumstance, the student or student’s parent can request special consideration by submitting the appropriate forms to the Financial Aid office. Next, you will need to set up an in-person or
phone interview with Financial Aid staff to collect the appropriate information. At the conclusion of the interview, the advisor will determine what additional supporting documentation must be submitted for the review.

Student or a student’s parent should consider requesting a review of the student’s eligibility if either experience:

1. Loss of employment
2. Loss of income due to divorce or legal separation
3. Loss of income due to death of a spouse
4. One-time income
5. Loss or hardship due to natural disaster

**Dependency Override:**
A student can request to be considered independent if the student does not meet the federal requirement. The student needs to submit the Dependency Override Request form. The form is available from the Financial Aid Office or by downloading it from the financial aid website. The required documentation is listed on the Dependency Override Request form. **Issues of Professional Judgment are review by the Financial Aid Officer for final determination.**

**Financial Aid Appeal**
Students on financial aid suspension may regain eligibility by successfully appealing a determination for unsatisfactory academic progress. To appeal, the student must send a Letter of Appeal to the Financial Aid Office within three weeks upon receipt of notification.

**Disbursements**
The Bursar’s office will request all check payments for Pell, FSEOG, and Federal Work Study through the FBMS System as directed by the BIA Central Office. Pell Grants will be disbursed according to the Financial Aid Office Scheduled Deadlines each semester. FSEOG Grant programs will be distributed in one payment each semester. Students will receive an award letter for those that qualify each semester. The Financial Aid office does not disburse any checks. All checks will be disbursed from the Bursar’s office. Student will be notified through Haskell’s e-mail system when the check can be picked up.

**Refund and Repayment of Title IV Financial Aid**
Title IV funds (Pell, SEOG) are awarded to students under the assumption that they will attend school for the enrollment period in which the funds are awarded. When a student withdraws, the student may no longer be eligible for the full award amounts.

According to the Title IV federal policy, students who withdraw from all classes prior to completing more than 60% of an enrollment term (9 weeks) will have their federal aid recalculated based on the percent of the term they completed.

The Financial Aid office will perform the Repayment and Refund process called “Return to Title IV” (R2T4). A copy of the R2T4 form is given to the Bursar’s Office, and if any monies are owed by the student the Bursar Office will notify the student of the amount of repayment. The student has 45 calendar days after notification to make repayment in full or make satisfactory repayment arrangement with Haskell’s Bursar Office.

“Repayment” is the term used when a student receives a disbursement of Pell or SEOG, which must be returned to a Title IV program. If the student owes a repayment, he/she is considered to have received an overpayment and must be collected. Federal Work Study wages are not considered when calculating refunds or repayment because student cannot be required to repay earned wages.

“Refunds” are calculations performed for students who withdraw and may be entitled to a portion of their financial aid.

The student’s withdrawal date is either official or unofficial, which is determined by either:

1. The date the student began the institution’s withdrawal process or officially notified the institution of intent to withdraw; or
2. The midpoint or later date of the period for a student who stops attending all classes without notifying the institution; or
3. The student’s last date of attendance at a documented class

Refunds are calculated on the basis of the period of enrollment for which the student was charged. When a student terminates his/her enrollment, the schools must determine:

1. Whether the student is entitled to a refund of institutional charges paid for the period of enrollment or
2. Whether any portion of such refund must be returned to the Pell Grant and SEOG programs or
3. Whether disbursements of aid made directly to the student may be retained by the student or
4. Whether the student was over-paid and owes a repayment.

**What happens if you do not make the repayment?**
If a student does not repay the entire amount or make satisfactory repayment arrangements within the time allotted, any repayment owed may be sent to the U.S. Department of Education for collection. Then, the student has the opportunity to repay or make satisfactory repayment arrangements with the U.S. Department of Education.

Students who have not repaid or made an arrangement to repay will be INELIGIBLE FOR TITLE IV AID at any college/university. Students are responsible for making any federal grant repayments. They must also pay Haskell Indian Nations University for any funds returned to the U.S. Department of Education on their behalf.

Students are encouraged to contact the Financial Aid Office if planning to withdraw and discuss possible consequences that may occur regarding financial aid.

**Cost of Attendance (COA)**
The cost of attendance (COA) refers to the estimated amount a full-time student enrolled in courses at Haskell can expect to spend each year. It is different for students living on-campus, off-campus, living at home with parents, residents of Kansas or from another state.

**Included in COA:**
- School Fees (Haskell does not charge tuition)
- Books and supplies
- Room and Board
- Personal expenses
• Transportation
• Childcare (if applicable)

The estimated COA is subject to change each academic year. Total expenses can vary depending on degree program, living accommodations and travel locations.

**Attendance Requirements for Financial Aid Eligibility**

In order to maintain eligibility for federal financial aid, students are required to attend classes. Students who discontinue attendance or never attend a class without officially withdrawing may be subject to repayment of financial aid based on the “last date of attendance”. Before funds are given to the students, enrollment confirmation must be made by the Financial Aid Office. This means the student must be enrolled for classes for the payment period and the student has begun attendance after the first day of classes.

**Student Records**

The Office of the Registrar, located in north Navarre Hall, Room 119, maintains the official student records of Haskell Indian Nations University. Technical questions concerning enrollment, registration, degree requirements, academic policies, and transcript evaluations should be directed to the Office of the Registrar. The Office of the Registrar is responsible for maintaining correct and current records of the student enrollments. Students wishing to obtain official transcripts, to verify their proper enrollments or change enrollment status should contact the Office of the Registrar. The Office of the Registrar processes attendance verification forms for higher education offices, tribal offices, employers, Social Security, and other agencies. Students will not be provided official grades or transcripts if they have outstanding fees or fines.

**Privacy Rights**

Access to Student Information - FERPA 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 accuracy of their student records, and 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 the release of directory information;
- 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 request correction or omission of erroneous or misleading information in student records;
- 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” as any person employed by, voluntarily working with, or contracting to provide services to the university. A “legitimate educational interest” means that the school official is involved in evaluating admission or placement criteria, evaluating student achievement, providing academic advising or counseling, or providing housing, health, or other services to or for the benefit of the student or the student’s family. Disclosure is limited for these purposes only, and school officials that receive the information for one purpose may not use the information for other, unspecified purposes.

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

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

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

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:

1. Each type of student record is the responsibility of a designated university official, and only that person or the dean, director, or vice-president to whom that person reports has authority to release the record. The responsible officials are:
   a. Academic records: the Registrar (Office of the Registrar), North Navarre Hall, Room 119.
   b. Admissions records: the Office of Admissions, Navarre Hall.
   c. Financial aid records: Student Financial Aid Office, Navarre Hall.
   d. Business records: Bursar Office, South Navarre Hall.
   e. Traffic records: Campus Parking and Traffic, North Winnemucca Hall.
   f. Medical records: director, Haskell Health Center.
   g. Counseling records: Director, Counseling Center, Stidham Union.
   h. Academic Appeals, Academic Review Board or School/Department Review Board, VPA, Navarre Hall.
   i. Non-academic disciplinary records: Student Conduct, Minoka Hall.
   j. Safety violations: Campus Safety Officer, Winnemucca Hall
   k. Housing records: Director of Housing, Osceola-Keokuk Hall.
   l. Special academic programs: VPA, Navarre Hall.
   m. Mailing addresses or mailbox combinations: Haskell Mail Center, Navarre Hall.

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

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

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

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

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

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

Registration

Questions about academic regulations, enrollment or registration should be directed to:

Office of the Registrar
155 Indian Avenue, Box #5020
Lawrence, KS 66046
(785) 749-8440
registrar@haskell.edu

New Students

You must apply for and be accepted for admission. Contact the Admissions Office for referral to an academic advisor.
Transfer Students
You must apply for and be accepted for admissions. After notification of admittance, you should make an appointment with your major advisor.

Former Students
If you are a student who has attended within the last three years, you will need to be readmitted through the Admissions Office. However, your program of study may require separate departmental readmission. Also, if any prior restrictions exist, they must be cleared.

Continuing Students
Preregistration will be conducted approximately four weeks before the end of each semester. Questions concerning preregistration should be directed to the Office of the Registrar.

Registration for a current semester is not permitted after the end of the add/drop period. See academic calendar posted on the Haskell website.

Students are expected to know academic requirements and policies and to assume major responsibility for planning their individual programs of study in accordance with University and major requirements and policies, as described in the catalog.

Class schedules for the next semester are available online at http://haskell.edu/registrar/course-sch.php. This course schedule is updated regularly.

Part-Time/Full-Time Student Status
To be considered a full-time student for academic and financial aid purposes, a student must be enrolled for 12 or more credits.

Please note: in order to graduate in four years, a student must complete an average of 32 credits per year and all required coursework.

For Academic Policies see page 27.

Bursar’s Office
The Haskell Bursar’s Office is located in Navarre Hall (Room #101). The Haskell Bursar’s Office is responsible for the billing and collection of fees, collection of current and past due student accounts, and the disbursement of excess financial aid and all other refunds as well as payroll for federal and institutional work-study students.

Bursar’s Office Fee Policy
The mission of Haskell Indian Nations University is to provide a tuition-free education for Native American Indians and Alaskan Natives of federally recognized tribes beginning in 1884.

Current students will be required to present a valid Student ID for all transactions or inquiries. Non-Students will be required to present a valid picture ID. NO EXCEPTIONS

Fees
Fees are recommended and approved by Haskell Indian Nations University and the Board of Regents and are subject to change.

Fees are assessed when the student enrolls according to residency status.

(StANDARD BUDGET - STUDENTS PER SEMESTER)

<table>
<thead>
<tr>
<th>INSTITUTIONAL COSTS</th>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service Fee</td>
<td>$245</td>
<td>$0 **</td>
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<tr>
<td>Library Fee</td>
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<td>$100</td>
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<tr>
<td>Housing Fee</td>
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<tr>
<td>Little Nations Academic Center Fee</td>
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<td>$5</td>
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<tr>
<td>Activity Fee*</td>
<td>$35</td>
<td>$35</td>
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<tr>
<td>Internet Usage Fee</td>
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<td>$50</td>
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<tr>
<td>Athletics Events</td>
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<td>$25</td>
</tr>
<tr>
<td>Thorpe Fitness Center Fee</td>
<td>$25</td>
<td>$25</td>
</tr>
<tr>
<td>Laundry Usage Fee</td>
<td>$50</td>
<td>$0</td>
</tr>
<tr>
<td>**TOTAL INSTITUTIONAL COSTS</td>
<td>$715</td>
<td>$240</td>
</tr>
</tbody>
</table>

*(You must pay these costs before the first day of classes or a late fee of $30.00 will be assessed)*

**Meals are no longer provided at no cost, but may be purchased by off-campus students at $4 each or for $245 a semester.

• Additional fees incurred by specific classes (lab fees, art supplies, classroom observation fee, etc) will be applied to the student’s account balance.

• Outstanding fines/fees/charges results in a Bursar HOLD. A HOLD will not allow the student to obtain services from the University, this includes, but not limited to, enrollment and transcripts.
Bursar’s Office Fee Payment Process

1. A student must register for classes first so the fees will be charged according to your residency status, On or Off-campus.
   • If the student owe fees/fines/charges from previous semester(s) they will not be able to enroll until you have paid all of your debt. You can pay these debts online at www.haskell.edu or in office at the Bursar Office.

2. The student has until the end of the first day of classes to pay your current semester fees.
   • An overdue fee of $30.00 will be assessed on the first day of classes if you have not paid semester fees or entered into a payment plan by this time. Students receiving financial aid will receive a 30 day extension to pay the semester fees starting the date their financial aid was disbursed.
   • Students eligible for the Federal Pell Grant and have received their award letter, your account will be credited. If you have not received an award letter by the first day of class, and are unable to pay your semester fees, you must sign up for a Payment Plan.

3. If you cannot pay your fees by the first day of classes, you must sign up for the Fee Payment Plan.
   1. Fee Payment Plan is for current semester fees ONLY.
      i. See Bursar’s Office for details of the payment plan.
      ii. Deadline for applying for this plan is the end of the first day of classes.
      iii. The Activity Fee payment of $35.00 will have to be paid before establishing a payment plan. This is paid at the Student Bank, no exceptions.
      iv. This plan will be setup for ten weekly payments with a grace period of two days. If payment is late, a $3.00 late fee will be assessed to your account.
      v. No refund of any fees or payments will be granted under this plan.

4. Important reminder: Full fee payment is due by the first day of classes OR sign up for Fee Payment Plan by first day of classes.

American Express, Discover, MasterCard and Visa are acceptable forms of payment on-line at www.haskell.edu. The Bursar’s Office accepts ONLY payments in cash or money orders for university fees, fines and charges at the window; EXCEPT the Activity Fee, pay this fee at the Student Bank.

The Bursar’s Office hours are: 10am–12pm (noon) and 1pm–4pm Monday through Friday (subject to change without notification). The Bursar’s Office is located in SW Navarre Hall, Rooms 101 and 102.

Refund Policy

All payments made to the Bursar’s Office are non-refundable. If extenuating circumstances permit you from attending a particular semester where you had already paid the fees, you must notify in writing the Bursar’s Office to obtain approval to apply the fees to subsequent semester or request a refund. Processing time for refunds is 6-8 weeks.

Student Bank

The Student Bank is located in Navarre Hall, Room #102.

Hours: 9am-4pm Monday through Friday (unless otherwise noted)

Student Bank
155 Indian Avenue Box #5026
Lawrence, KS 66046-4800
785-749-8435
785-749-8406 (Fax)

Student Bank Purpose

The purpose of the Student Bank is to accept and disburse deposits of funds of students and student activity associations at Haskell in accordance with the purposes of such deposits. A written plan of operations must be developed by membership of each student group. The plan of operation is subject to the approval of authorized officials and will outline procedures and provide for a system of accounting and financial control of funds.

Students may deposit personal funds in the Student Bank but are subject to bank limitations for withdrawing these funds, including the amount that may be withdrawn at one time. There are no check cashing services or ATM services available through the student Bank. All student organizations that utilize Haskell’s name to receive payment for services, goods or contributions must use the Student Bank.

Periodic administrative inspections and financial audit of student fund operations will be conducted by authorized personnel.

University Services

The Office of the Vice President of University Services and its departments, participate in developing institutional policies and supporting services that assist students to reach their educational goals by providing opportunities for the full educational experience.

Administrative oversight for the services provided by departments within the University Services is the responsibility of the Vice President of University Services. The departments under this office are: Residential Life; Recruitment/Admissions Office; Financial Aid Office; Counseling Center; Student Activities; Food Services; Haskell Mail Center; Student Rights Office; Information Technology; Facilities Management; Little Nations Academic Center; Purple Threads; and the Grill House.
Grill House
The Grill House is located in Stidham Union. A short-order grill provides a variety of sandwiches, beverages, and assorted snacks. Adjacent to the grill is a game/TV area with recreational activities and an area for students to visit and relax. The Grill House employs a number of students throughout the school year. Students who are interested in employment opportunities need to contact the manager.

Purple Threads
Haskell’s Purple Threads is located in Stidham Union. The Purple Threads is open five days a week, Monday through Friday, throughout the year. The Purple Threads is also open during campus events, such as homecoming, commencement, powwows, and athletic events. A wide variety of items are available such as classroom supplies and necessities for residential hall life, including study guides, magazines, personal care items, and convenience foods for late night snacks. An assortment of Haskell memorabilia, such as T-shirts, sweatshirts, hats, and jackets, are available for purchase at the Purple Threads, as well as items (e.g., camera film and batteries, bleacher seats, and umbrellas) for Haskell athletic games and other special events.

University Residential Housing
Haskell’s residential housing mission is to provide the best possible living accommodations reflecting care, safety, and security for the American Indian/Alaska Native student. The goal is to provide a positive, meaningful, residential living experience offering a supportive structure for student academic endeavors. Full-time Haskell students who do not have dependents (spouse and/or children) in residence are eligible to live in the residential halls. There are designated residential halls for new freshman/transfer students as well as continuing students. However, students are allowed to pre-assign for rooms for the upcoming semester, once they have lived in on-campus housing for one semester. Payment of housing fee does not ensure a reserved room. Readmitted students will be given the remaining spaces available. Students must maintain a minimum of twelve (12) credit hours to be eligible to live in the residential halls. Students who fall below the twelve-credit hour minimum must vacate university housing and find housing off campus.

University Residential Halls
Winona Hall is a co-ed honors hall which houses 77 students. Originally constructed in 1897, it was renovated in 1999 to accommodate our honor students. The name Winona, by Sioux tradition, is given to daughters who are the first-born child of the family.

Pocahontas Hall, built in 1931, houses 89 students. This transfer and freshmen women hall is named after Pocahontas, daughter of Powhatan, an Algonquian chief.

Powhatan Hall, is a co-ed residential hall which houses Student Resident Assistants. Built in 1932 and named after the Algonquian Chief, Powhatan was used as a classroom in 1955.

Osceola and Keokuk Halls (also known as O-K Hall”) is home to primarily 192 male & female student/athletes. Osceola and Keokuk Hall is a co-ed freshman dorm.

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

Roe Cloud Hall, which houses 294 students, is a co-ed dorm that was completed in 1997. Roe Cloud Hall is named after Dr. Henry Roe Cloud, a member of the Winnebago Nation. He was the first American Indian superintendent of the Haskell Institute, serving from 1933 to 1935. Dr. Roe Cloud later served in the presidential administrations of Herbert Hoover and Franklin Delano Roosevelt. He remained a strong voice on behalf of American Indian issues and education throughout his life and his career.

Campus Security at Night (785.760-6192)
In addition to the Lawrence Police, the University Housing Program has a Campus Security Office located in Roe Cloud Hall. The Security hours of operation are seven days a week 10:00 pm to 6:00 am and Tuesday thru Saturday 2:00 pm to 10:00 pm. The telephone number for Night Security is (785) 760-6192. For additional information on Campus Security and the Student Conduct Office, call the Residential Hall Program Office at (785) 749-8460. Haskell Emergency Response Team (HERT) is located in Winnemucca, call (785)749-8467 or (785)832-6608. HERT is responsible for the following activities: protecting the campus and taking necessary measures to help prevent accidents; monitoring and supervising emergency procedures during natural disasters, such as fires and storms; enforcing traffic and campus security regulations; and providing assistance and taking appropriate measures in the event of disorderly behavior.
Food Service
Food Service is located in Curtis Hall, named after Charles Curtis (January 25, 1860 – February 8, 1936) a member of the Kaw Tribe was a United States Representative, a longtime United States Senator from Kansas later chosen as Senate Majority Leader by his Republican colleagues, and the 31st Vice President of the United States (1929–1933).

Residence Hall Meal Plan
Students living in the residential halls (on-campus resident) are required to pay a semester meal fee of $245.00 that entitles the student to receive daily meal service. The meal service is 19-meals per week, Monday through Friday meal service (three meals each day) and Saturday, Sunday, and Holidays meal service (two meals each day). The Haskell Student ID must be presented at every meal.

Off-Campus Meals
Off-campus students who plan to eat at Curtis Hall have two meal plans to choose from;

A. Purchase the meal plan at a cost of $245.00 for the semester. The meal plan will entitle the off-campus student the same meal privileges as an on-campus resident (19-meals per week).

B. Meals may be purchased individually at $4.00 per meal.

The meal plan or individual meals may be purchased at the Haskell Bursar Office, located in Navarre Hall (Room #101) or online at www.haskell.edu. The Haskell Student ID must be presented at every meal.

Guest Meals
Guests may purchase a meal ticket at $5.00 per meal. The ticket may be purchased from the Haskell Business Office (101 Navarre Hall) or the guest may pay for the meal online at www.haskell.edu. The path for the pay online is: Pay On-line link → Pay Gov. → Pay Fees → Pay Gov. Please print the receipt of payment and present to Curtis Hall.

Meals for Children
Children must be accompanied by the parent(s) or guardian for meal service.

- Under 2 years of age eating, no charge when eating from parent's plate.
- 2 to 6 years: half price for child's portion ($2.50 per meal)
- 7 years & up: full price ($5.00 per meal)

Hours of Operation

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<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
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<tr>
<td>Monday-Friday</td>
<td>7:00am-9:00am</td>
<td>11:00am-1:00pm</td>
<td>4:30pm-6:30pm</td>
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<td>Saturday &amp;</td>
<td>10:00am-12:00pm</td>
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<td>Holiday</td>
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Special Services
Sick Tray/Carryout Meal
- A form for a sick tray needs to be filled out by the student's residence hall staff for the ill student. The forms are available in each residential hall.
- The completed form and the ill students ID must be presented to Curtis Hall staff.

Conflicting Classes
Arrangements can be made for a carry out meal for those students who have scheduled classes that do not allow the student to eat meals during the serving hours.

- The student will present a copy of their class schedule to the Curtis Hall staff. Arrangements will then be made for meal service.

Counseling Center
The Counseling Center services students based on a “strengths based model”. It is a firm belief that all students come equipped with life skills that help them navigate through life. Counselors are available to guide students who may need support through personal, social, academic and career development counseling. The Center works with outside entities to provide full services if needed be. All services are kept totally confidential.

The Center provides experienced, professionally trained counselors who engage with students to form a positive outcome for their own personal solutions. The counselor will always keep in mind the student’s culture, knowledge, and belief system when addressing any and all aspects of problem solving.

The Counselors are available to enhance the student’s road to success and will help by offering services such as Emergency Leave Notifications, advocating for students in the realm of housing, special needs through food services or disability services. Counselors are here to provide a support system necessary for the student to work through the maze of higher learning.

Career Development services are also available to students. Students can come in and take a Career Interest Inventory to measure their career tendencies. These interest inventories are developed with the student in mind. The student is highly encouraged to explore different career choices. Brown Bag lunches are also presented by people who have gone to professional schools. During these presentations, the student is exposed to the rigors of law school, graduate school, and other professions.

The Career Counselor also provides information on resume writing, job searches, internships, and summer employment. Updated lists are kept and posted in Stidham Union, the Human Resources Office and specialized departments such as the School of Business, Environmental Science Department and the School of Education.

Haskell Mail Center
The Mail Center, located in Navarre Hall, provides student assigned mailboxes at no cost to currently enrolled Haskell students. The Mail Center serves as the central receiving location along with the warehouse for all U.S. Postal Services, UPS, Fed Ex, DHL and other
couriers year-round. Mail services are provided to approximately 1,000 students and 300 staff & faculty. Upon a students' withdrawal, ineligibility, suspension or graduation, the mailbox is closed. It is the responsibility of the student to provide the Mail Center with a forwarding address:

A Haskell students' mailing address is:
(Students Legal Name)
Haskell Indian Nations University
155 Indian Avenue, # (Student's Box Number)
Lawrence, Kansas 66046

Postage Fees
The Mail Center mailboxes are available to each student at no charge. However, any packages or mail received COD or with postage due fees must be paid by the student to the mail center prior to receiving the package.

Work Study

Institutional Work Study (IWS)
The Institutional Work Study (IWS) program is an on-campus, employment program available to any student regardless of financial need. This program enables students to gain valuable experience for the future job market. Positions are limited dependent upon available funding within the department.

Interested students must meet all current work-study requirements:
1. Must complete a federal background investigation with the Office of Human Resources to work on-campus prior to employment
   a. Office of Human Resources is located in 110 Navarre Hall
   b. Please make an appointment by emailing colene.wagnon@bie.edu
2. Must have a course load of 12 credit hours (Summer school 6 credit hours)
3. Must be in good academic and social standing
4. Must submit a current resume
5. Must complete an application
6. Students are limited to one work-study placement with Institutional Work Study (IWS) or Federal Work Study (FWS) during the academic year and cannot exceed 20 hours per week.
7. Students may work up to 40 hours a week during spring, Christmas and summer breaks dependent upon available funding.

The hourly wage is at or above, the federal minimum wage. Appointments are authorized by the hiring department in collaboration with the Haskell Recruitment & Placement Office located in the Office of Admission, Navarre Hall.

Campus Parking

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

Vehicle Storage
All student motorized vehicles must be removed from Haskell campus within 72 hours after the residential halls close for the semester. Any individual violating this policy will have his/her vehicle removed from the campus by commercial vendor.

Exception to vehicle storage: Permission for vehicle storage must be obtained from the Campus Parking and Traffic Office (example, Christmas Holiday). If permission is approved for vehicle storage, vehicles must be parked in the Coffin Sports Complex parking lot.

Staff and faculty motorized vehicles may not be stored on campus with the exception of those employees on official travel business, or by permission from the parking and traffic office. Any individual violating this policy will have his/her vehicle removed from the campus by commercial vendor.

Abandoned Vehicles
A vehicle will be considered abandoned if it appears to be not moved for five or more days (i.e. flat tires, broken windows, damaged, etc.). Vehicle owners will be notified by mail stating the date the vehicle must be moved. If the vehicle is not moved or proven to be drivable, the vehicle will be removed from the campus by a commercial vendor.

Student Rights
All students are expected to conduct themselves in accordance with the institutional values of Communication, Integrity, Respect, Cooperation, Leadership and Excellence. Students attending Haskell are accorded certain rights as outlined and supported by the Code of Federal Regulations Part 42 of Title 25 of the Code of Federal Regulations applies to Haskell, which is funded by the Bureau of Indian Education.

Haskell recognizes that students have:
1. The right to an education that may take into consideration Native American or Alaska Native values and that incorporates applicable Federal and Tribal constitutional and statutory protections for individuals.
2. The right to be free from unreasonable search and seizure of their persons or property, to a reasonable degree of privacy, and to a safe and secure environment.
3. The right to make decisions for themselves where appropriate.
4. The right to freedom of religion and culture.
5. The right to freedom of speech and expression so long as the expression does not unreasonably disrupt the educational process or endanger the health or safety of the students or others.
6. The right to freedom of the press, except where material in student publications is libelous, slanderous, or obscene.
7. The right to peaceably assemble and to petition for the redress of grievances.

8. The right to freedom from harassment or discrimination based on sex, race, color, national origin, religion, ancestry, sexual orientation, disability, or, as specified by law, age, veteran status, marital or parental status, or degree of Indian blood.

9. The right to due process. Every student, student organization, and campus organization is entitled to due process in every instance of disciplinary action for alleged violation of Haskell regulations. A student or organization may waive the right to a hearing and use the alternative dispute resolution system or may choose to admit responsibility for misconduct and accept disciplinary sanctions from Haskell.

10. The right to reschedule examinations and tests, other than final examinations, which occur on mandated religious holidays or during traditional cultural ceremonies, provided that the students notify their instructors at the beginning of the semester.

The following rights are retained by students who live in the residential halls:

1. The right to read, study, and relax in one's room free from undue interference; unreasonable noise and other distractions that may inhibit the exercise of this right.

2. The right to sleep without undue disturbance from guests of roommate(s) and/or other residents.

3. The right to expect that a roommate will respect others' personal belongings.

4. The right to a clean living environment.

5. The right to host guests with the expectation that guests are to respect the rights of the host's roommate(s) and other hall residents.

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

Student Responsibilities

Students shall have these responsibilities so as not to infringe upon the rights of others in the Haskell community. Students assume an obligation to obey all rules and regulations made by properly constituted authorities to preserve all property provided for their education and to discharge their duties as students with diligence, fidelity and honor.

1. Obtain an Education. Students shall regard the opportunity of obtaining an education as a duty to the community. Students have the responsibility to attend all their classes regularly.

2. Conform to Haskell rules. Students shall obey recognized rules and procedures developed by the school community, including those affecting environmental health, order and use of school property.

3. Exercise self-control. Students shall refrain from inflicting bodily harm on other students or other persons and respect the privacy of property and mail.

4. Understand the grievance process. Students shall inform themselves of the proper methods and channels for complaints and make use of them.

5. Disclose any information regarding convictions of felonies. Failure to disclose will result in immediate dismissal and loss of enrollment status. Follow the Code of Student Conduct that outlines the expected Code of Behavior and the responsibilities of each student attending Haskell.

6. Obtain and regularly check campus mailbox and e-mail. This pertains to students living on-campus and off-campus. This is the primary way that Haskell corresponds with the student body.

7. Observe prescribed procedures for due process as outlined in the due process.

8. Respect the rights of others and behave in accordance with expectations regulating student conduct and guidelines established by this Code of Student Conduct.

9. Make decisions that do not infringe upon the rights of others.

10. Express opinions and ideas in a respectful manner that does not slander, hurt or harm others.

11. Respect the beliefs of others.

12. Arrange a time and place for peaceable assembly that does not interfere with Haskell's normal operations.

13. Recognize Haskell's authority to check student rooms for safety and health reasons.

14. Respect the freedom of expression exercised by others.

15. Provide information to Haskell pertinent to their educational program.

16. Provide a cell phone number and/or current off-campus address to Haskell consistent with the application for admission.

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

Substance Abuse Policy

The present policy regarding substance abuse is a zero-tolerance mandate. If a student is found to have committed any of three violations (trafficking, intoxication, possession) regarding substance abuse, the student will risk loss of university residential housing privileges. Subsequent violations may result in referral to Student Conduct Review Board for a suspension hearing. Parents/guardians of students under the age of 21 will be notified if a student violates the substance abuse policy.

Campus Violence Policy

Students found in violation of policy stipulations regarding assault, battery, intimidation, sexual harassment, 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.
Associated Students of Haskell. The Associated Students of Haskell. Each enrolled student is automatically a member of the Student Senate representing from student organizations on campus. Throughout the year, the CAA is composed of concerts, dances, and numerous other campus events coordinating campus activities such as movies, intramural sports, and Lockout sobriety parties. Off-campus campus activities include dances, movies, intramural sports and activities such as table tennis, horseshoes, and card games. There are also tournaments during the year in activities such as table tennis, horseshoes, and card games.

Most of the equipment needed for participation in the recreation program can be checked out from the Student Activities Office. Students are encouraged to bring their own recreational equipment. The recreation program is for the benefit of all enrolled Haskell students.

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

Student Government
Student Senate
Each enrolled student is automatically a member of the Associated Students of Haskell. The Associated Students of Haskell. The Associated

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

The Student Senate is made up of:
- President
- Vice-President
- Secretary
- Treasurer
- Representatives from the senior, junior, sophomore, and freshman classes
- Representatives from the residence halls
- Representatives from recognized student clubs and organizations

Student Organizations
Numerous student organizations exist at Haskell. To name a few of a representative list is:
- American Indian Business Leaders-Phi Beta Lambda
- Native American Church
- American Indian Science and Engineering Society
- Dine’ Club
- Off Campus Club
- H-Club Athletic Association
- Campus Activities Association
- Cheerleaders
- KNEA-SP
- Haskell Artist Association
- Indian Leader Association
- Kiowa Cultural Club
- Alabama-Coushatta-Euchee-Seminole-Creek Club

Information regarding purposes, activities, meeting times, and contact persons for student organizations may be obtained by contacting the Student Senate Office.

Department of Athletics
Haskell Indian Nations University’s Department of Athletics has a rich history and tradition dating back to the late 1800s. Haskell is the only American Indian and Alaska Native intercollegiate baccalaureate serving institution. The Department of Athletics provides students with the opportunity to participate and develop as scholar-athletes in accordance to the governance of the National Association of Intercollegiate Athletics (NAIA). A member institution since the fall of 1999, Haskell currently serves as the only four-year athletic program in the nation whereby all scholar-athletes represent diverse American Indian and Alaska Native nations.

Athletic programs currently offered at Haskell include:
- Men’s
  - Basketball
  - Cross Country
  - Football
  - Golf

Women’s
- Basketball
- Tennis
- Volleyball
- Softball
- Soccer
- Cross Country
- Track and Field
- Wrestling
- Cheerleading

Student organizations
- American Indian Student Association (AISA)
- Native American Student Union (NASU)
- American Indian Business Leaders-Phi Beta Lambda
- Dine’ Club
- Off Campus Club
- H-Club Athletic Association
- Campus Activities Association
- Cheerleaders
- KNEA-SP
- Haskell Artist Association
- Indian Leader Association
- Kiowa Cultural Club
- Alabama-Coushatta-Euchee-Seminole-Creek Club
Track and Field (Indoor/Outdoor/Marathon)
Women's
Basketball
Cross Country
Softball
Track and Field (Indoor/Outdoor/Marathon)
Volleyball

Club activities currently offered in Haskell Athletics include:
Co-Educational Club
Cheer/Dance

Eligibility Compliance Introduction
Athletic compliance includes the allowed number of years (seasons) of competition, terms of eligibility, and specific standards for incoming freshman, transfers, and continuing students. The following is a brief representation of the standards established by the National Association of Intercollegiate Athletics:

Students are allowed only four years of competition at any level (participation at previous institution(s) will be considered when calculating the four years). Students must maintain their amateur status. Students have 10 terms (a term is full-time enrollment in 12 credits hours or more) of which they can compete for 8 terms (four years).

Enrollment in a term at another institution whereby athletics may not exist will still count toward the allowed number of terms to compete.

1. Incoming Freshman must meet two of the following three requirements:
   - 2.0 cumulative grade point average (GPA) upon graduation (based on a 4.0 scale)
   - Graduate in the top 50% (percentile) of your senior class ranking
   - Earn a score on the following college entrance exams; with the exam completed on a national testing date. Residual and practice ACT and/or SAT scores are not accepted for eligibility purposes.
     - ACT of 18 or higher
     - SAT of 860 or higher (utilizing only the critical reading and math sections)

2. Transfer Students
   - Four-on-Four transfer (from one four-year institution to Haskell)
     - Competed at immediate previous institution: 16-week residency required
     - Never competed at immediate previous institution: No residency period
     - Immediate previous institution "releases" student (student must have a 2.0 GPA on release): No residency period
   - Two-year institution transfer
     - Only attended a two-year institution: No residency period
   - NAIA conference transfer
     - Within conference: Conference rules apply

3. Continuing Students
   - Must meet the 9 credit hour rule: Pass 9 credit hours in the immediate previous term; applies to the student in their 2nd term of attendance (in essence, you must pass 9 hours in your 1st term of attendance as a condition of eligibility).
   - Must meet the 12 credit hour rule: Enrolled at all times in at least 12 credit hours, without repeat enrollment in courses previously passed
   - Must meet the 24 hour rule: Pass 24 credit hours in the previous two full terms (enrollment of 12 credit hours or more per term), without repeat enrollment in courses previously passed
   - Must meet the progress rule: Successful completion of academic terms
     - 24 hours – sophomore season (upon entering 2nd year of participation)
     - 48 hours – junior season (upon entering 3rd year of participation)
       - 2.0 cumulative GPA
     - 72 hours – senior season (upon entering 4th year of participation)
       - 48 of the 72 hours must be in general education or in the specific field of study
       - 2.0 cumulative GPA
   - Summer and non-term hours: Students are allowed to enroll in 12 hours in the immediately preceding summer school session. The 12 hours may go toward the 24 hour rule.

Additional eligibility information can be found on the NAIA website at http://naia.cstv.com/member-services/legislative/rules.htm

Additional information regarding the Midlands Collegiate Athletic Conference, the conference for all sports as Haskell with the exception of football who competes as an independent can be viewed at www.mcac-naia.org.

Department of Athletics Vision
The Department of Athletics will be a leader in the development and promotion of American Indian and Alaska Native scholar-athletes through strength training, technical skills, academic mentorship, and service to community.

Department of Athletics Mission Statement
Our mission is to provide scholar-athletes with the opportunity to compete to their highest performance level in intercollegiate athletics. Within the context of our university structure, Athletics build respect, responsibility, sportsmanship, integrity, and service leadership.

Department of Athletics Program Objectives and Scholar-Athlete Learning Outcomes
The Department of Athletics established four specific program objectives that focus on the total scholar-athlete through:

1. Character development
   - Demonstrate positive sportsmanship in athletic environments
   - Demonstrate responsibility in academic and athletic actions
2. Leadership
   a. Exhibit attitudes, and behaviors when opportunities present themselves
   b. Recognize situations of leadership
3. Component of athletic fitness
   a. Physical and performance development: speed, strength, and agility
   b. Exhibits understanding of needs for competition through athletic fitness
4. Experiencing intercollegiate athletic competition
   a. Exhibits the necessary qualities building toward competition

Academic Services
Administered by the Vice-President of Academics

Vice-President of Academics (VPA)
155 Indian Avenue, Box #5010
Lawrence, KS 66046
(785) 830-2770

Student Success Center
The Student Success Center is located in 131 Sequoyah Hall. The mission of Haskell’s Student Success Center is to provide centralized, accessible, and enriched academic services and programs to support and enhance the academic, cultural and career success of Haskell students. To fulfill this mission, the Student Success Center collaborates with other departments at Haskell as well as faculty and staff. Throughout the academic year, the center will also offer services such as workshops on time management, study skills and test taking skills to name a few.

Services provided at the Haskell Student Success Center are free to Haskell students and include, but are not limited to: printing, computer access, faxing documents, copying, tutoring, GRE assistance, career development, job assistance, cultural awareness, disability referrals for students, scholarship information, internship information and academic advisement.

TRIO Student Support Services
Student Support Services (SSS) provides eligible students with comprehensive, individualized support services in the areas of academic and personal needs. The support provided is geared toward assisting students in successfully completing each semester to the best of their ability.

SSS Goals & Objectives:
• to provide students with academic advising and counseling
• provide students with effective study habits
• provide cultural enrichment opportunities
• provide motivational workshops
• promote academic success
• provide peer tutoring
• provide opportunities to visit area colleges and universities

How we can help you...
Educational counseling
...address personal problems and concerns which may keep you from reaching your educational goals.
Financial Aid Information
...become aware of financial aid options available and provide assistance, if needed. We will work with you to develop and monitor your financial aid plan.
Career Planning
...select an appropriate major and assist in accessing resources for identifying your career goals.
Tutoring
...improve academic performance through individual tutoring support using peer tutors.
Academic Development
...develop effective reading, writing, math and study skills with personalized instructional assistance in these areas.
Educational Access
...access and coordinate resources and support which address specific strategies or accommodations needed due to a disability.

General Information:
SSS serves 175 eligible students so spaces are limited. If you think you qualify, please visit our office. Grant Aid is available to those who qualify. See a Retention Specialist for more information.

We can assist you with your Application and provide you with the services that will ensure your academic success!

Applications can be downloaded on our website: http://www.haskell.edu/trio/sss.html or in our office at Stidham Union-West

Academic Support Center

Academic Support Center Overview
The Academic Support Center is centrally located in Tommaney Hall and provides an inviting and vibrant place for students. We offer a variety of resources and services with Haskell’s library being an integral component of the Academic Support Center (ASC):
• Library
• Technology Learning Center
• Disability Support Services

The ASC is Internet and Wi-Fi friendly, with Online Public Access Computer stations for patrons to use for searching the library’s print collection and to access our electronic databases. We currently maintain over fifty computers in the Technology Learning Center for students to use to access the Internet, to type papers and to print, copy, or scan documents. Students might also be given hands-on instruction to library resources through the Technology Learning Center as part of a class requirement.

Library

Collections in the Library
Haskell Library has over 60,000 volumes in print, multimedia, periodicals, and microfiche, also houses a large and unique Indian Collection of approximately 13,000 volumes.

The Indian Collection covers such topics as tribal histories, conflicts and treaties, arts, culture and literature, as well as civil rights, the environment, and other contemporary issues faced by many tribal nations today. The Indian Collection also contains its own Language and Reference sections and the John S. Painter donation is another special collection that provides Native American resources.
Other print collections that also support Haskell’s four-year degree programs and student learning include the Teacher Education Professional Collection as well as the newly acquired Price Collection in 2013, donated by the family historian and author Scott Price. The majority of the Price Collection deals with American war and conflict, ranging from the Revolutionary War through WWII, with primary emphasis on the Indian Wars, the American Civil War, WWI and WWII.

**Electronic Academic Databases**
Haskell Library offers access to a myriad of electronic resources. As a higher education institution Haskell’s database subscription packages focus on scholarly and academic journals.

Haskell Library’s online catalog is a database that can be accessed via the Internet and anyone can begin their search for resources in our physical collection.

Our electronic academic databases provide access to thousands of online journals and articles. As a Haskell student, faculty, or staff member, you have access to subscription databases from both On-Campus and Off-Campus (off-campus requires your Haskell library card). Non-Haskell visitors and guests can access our subscription databases from on-campus only.

**Services**
Library hours vary depending on when a semester is in session. Please visit the Haskell Library website where our hours of operation are posted. Library services include Circulation, Interlibrary Loan, Course Reserves, Reference, and Textbook Management. Other additional services include Information Resource/Literacy Instruction, Group Study Rooms, and a New Arrivals section for browsing new titles.

Haskell and the surrounding Lawrence community are welcome to visit the library where they can access local, regional, and national newspapers, as well as approximately thirty different tribal newspapers. Multimedia resources are also available and include documentary, cultural, and popular movies in DVD or Blu-Ray format.

**Textbooks**
The Academic Support Center and its staff manage Haskell’s textbook program and provide textbooks for freshman and sophomore level classes. Haskell students are loaned textbooks for these classes free of charge. Students should plan to visit the library during the first week when they are registering for classes to check out their textbooks for the semester. Textbooks are due back to the library at the end of each semester or overdue fines will begin to accrue. Any damaged or lost textbooks are charged to the student.

Many universities have tried different strategies with their textbook management programs while textbook costs have continued to rise. The Academic Support Center will continue to look at different models of course materials management with the goal of bringing down costs while at the same time assuring that students acquire all the materials and resources necessary for their academic success.

**Technology Learning Center**
The Technology Learning Center (formerly named the ASC’s Microcomputer Laboratory) is a new name for the ASC’s computer center, as it will undergo major renovation in 2015. New equipment for the Technology Learning Center (TLC) include PC and Mac computers, power-connect computer tables, and a connected classroom design with multimedia presentation capability. A 60-seat capacity comes with this new design. The TLC will retain its purpose as an open computer center for students, but can also be reserved for class instruction.

**Disability Support Services**
Please refer questions to:
Perry Graves, Disability Support Services Coordinator
155 Indian Avenue, Box 5016
Lawrence, Kansas 66046-4800
(785) 832-6607
Fax (785) 749-8473
pgraves@haskell.edu

**Section 504, PL 93-112 of the Vocational Rehabilitation Act of 1973**

No otherwise qualified handicapped individual in the United States shall solely by reason of his handicap, be excluded from the participation, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.

**The Americans with Disabilities Act of 1990 (ADA)**
The Americans with Disabilities Act (ADA) is a federal law that provides full access for people with disabilities. The law prohibits discrimination against individuals with disabilities in the following areas: employment, public and private transportation, state and local government, public places of accommodation, and telecommunications.

Disability Support Services’ Mission / Purpose:
The Disability Support Services (DSS) program supports students with disabilities in a manner that is consistent with the best practices in the field of special education at the postsecondary level and the guidelines recommended by the Association of Higher Education and Disability (AHEAD).

**Haskell DSS Program**
All students with disabilities (or think that they may have a disability) are encouraged to contact the Disabilities Support Services Coordinator, Perry Graves, at their earliest convenience. Any information given to Mr. Graves is confidential and will not be released to any other person until the student signs a release of information form.

Accommodations are individualized based on the needs of each student as identified in the documentation of the student’s disability.

**Examples of services include:**
- Review of documentation to establish eligibility for services
- Assistance in obtaining documentation in order to establish eligibility for services
• Letters to faculty identifying appropriate classroom accommodations

Examples of accommodations include:
• Classroom and course requirement accommodations (extended time, tape recorded exams, preferential seating, etc.)
• Materials in alternative formats (e.g. books on tape, enlarged print)
• Assistance in locating equipment related to academic needs (Braille writers, assistive listening devices, magnifiers, etc.)
• Advocacy
• Assistance in locating accessible transportation.
• Referral to other University and community resources (e.g. tutoring, Independence Inc., etc.)

Academic Policy

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

These academic designations are noted on the official transcript after the degree has been conferred by the Office of the Registrar.

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

<table>
<thead>
<tr>
<th>Credit Hours Earned</th>
<th>Academic Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>Freshman</td>
</tr>
<tr>
<td>30-60</td>
<td>Sophomore</td>
</tr>
<tr>
<td>61-90</td>
<td>Junior</td>
</tr>
<tr>
<td>91-120</td>
<td>Senior</td>
</tr>
</tbody>
</table>

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. Credit hours cannot satisfy more than one requirement.

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 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.

Dismissals
The intent of the university to establish a learning environment which promotes critical inquiry, opportunities for collegial discussions and engagement in learning processes, to differ in opinion professionally, to ask questions and to differ in opinions respectfully.

A student who refuses to cooperate or is so disruptive that the learning of other students is severely and adversely affected, may be requested to leave class by the instructor, and under certain conditions be dismissed from the class.

The instructor is to attempt to discuss the behavior with the student outside of class informally, have a formal meeting with the student about classroom behavior concerns, refer the student to the Counseling Center, and/or request the student leave the class immediately for the day.

A student can be dismissed from class if the instructor is not seeing subsequent change in their identified behavior after it has been addressed by at least one of these methods.

The behavior must have occurred more than once or be so egregious in a single incident that concern for the safety of students or the instructor becomes primary concern.

When dismissing a student from class, a Course Dismissal Form is submitted to the dean.

Disruptive Behavior
Students are expected to exhibit respectful, honest, and socially mature behavior both in and out of class. Any seriously disruptive, disrespectful, or other inappropriate behavior in any academic area by a student may result in the dismissal from a course with a final grade of F or dismissal from the university itself. For appeals, see Academic Review Board.

Academic Eligibility – Intercollegiate Athletics
See Department of Athletics-pg 23

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 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. Thus, to avoid charges of plagiarism, students must acknowledge all words and ideas taken from other sources. Students must credit all sources of information that they use to produce every course assignment, including, but not limited to, written and oral examinations, quizzes, essays, research papers, and lab reports, as directed by their course instructors.

Students who fail to give credit for such use are guilty of plagiarism. Any violation of Haskell’s policies against plagiarism or any other form of academic misconduct, as defined below, may result in the following severe penalties, depending upon the specific violation:

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

Academic misconduct includes (a) cheating (using unauthorized materials, 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 17 weeks each. Summer sessions, when available, are provided in four week, six week or eight week sessions.

**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**
- **Dean's Honor Roll**
- **Good Standing**
- **Academic Probation**
- **Academic Suspension**
- **Incomplete**
- **Official Withdraw

**Academic Standing Definitions:**
- **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 2.0 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.

**Administrative Withdrawal of Students**
Whenever a student, because of that student’s mental or physical condition, exhibits behavior that constitutes a danger to himself/ herself, other persons or property, or when that behavior is disruptive to the normal educational processes of the University (including activities in University housing) or renders him/her incapable of achieving academic goals, that student may be temporarily withdrawn from the University. An Administrative Withdrawal policy may be activated by the Vice President of Academics or designee in consultation with the Dean of Student Services. This policy allows a fair-minded withdrawal decision to be made that protects the health, safety, and welfare of the student and the University community. The Administrative Withdrawal policy seeks to safeguard the student’s privacy, to avoid inappropriate punitive sanctions, and to engage in an expeditious response to the concerns addressed.

**Policy Statement:** A student whose behavior meets the conditions as outlined above, and who does not agree to a voluntary Leave of Absence, may be withdrawn by administrative action. The withdrawal will be activated by the Vice President of Academics or his/her designee in consultation with the Dean of Student Services and the University Judicial Council. In most cases, the withdrawal will be immediate and shall be for a reasonable length of time. There is no appeal to this policy, since it is invoked only in response to imminent concerns.
At or near the time of withdrawal, the student shall be given information and the conditions of withdrawal in writing that will include the following:

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

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

Assessment
Haskell has a comprehensive academic assessment program to measure student learning. Its purpose is to specify measurable student learning outcomes in accordance with the University’s mission, assess student learning in terms of the outcomes, and use the results to improve academic programs. Students, 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 for satisfactory academic progress. 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.

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 filing 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.
Part-Time Student: A degree-seeking student enrolled in less than 12 credit hours.

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

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.

**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 provisional basis for two semesters.

Upon successful completion of required courses, applications for admission into a baccalaureate program will be reconsidered. Students who have used up financial aid eligibility in an associates program will not be eligible for financial aid until admitted into a baccalaureate program.

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 graduate is allowed to participate in the spring 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 chair of the instructional area, 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 graduation of the student. The diploma is dated with the end of semester date. The graduate name is imprinted with the name of the degree awarded and the student’s 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.
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.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points/Credit Hour</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

WF 0 Failure awarded administratively for defaulting in a class because of nonparticipation, absenteeism, disruptive behavior, or cheating

AU (Not calculated) Audit

W (Not calculated) Withdrawal

I (Not calculated) Incomplete

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".

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 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.

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.

Haskell-KU Exchange Program
Through a cooperative agreement between Haskell and the University of Kansas (KU), selected courses are offered for credit from either institution to students of the other. Applications are available during pre-enrollment each semester from the Office of the Registrar. Further information can be obtained from that office or from the dean of the appropriate college or school. 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 require 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
Declaring a major means being officially accepted into one of the four-year degree programs at the University. Students can declare a major earlier, if the following applies:

- 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 should declare a major 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.
Precollege Courses
Students are not allowed to withdraw from precollege courses. Precollege courses include the following: MATH 010 Pre-Algebra; MATH 011 Introduction to Algebra; MATH 014 Pre & Introductory Algebra; and ENGL 090; Basic Composition.

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.

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. Student Financial Aid eligibility may be adversely impacted if a baccalaureate degree is not completed in 12 semesters.

Withdrawal from a Course or the University
The university allows withdrawal from a course and withdrawal from the university without penalty under certain conditions. A “W,” indicating an authorized administrative withdrawal, may be sought for any number of reasons, ranging from schedule conflicts or changes in a student’s academic plan to special problems such as illness or unusual personal or family problems.

The designation will be recorded on the transcript for courses from which a student has withdrawn before the end of the tenth week of the semester, or after the tenth week in exceptional cases usually involving medical problems or extreme hardship; normally an F will be recorded for withdrawals after the tenth week. Withdrawals must be completed through the Office of the Registrar. Students who default in a course without officially withdrawing from it will receive a grade of WF. For appeals, see Academic Review Board.

Academic Programs

Vice-President for Academics (VPA)
121 Navarre Hall
(785) 830-2770
Fax (785) 749-8408

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.

General Education
A strong General Education Program provides the knowledge and skills, which include the ability to write clearly, read critically, speak effectively, use mathematics competently, think critically and creatively, understand abstract concepts. This prepares students for the knowledge and understanding of different disciplines and analytical approaches. Every degree has requirements in addition to degree program requirements. The Dean of Humanities oversees the general education program.

As an intertribal university, Haskell’s curriculum believes American Indian/Alaska Native history, culture and philosophy, art, music, literature, and contemporary tribal issues are necessary to understand and tell “the story of the people.” The purpose of the Haskell curriculum is to enable students to pursue their professional aspirations with culturally relevant curriculum that considers American Indian and Alaska Native world views, philosophies, cultures and contemporary experiences.

- Students with advanced placement may satisfy a General Education requirement with a higher level course from the same department with the department’s approval.
- General Education requirements are the same for all degrees.
- The total number of credit hours for General Education is 34 to 36 credit hours.
- The same course may not be used to fulfill more than one General Education Program requirement.
- Special topics courses are not acceptable for meeting the General Education Program requirements.
- Refer to a specific department for more information on General Education Program and degree requirements.

Degrees
Haskell’s academic programs offer course work that can lead to an associate degree or a baccalaureate degree. The Associate and Bachelor of Arts degrees offer a flexible and broad education while an Associate or Bachelor in Science degrees has more specialized course requirements in a chosen program and fewer electives. The appropriate degree is recorded on the student’s permanent record when the supporting documentation is confirmed and verified by the college or school offering the degree in cooperation with the Registrar. Haskell Indian Nations University is the degree-granting body.

Students who are unsure of their field of study are considered “undeclared” and listed in the liberal arts associate program until a formal declaration of an emphasis is made by the student. A student may
transfer to another associate or baccalaureate program at Haskell as long as the requirements are met. Students interested in declaring a baccalaureate major must fulfill admissions requirements for their chosen major and be admitted into the baccalaureate program. Elective courses are chosen by the student in consultation with the student’s academic advisor to complement the required program of study. In essence, an elective course is a course outside the core courses required for a specific associate or baccalaureate degree.

**Associate Degrees**

The associate degrees are intended to prepare students for employment in specific fields, to be used as an entry for baccalaureate work at Haskell or to transfer to another four-year institution. An emphasis in an associate degree is course work chosen by the student in consultation with the student’s advisor. Associate degrees are not required for admission into baccalaureate programs except for the Elementary Education Program.

Emphasis –
- An Associate of Arts Degree emphasis includes 15 to 18 hours of specialized and required coursework in one program in addition to the General Education requirements.
- An Associate of Science Degree emphasis requires a minimum of 21 hours of required coursework in one program in addition to the General Education Program requirements.
- It is possible to earn an AA with an undeclared emphasis provided all General Education requirements have been fulfilled and a total of 60 credits (including General Education credits) are earned.

An associate degree is granted with the completion of the General Education Program requirements and a total of 60 credit hours. Credit hours for an emphasis will be included in the 60 credit hour total. Students may earn only one associate degree at Haskell.

<table>
<thead>
<tr>
<th>Associate of Arts Degrees</th>
<th>Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Speech Communication</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Media Communication</td>
</tr>
<tr>
<td>Literature</td>
<td>Theatre</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>Undeclared</td>
</tr>
<tr>
<td>Para-Professional Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate of Science Degrees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Health</td>
<td>Natural Science</td>
</tr>
<tr>
<td>Recreation &amp; Fitness Management</td>
<td></td>
</tr>
</tbody>
</table>

Refer to specific department for program requirements

**Baccalaureate Degrees**

The university offers majors in Indigenous and American Indian Studies (B.A.), Business Administration (B.S.), Environmental Science (B.S.), and Elementary Education (B.S.). Details about the baccalaureate degrees and the majors associated with them may be found in department sections of this catalog.

<table>
<thead>
<tr>
<th>Major –</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts Degree (120 hours)</td>
<td>specialization which includes 30 to 40 hours of specialized/required coursework.</td>
</tr>
<tr>
<td>Bachelor of Science Degree (120 hours)</td>
<td>specialization which includes 40 to 50 hours of specialized/required coursework.</td>
</tr>
<tr>
<td>Concentration –</td>
<td>an option of 15 required credit hours that narrows the course of study in a degree program.</td>
</tr>
</tbody>
</table>

Minor –
- Bachelor Degree secondary specialization which includes 12 to 18 hours of specialized/required coursework in an area other than a major field of study which provides a secondary specialization or serves to enhance personal interests of the student.

Students may take courses related to their intended baccalaureate, but may not make a formal declaration of their baccalaureate program until after completion of 45 credit hours. Admission to a baccalaureate degree program is determined by application to the specific college or school offering the baccalaureate degree and should not be considered automatic. Students must be accepted into a baccalaureate program after the completion of 70 credit hours to remain enrolled at Haskell.

Transfer students or students applying for re-admission intending to pursue a baccalaureate degree also must first be accepted by a baccalaureate program before they will be accepted by the university. Acceptance into a baccalaureate program does not mean acceptance to the university. Students are required to apply to both the university and the school offering the desired degree and must be accepted by both to proceed.

Baccalaureate degrees are granted upon completion of 120 semester credit hours of creditable college work (credit hours for the B.S. in Elementary Education may be slightly more), a final GPA of at least 2.00 unless otherwise specified by the program and completion of the university requirements, General Education Program requirements, and specific baccalaureate requirements. Additional requirements of the baccalaureate degree are:

- Upper division credit: total hours must include at least 40 hours of junior/senior credits.
- Maximum transfer hours or community college credit: 64 hours.
- 30 credit hours must be taken in residence at Haskell.
- Minimum 2.00 grade point average (GPA) in upper division credit hours, except where noted as a higher requirement for specific baccalaureate programs.
- A change in degree plan may be made at any time prior to the final semester of residence.
- Only one baccalaureate degree will be conferred.

Graduation requirements and regulations for every degree program are provided in this catalog. Degree requirements and course descriptions are subject to
change. In most cases, you will use the catalog of the year you entered Haskell.

**College of Humanities**

**Communication Studies**
The Communication Studies Department seeks to develop students’ communication skills and theoretical perspectives through learning experiences that will equip them to communicate throughout life. Courses in this department focus on the communication skills used in interpersonal, group, public, and cultural contexts. The department currently offers an Associate of Arts in Speech Communication.

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

The departmental curriculum provides two course options to fulfill the three-hour General Education speech requirement as well as an associate of arts degree emphasis as follows:

### Speech Communication emphasis (15 hours)
- Completion of COMS 131 or COMS 151 (General Education Program requirement)
- An additional 12 hours in the department in the following coursework:
  - COMS 226 Interpersonal Communication (3)
  - COMS 246 Intercultural Communication (3)
  - COMS Sophomore/Junior-Level Elective Speech Communication Courses (6)

The vision of the Communication Studies Department is to develop students’ effective verbal communication skills and theoretical perspectives through experiential learning.

**English Composition and Literature**
The mission of the English department is to provide higher education to federally recognized tribal members. The English department accomplishes this mission through provision of a curriculum that is culturally sensitive, innovative, and academically excellent. The English department contributes to the Haskell vision to become a national center for Indian education, research, fine arts, service, and cultural programs. These increase knowledge and support the educational needs of American Indians and Alaska Natives.

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

The General Education Program Requirements for the Bachelor of Science Degree, Bachelor of Arts Degree, Associate of Arts Degree, and Associate of Science Degree include English 101 (English I: Composition and Rhetoric) and English 102 (English II: Composition and Literature). All students at Haskell are required to pass these two courses. English placement is done through the Department of Admissions and the Department of English. Please see either Department for guidance.

The English department also offers courses that fulfill the Humanities and Arts general education outcomes of all degrees, English 210 (Themes and Issues). English 212 (American Indian Literature) fulfills the Historical and Cultural Forces general education outcomes requirement.

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

**Literature Requirements**: 15 credit hours The Associate of Arts in Literature provides for students who wish to concentrate their lower-division studies in the area of Literature. It leads to transfer to four-year English and Communications BA programs and will develop literary knowledge and writing skills.

<table>
<thead>
<tr>
<th>In addition to the General Education Requirements, take the following courses for an emphasis in Literature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 credit hours, 4 courses selected from the following:</td>
</tr>
<tr>
<td>ENGL 210 Themes and Issues</td>
</tr>
<tr>
<td>ENGL 212 American Indian Literature</td>
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<tr>
<td>ENGL 310 Short Fiction</td>
</tr>
<tr>
<td>ENGL 311 Literature of the West</td>
</tr>
<tr>
<td>AIS 340 American Indian Poetry</td>
</tr>
<tr>
<td>AIS American Indian Narratives</td>
</tr>
</tbody>
</table>

**Creative Writing Requirements**: 15 credit hours The Associate of Arts in Creative Writing provides for students who wish to concentrate their lower-division studies in the area of Creative Writing. It leads to transfer to four-year English and Creative Writing BA or BFA programs and will develop literary knowledge and creative writing skills.

<table>
<thead>
<tr>
<th>In addition to the General Education Requirements, take the following courses for an emphasis in Creative Writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 credit hours, 4 courses selected from the following:</td>
</tr>
<tr>
<td>ENGL 120 Creative Writing</td>
</tr>
<tr>
<td>ENGL 220 Fiction Writing</td>
</tr>
<tr>
<td>ENGL 222 Poetry Writing</td>
</tr>
<tr>
<td>Workshop Elective:</td>
</tr>
<tr>
<td>ENGL 221, 223, 333 Literature Elective:</td>
</tr>
<tr>
<td>ENGL 210, 212, or 300 level</td>
</tr>
</tbody>
</table>

**Fine Arts**
The department of fine arts includes the areas of art, media communications, music, and theatre. The department offers study in the humanities, American Indian culture and the professional study in the arts. The area of art offers study in two dimensional arts, painting, drawing, American Indian art history and traditional arts. The area of media communications offers introduction to various forms of media production including digital photography, computer generated art and design, and TV production. The area of music offers private instruction in music as well as the Haskell Band and Haskell Chorus. The theatre department provides professional study in theatre history and dramatic
literature, acting and technical theatre, and traditional American Indian theatre. The fine arts studios are located across the Haskell campus in Tam-I-Nend, Tommaney, Seattle and Parker Halls. Theatre productions and music performances are presented in the Auditorium. The Richard “Dick” West Gallery is housed in Seattle Hall and is the gallery and show space for campus art shows and gallery talks. The TV Studios are located in Tommaney Hall.

The department offers various artistic experiences through the Haskell Artists Association, Thunderbird Theatre, Haskell Band, Haskell Chorus, Stories ‘N Motion Film Club and the Haskell Indian Leader Newspaper. All students of the university are eligible to audition for the performing organizations, theatre touring and campus productions.

Fine Arts Mission Statement
The purpose of the fine arts program is to contribute to the general education of all Haskell students, to foster the critical and creative thinking and problem solving skills necessary to the concept of a Bachelor of Arts degree, to initiate the education of Native American and Alaskan Native fine arts professionals and educators, and to provide artistic experiences to Native and non-native communities.

Outcomes
1. To provide classes for general education students in the humanities through art, media communications, music, and theater.
2. To help empower Native students by fostering their intellectual, personal, and interpersonal development:
   a. Developing critical thinking through the analysis of performance, composition, and presentation.
   b. Developing creative thinking through performance, composition, and presentation.
   c. Developing self-discipline i.e. the ability to work independently, as well as problem-solving skills.
   d. Developing self-confidence and interpersonal skills through performance, composition and presentation as a means of communication and self-expression.
3. To provide artistic experiences for the Haskell community.

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

Media Communications
These courses introduce students to various forms of media production. Practical experience is also available and encouraged in these areas of media communications. The departmental curriculum provides an Associate of Arts in Media Communication as follows:

<table>
<thead>
<tr>
<th>In addition to the General Education course requirements, take the following courses for Media Communication (54 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 115 Video Production</td>
</tr>
<tr>
<td>MCOM 116 Video Production or MCOM 212 Television News</td>
</tr>
<tr>
<td>Production or MCOM 215 Internship</td>
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</tbody>
</table>

Electives Requirements 9-11 hours

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

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

In addition to the General Education course requirements, take the following courses for Theatre (14 hours)

| THEAT 100 Introduction to Theatre                           | THEAT 105 Improvisation for the Theatre                     |
| THEAT 101 Performance in Theatre Arts                      | THEAT 106 Acting I                                          |
| THEAT 102 Performance in Theatre Arts                      | THEAT 203 Introduction to Dramatic Literature             |

College of Natural and Social Sciences

Indigenous and American Indian Studies
Indigenous Nations and American Indian Studies/Social Sciences 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 tenant 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.

Vision: "Affirming sovereignty through action."

The focus of the Indigenous and American Indian Studies 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 People. The Indigenous and American Indian Studies Bachelor of Arts degree is designed to provide students with an integrated foundation of interdisciplinary knowledge and the practical skills needed to contribute to the development of Indigenous, American Indian, and Alaska Native communities and Nations.

Outcomes
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

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.

Bachelor of Arts degree in Indigenous and American Indian Studies

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
- Two essays
- 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, student 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 AIS 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 core classes (12 hours):
- AIS 311; AIS 349; AIS 350; AIS 402

Sovereignty class (3 hours):
- TMGMT 330 or equivalent

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

Concentration (12 hours):
- Working with an IAIS adviser, each student will declare an area of concentration by completion of her or his first semester in the IAIS Program.

The program has three Special Emphasis Concentrations. Each Concentration consists of three courses that cohere around a common theme. These courses must be at the junior (300) and/or senior (400) level. Courses that may count toward completion of the student’s declared concentration are listed on the IAIS’s department degree checklist.

- Sovereignty Studies
- Social Welfare
- Environmental and Scientific Justice

Under very special conditions, a student may have the option of self-designing a concentration in conjunction with her or his academic advisor. Such a self-designed concentration must be submitted on paper, and signed
and approved by her or his American Indian Studies advisor, the IAIS faculty, and the Dean prior to implementation.

Electives (9 hours) Electives are chosen in consultation with adviser and must be at the 300-400 level.

Mathematics
The mission of the Haskell Indian Nations University Department of Mathematics is to offer a rich mathematics experience where students learn to think critically, to communicate mathematical concepts effectively, and to utilize other mathematical and analytical skills that are required to obtain degrees and professional positions that will empower them to serve in leadership capacities within and address challenges that confront 21st century tribal communities.

Goals
1. Students in BA/BS programs at Haskell and who transfer to BA/BS degree programs elsewhere will have the mathematical and analytical skills they need to succeed in their chosen major field of study.
2. Haskell BA/BS graduates will have the mathematical and analytical skills they need to gain entrance to graduate school and succeed in graduate degree programs.
3. Haskell BA/BS graduates will have the mathematical and analytical skills they need to serve in leadership and service capacities within their communities.
4. Haskell AA/AS graduates will have the mathematical and analytical skills they need to serve in leadership and service capacities within their communities.

Math Placement
New and transfer students are placed in their first mathematics course based on ACT/SAT scores or placement exam administered by the Mathematics department. Students who transfer Intermediate Algebra or College Algebra from another college will not be subject to placement. If no ACT/SAT score is available and the student is not transferring a college level math course, the student must take the placement exam. Strategic placement in the mathematics sequence of courses based on these criteria gives each student the best opportunity for success. See a member of the Mathematics department for more information.

General Education Quantitative Reasoning Requirement
The General Education Quantitative Reasoning requirement may be fulfilled by taking MATH 101 College Algebra or MATH 102 Liberal Arts Math. To specific degree programs or consult with an academic advisor for more information. New students with advanced placement in Mathematics may choose from the following courses to satisfy this General Education requirement.

New Student Advanced Placement Options for the Quantitative Reasoning Requirement

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students majoring in Business should enroll in BUS 210 Business Calculus.</td>
<td>MIK 207 Statistics, MATH 215 Applied Calculus</td>
</tr>
<tr>
<td>Students interested in mathematics should enroll in MATH 221 Calculus &amp; Analytic Geometry I.</td>
<td>MATH 221 Calculus &amp; Analytic Geometry I.</td>
</tr>
</tbody>
</table>

Students must earn a "C" or better before enrolling in subsequent math courses. MATH 010, MATH 012, MATH 013, and MATH 014 do not count for college credit. A graphing calculator comparable to a TI 84+ is required for general education courses in mathematics.

Students pursuing a STEM field will learn advanced mathematical concepts and analytical skills, to stimulate curiosity, encourage persistence and develop mathematical maturity. Students who are interested in mathematics, mathematics secondary education, computer science, engineering or physics will have a strong foundation suitable for study beyond General Education Program requirements.

Students who want to further study mathematics should visit with one of the Mathematics Department faculty. Below is a list of suggested courses.

Mathematics Core Courses

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 221 Calculus &amp; Analytic Geometry I</td>
</tr>
<tr>
<td>MATH 222 Calculus &amp; Analytic Geometry II</td>
</tr>
<tr>
<td>MATH 223 Calculus &amp; Analytic Geometry III</td>
</tr>
</tbody>
</table>

Recommended Courses

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 226 Linear Algebra</td>
</tr>
<tr>
<td>MATH 227 Differential Equations</td>
</tr>
<tr>
<td>MATH electives</td>
</tr>
</tbody>
</table>

Natural Science

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.

Associate of Science in Natural Science

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.

Bachelor of Science degree in Environmental Science

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, Hydrology, etc. 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 BS program prior to obtaining your AS or AA degree, but your application will be much stronger if you have had significant science and math courses prior to applying.

Program Goals:
1. Graduates of the Environmental Science baccalaureate program will address the environmental needs of their communities.
2. Graduates of the Environmental Science baccalaureate program will be prepared to pursue professional or graduate education in environmental science or a related field.

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.

Environmental Science Admission Requirements
1. 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.

2. 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.

Haskell Indian Nations University
Office of Admissions
155 Indian Avenue, Box 5031
Lawrence, KS 66046
785-749-8454
FAX: 785-749-8429
E-Mail: admissions@haskell.edu

Environmental Science Graduation Program Requirements

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

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

Social Science

Social Work

The mission of the social work department is to provide students with a foundation-level understanding of the field of social work through concepts of empowerment, strengths perspective, and cultural practice.

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.

<table>
<thead>
<tr>
<th>Social Work (9 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 101 Introduction to Social Work (3)</td>
</tr>
<tr>
<td>SW 110 Chemical Dependency and the Native American (3)</td>
</tr>
<tr>
<td>SW 201 Social Welfare and Society (3)</td>
</tr>
</tbody>
</table>

By the time a student has completed the required social work courses, he or she will be able to:
1. Describe the profession of social work, including its history and value base
2. Describe the role of social work within the social welfare system
3. Describe generalist social work practice, as well as strengths based empowerment approach to social work practice and research
4. Discuss the philosophical and historical roots of social work and be able to critique the
impact of this history on communities of culture and color
5. Explain the impact of social policy on communities of color, with particular emphasis on First Nations People
6. Identify the importance of diversity and research based practice
7. Identify professional social work education requirements
8. Describe the addiction process and indicators of abuse and dependence
9. Discuss theories of causality that guide prevention and treatment efforts
10. Identify emotional, physical, intellectual and spiritual effects of abuse and dependency on individuals, families and communities

Admission, retention and graduation requirements for the program
Students who are working towards their Associate of Arts (AA) 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 AA in social work students must take the specified courses as indicated on the degree checklist (60-62 credit hours, see degree checklist).

Professional Schools
Health, Sports, and Exercise Science
The Department of Health, Sport and Exercise Science encourages students to lead a healthy and active lifestyle by offering academic and experiential learning opportunities focused on health literacy, technical and tactical sport strategies, and the culture of exercise. Academic courses and internship experiences provides students with opportunities to work with others, understand the importance of putting forth maximum effort in completing a task, and to appreciate the importance of being resilient in their daily lives.

The Department of Health, Sport and Exercise Science will be a leader in promoting quality of life for American Indians and Alaska Natives through academic instruction, experiential learning opportunities, research, and service.

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. The Department of Health, Sport and Exercise Science promotes active and healthy lifestyle strategies and life-long learning as facets to improve the quality of life for American Indian and Alaska Native populations. Fields of employment include educational institutions, health and community care units, sport and athletic venues, and fitness agencies.

The Department of Health, Sport and Exercise Science established four specific program objectives that focus on the total student through:
1. Holistic approach and healthy lifestyle
   a. Demonstrate understanding of the body as it relates to exercise, fitness and nutrition.
   b. Develop an individual physical exercise program.
   c. Demonstrate a comprehensive understanding of the holistic approach to wellness through life-long activity.
2. Leadership, teamwork, and group cooperation
   a. Understand the principles of leadership, teamwork and cooperation.
   b. Apply the principles of leadership, teamwork, and cooperation in their professional relationships.
3. Game skills and knowledge necessary to perform
   a. Demonstrate an understanding of the rules, strategies, and terminologies necessary to compete in group or team environments.
   b. Develop and improve their individual level of physical fitness.
4. Prepare student to transfer to a four year Health, Sport and Exercise Science baccalaureate degree with emphases in community health or recreation and fitness management.
   a. Complete course work that enables students to be successful in junior and senior level academic courses in Health, Sport and Exercise Science.
   b. Demonstrate knowledge of curriculum planning in Health, Sport and Exercise Science.

The department curriculum provides students with an associate of science degree in two comprehensive emphasis areas – Community Health, and Recreation and Fitness Management.

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

Management: The management 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.
School of Business Core 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.

School of Business 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.

All students wishing to pursue a Bachelor of Science degree in Business Administration must first be accepted by Haskell as a degree-seeking student before applying to the business program. Applications to the business bachelor program are made directly to the School of Business 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

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

1. Students must be admitted to Haskell Indian Nations University. This requirement applies to continuing Haskell students, readmitted students, and transfer students.

2. 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.

3. Continuing students must complete a minimum of 45 semester credit hours of university credit to be admitted. Normally an AA degree, or equivalent, satisfies this requirement.

4. Continuing students must be accepted into the program after the completion of 70 credit hours to remain enrolled at Haskell.

5. Students must have a minimum cumulative GPA of 2.350.

6. Students must complete English I, English II, and College Algebra or a higher-level Math course with a grade of “C” or better.

7. Students must complete an application portfolio materials submitted to the School of Business in a 9 x 12 envelope:
   a. Application form;
   b. Resume with two reference letters;
   c. All official transcripts;
   d. A personal essay; and
   e. Completed degree checklist from chosen concentration.

(Application forms are available from the School of Business.)

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

All students wishing 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.

Business Foundation Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 203</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>ACCT 204</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>CIS 102</td>
<td>Introduction to Information Processing</td>
</tr>
<tr>
<td>CIS 250</td>
<td>Advanced Business Applications for Microcomputers</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>BUS 210</td>
<td>Business Calculus</td>
</tr>
<tr>
<td>BUS 232</td>
<td>Business/Technical Writing</td>
</tr>
</tbody>
</table>

Graduation Requirements
To be eligible to graduate with a business baccalaureate degree, 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. Failure to maintain academic integrity standards may result in dismissal from the School of Business Baccalaureate program in addition to any consequences prescribed by the faculty teaching the course(s).
School of Education (SOE)

Haskell Indian Nations University
School of Education

Developing Native Leaders

Accountability and High Standards

EDUCATION

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.

SOE 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.

SOE 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.

Program Objectives

Using the Mission Statement, Professional Leadership Qualities and knowledge base supported by research and current best practices, the SOE faculty identifies fifteen Program 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. The first thirteen objectives are closely related to the Kansas Professional Education Standards adopted by the Kansas State Board of Education September 2001. Program Objectives 14 and 15 are unique to the ETEP. Our teacher candidates will demonstrate:

1. The ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches to create learning opportunities which make subject matter meaningful for all students.
2. The ability to use knowledge and understanding of how individuals develop and learn in the various domains (intellectual, social, and personal) and plans learning opportunities according to these domains and developmental levels.
3. The ability to use a student’s background information to create instructional opportunities that are equitable and adaptable to diverse and exceptional learners.
4. The ability to use a variety of instructional strategies to develop and enhance students’ critical thinking, problem solving and reading.
5. The ability to create learning environments which encourage positive social interaction, active engagement, and self-motivation utilizing individual and group behavior and motivation.
6. The ability to use a variety of verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interactions in the classroom.
7. The ability to design and plan instruction using content and pedagogical knowledge, curriculum goals, instructional resources, and knowledge of students.
8. The ability to use multiple types of assessment strategies and instruments to evaluate student progress, guide instruction, and ensure continual student learning and development.
9. The ability to be reflective practitioners, who continually evaluate their choices and actions in regard to interactions with students, parents, other school personnel, and actively seeks out opportunities and resources for professional growth.
10. The ability to establish collegial relationships with school personnel, parents, and agencies within the larger the community to foster student learning and well-being.
11. The ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.
12. The ability to embrace the role of technology and use technology skills to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and assist students with instructional technology.
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.

Phase One:  Associate of Arts Degree – Para-Professional Education and Admission to the Elementary Teacher Education Program

Students interested in pursuing an Elementary Education career must complete an Associate of Arts Degree with a Para-Professional Education emphasis. This emphasis 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 emphasis as their AA area of interest are assigned an SOE Academic Advisor who will provide assistance with enrollment.

Admissions Process

Potential teacher candidates are eligible to apply for admission to the Elementary Teacher Education Program upon completion of the AA Degree (Para-Professional Education) described above. Potential teacher candidates are advised to begin the application process in January. Application packets are due to the SOE Department Chair by March 1. 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 emphasis 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 150, 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 241The Role of Writing in Teaching and Learning. They should be updated and carefully edited;)

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.

The ETEP believes teacher candidates must exhibit some of these professional Leadership Qualities upon program entry and therefore, evaluates five professional Leadership Qualities prior to a student’s formal acceptance into the program. 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.
4. Complete twenty documented classroom observation hours. (Completed in EED 211 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 March 1 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.

**Transition Point I – Entry to the Program**

There are three key assessments associated with Transition Point I – entry to the program which occurs in Phase I of the Program of Study. Candidates must achieve acceptable rating in each key assessment to enter the program. The key assessments are identified as follows:

1. Cumulative GPA – The required cumulative GPA is 2.8 or higher at the conclusion of the AA degree in Para-Professional Education.
2. Praxis Core Academic Skills for Educator Exam: Core Scores (Reading, Writing, and Math) – The required cut score for Math is 150, Reading is 156 and Writing 162 or a total composite score of 460.
3. Interview Scores – The required composite interview score is 2.4 or higher.

Should a candidate receive a non-acceptable rating in one of the three key assessments, they may be admitted to the program with a Candidate Support Plan. The Candidate Support Plan will identify the area needing improvement and monitored for progress throughout the semester. If progress is not achieved by the end of the semester, the candidate will be counseled to select another career path.

**Phase Two: Bachelor of Science Degree in Elementary Education**

Once admitted to the program, teacher candidates begin their professional study of Elementary Education. The ETEP prepares teacher candidates for licensure and teaching in the nation’s elementary schools by equipping them with the theoretical and practical knowledge, skills, and leadership qualities needed by beginning teachers. The program stresses the development of critical thinking and self-reflection as necessary skills for teacher candidate’s to navigate educational dilemmas, analyze related challenges, and formulate alternative solutions. An integral part of the ETEP is the inclusion of American Indian/Alaska Native perspectives to enhance the development of Native Leaders who are critical thinkers, high achievers, reflective practitioners, and caring leaders for tomorrow’s learners. The ETEP is divided into four specific semester blocks. Each block is identified by a focus domain which is embedded in each course. Candidates must earn a grade of “C” or better in each course to allow advancement to the next semester block of study. Candidates are provided with varying levels of elementary classroom field experiences during the four semester blocks. An overview is provided below:

**Junior I Semester**

Building Native Leadership (14 credit hours including six diverse school site visits)

- EED 303 Walking in Balance – Physical Well Being, (1)
- EED 305 Developmental Psychology, (3)
- EED 311 Governance and Organization of Schools, (3)
- EED 318 Multicultural Education and English Language Learner, (3)
- EED 326 Diversity in Educational Settings, (1)
- EED 329 Fundamentals of Assessment, (3)

**Junior II Semester**

Understanding Diverse Learners (17 credit hours including 90 hours of field experience)

- EED 323 Understanding Exceptionalities, (3)
- EED 324 Introduction to Curriculum Theory and Development, (3)
- EED 327 Classroom Management and Design, (3)
- EED 330 Math Methods for K-3 Learners, (3)
- EED 341 Language Arts Methods for K-3 Learners, (3)
- EED 350 Field Experience in K-3 Classrooms, (2)

**Senior I Semester**

Applying Best Practice (22 credit hours including 135 hours of pre-student teaching field experience)

- EED 404 First Days of School Seminar, (1)
- EED 408 Kansas Performance Teaching Portfolio Preparation Seminar, (1)
- EED 430 Math Methods for 4-6 Learners, (3)
- EED 441 Language Arts 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 472 Physical Education and Music Methods for K-6 Learners, (3)
- EED 480 Pre-Student Teaching in K-6 Classrooms, (3)

In Phase II there are two transition points identified with multiple key assessments for each transition point. Candidates must meet the required criteria for each assessment in order to proceed to the next transition point.

**Transition Point II – Entry to Student Teaching**

There are four key assessments identified in Transition Point II – Entry to Student Teaching. The key assessments measure the candidate’s proficiency in content and pedagogical knowledge, skills, and
disposition which aligned to KSDE Professional Educator Standards and Early Childhood – Late Childhood (K-6) Standards.

1. SOE Comprehensive Exam – Near the conclusion of senior I semester, candidates are given an SOE Comprehensive exam containing 120 multiple choice questions in the areas of curriculum, instruction and assessment for all methodology courses in the program (ELA, Math, Science, Social Studies, Art and Music, P.E. and Health.) The required composite score is 75% or higher.

2. Leadership Quality Ratings – Teacher candidates receive leadership quality ratings and feedback from their host teacher and instructors regarding the ten leadership qualities (dispositions) in senior I semester at mid-semester and end of semester. The required end of semester rating is 3 or higher for each leadership quality.

3. SBLD Evaluation – In senior I semester, teacher candidates enroll in methodology courses. Candidates are required to submit Standards Based Lesson Designs for every content area (English Language Arts, Math, Science and Health, Social Studies and Art, and PE and Music). The SBLD will assess the candidate’s ability to plan lessons following a structured format which aligns with KSDE Professional Educator Standards. The required score for each criterion is 2 or higher.

4. SBLD Content Addendum Evaluation – To assess each candidate’s ability to design content specific lessons each methodology faculty created a Content Addendum Evaluation rubric for their content area. Each rubric is aligned to the KSDE Early Childhood and Late Childhood Standards. The required score for each criterion is 2 or higher.

Candidates must achieve the acceptable rating for each key assessment in order to be eligible for student teaching. Should a candidate receive a non-acceptable rating in one or more key assessments (after one revision attempt has been made in the SBLD Evaluation or SBLD Content Addendum Evaluation), he or she will not be allowed to progress through the program and will need to schedule appointment with the Dean of Professional Schools and University Supervisor to determine his or her options.

Senior II Semester

Practicing Pedagogy & Self-Reflection (16 credit hours + three phases of student teaching)

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

EED 490 Student Teaching in the K-6 Classroom, (15)

Transition Point III – Exit from Student Teaching

There are four key assessments identified in Transition Point III – Exit from Student Teaching. The key assessments continue to measure the candidate’s proficiency in content and pedagogical knowledge, skills, and disposition which aligned to KSDE Professional Educator Standards and Early Childhood – Late Childhood (K-6) Standards.

1. Leadership Quality Ratings – Teacher candidates receive leadership quality ratings and feedback from their host teachers regarding the ten leadership qualities (dispositions) at mid-semester and end of semester during student teaching. The required end of semester rating is 3 or higher for each leadership quality.

2. SBLD Evaluation – During student teaching, teacher candidates will be teaching many lessons in their host classroom. Three SBLD will be formally implemented and evaluated by the university supervisor in each of the core content areas (ELA, Math, Science or Social Studies). The rubric is aligned to KSDE Professional Educator Standards and evaluates the candidate’s ability to teach. The required score for each criterion is 2 or higher.

3. Student Teaching Evaluation – The host teacher will evaluate the candidate’s proficiency in pedagogical knowledge and skills which are aligned to the KSDE Professional Educator Standards. The evaluation occurs at mid-semeser and end of semester. The required end of semester rating for each criterion is 2 or higher.

4. Student Teaching Content Evaluation - The host teacher will evaluate the candidate’s proficiency in content knowledge and skills which are aligned to the KSDE Early Childhood – Late Childhood (K-6) Standards. The evaluation occurs at mid-semeser and end of semester. The required end of semester rating for each criterion is 2 or higher.

Candidates must achieve the acceptable rating of each key assessment to be eligible for program completion and licensure eligibility. Should a candidate receive a non-acceptable rating in one or more key assessments, they will not complete student teaching nor graduate with a Bachelor of Science degree in Elementary Education.

Phase Three: Program Completion and Teacher Licensure

Once a teacher candidate has successfully completed the ETEP program of study he/she is eligible to be identified as Program Completer, which leads to Transition Point IV.

Transition Point IV – Program Completer and Licensure Eligibility

There are four key assessments identified in Transition Point IV – Program Completer and Licensure Eligibility Exit. The key assessments provide the final measure of a candidate’s proficiency in content and pedagogical knowledge, skills, and disposition which align to the KSDE Professional Educator Standards and Early Childhood – Late Childhood (K-6) Standards.

1. Exit Cumulative GPA – The required exit cumulative GPA is 2.8 or higher at the conclusion of the BS degree in Elementary Education.

2. Praxis II - Elementary Education: Curriculum, Instruction and Assessment (5017) – The required cut score in Kansas is 153 or higher.

3. PLT - Principles of Learning and Teaching: Grades K-6 (5622) – the required cut score in Kansas is 160 or higher

4. Kansas Performance Teaching Portfolio (KPTP) – The required cut score is 20 or higher.

Teacher candidates who met all the key assessments at transition point IV are seen as Program Completers and may apply to the Kansas State Department of
Education for teacher licensure. Teacher candidates are encouraged to begin licensure application during the final months of the student teaching semester. Haskell’s ETEP/SoE licensure officer will provide information to applicants.

The Kansas initial licensure requirements are:
1. Successful completion of an accredited teacher preparation program;
2. Possession of a bachelor degree;
3. Successful completion of pedagogy (PLT) and content exams (Praxis II);
4. Fingerprinting and background clearance (background fee and possible fingerprinting fee);
5. Completion of licensure application online and submission of licensing fee.

Teacher candidates need to apply for Kansas license even if they do not intend to teach in Kansas. Candidates who hold a teaching license from the state where they received teacher training are more likely to obtain a teaching license from another state with ease. Candidates seeking licensure in other states are individually responsible for contacting other state agencies to obtain official information and requirements. A directory is posted in the SOE or the Internet may be used to access information.

The Kansas State Department of Education currently has a formal licensure exchange agreement between Iowa, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin. This agreement means an individual holding a valid license in Kansas will be given a two-year provisional license in any of these states.

During the two year provisional period, the individual must fulfill the deficiencies needed for full licensure in the respective state. Deficiencies may include additional course work, alternative licensure exam, meeting higher cut scores on previously taken exams, or recency credit.

Phase Four: Mentorship
Haskell SOE will maintain an electronic database and interactive correspondence with ETEP graduates for three years to provide mentorship as they embark on their professional careers. During the first three years of employment, graduates and their respective employers will receive a survey in years 1 and 3. The survey will focus on preparedness, knowledge of subject matter, and performance of Leadership Qualities. The SOE will host a summer institute for graduates offering sessions designed to provide professional development, professional collaboration, and contribute to the lifelong learning process (dependent on funding).
Course Descriptions

Course Abbreviations

| 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 |
| 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: MATH 101 and ENGL 101.

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: MATH 101, ENGL 101, and ACCT 203.

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: MATH 101, ENGL 101, and ACCT 204.

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: BIOL 101.

AIS 311 Introduction to American Indian Studies: American Indian Issues II (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: American Indian Studies Major and AIS 102 or AIS 110.

AIS 312 American Indian Experience in the 20th Century (3)
A sophomore/junior level course providing students with the opportunity to experience history as told by American Indian elders representing diverse geographic regions and tribal traditions. This course provides for an extended study of American Indians in the twentieth century using a "contextualized chronology" approach in which a rigorous analysis of early 20th century government policy and history is paralleled with oral history interviews from the Haskell Indian Nations Oral History Project. Prerequisite: AIS 110.

AIS 320 Environmental Protection In Indian Country (3)
Examines the nature and scope of tribal sovereignty and the interplay between tribal sovereignty, environmental protection, and tribal culture. Criteria to consider when developing tribal environmental protection programs and key environmental issues facing tribes will be studies throughout the semester. Prerequisites: American Indian Studies Major and Junior or Senior standing.

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: SW 101 and SW 110 or SW 201

AIS 322 Introduction to Research Methods in American Indian Studies (3)
This introductory course on research examines trends and histories of research and assists students in enhancing their critical and ethical literacy skills through the close examination of the diverse range of methods and issues involved in selecting research methodologies appropriate to individual and community goals and projects. In addition, this course helps students clearly articulate and justify the research methodologies that they adopt and practice to fulfill objectives for a research project that they develop in consultation with the instructor. As students gain experience in examining and developing research projects which are ethical, rigorous, and well-focused, they will increase their critical capabilities as practitioners and/or scholars of American Indian and Indigenous issues. Prerequisite: American Indian Studies Major

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: Sophomore or Junior or Senior standing

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. These 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. Prerequisite: AIS 331

AIS 340 American Indian Poetry (3)
A junior/senior level course explores the continuity between traditional verse forms (traditional songs and ceremonial; narrative verse) and contemporary songs and poetry (poezy songs, literary poetry). Students learn major contemporary American Indian poets and their themes. Attention will be paid to Chicanx 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: Junior or Senior standing and ENGL 212

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 its shifts from members of an oral tradition to specific writers of contemporary texts. Prerequisites: Junior or Senior standing and ENGL 212

AIS 342 American Indian Music (3)
This course will examine the diversity of Natives 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. Prerequisite: AIS 310

AIS 343 American Indian Film (3)
Film has become an important medium for literature in the Twentieth Century. This course surveys images of American Indians and Alaska Natives in film. Critical analysis of social roles of Indian characters is included as well as literary critique of plot, character development, setting, and imagery. Techniques of the film director are also considered. Prerequisites: Junior or Senior standing and ENGL 210 or ENGL 212

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: ENGL 210 or ENGL 212

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: Junior or Senior standing and AIS 310

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: HIST 110 or HIST 112 and AIS 310

AIS 352 American Indian Drama (3)
Survey of plays from contemporary American Indian / Alaska Native playwrights. Prerequisites: Junior or Senior standing and ENGL 102 or ENGL 212

AIS 360 Theories of Decolonization and Indigenization (3)
This course introduces and examines colonization, decolonization, and Indigenization through exploring their respective, yet overlapping, theories, and philosophies. The major purposes of this course are (1) to increase understanding of the colonization, decolonization, and Indigenization, historical and contemporary matrixes affecting Indigenous Peoples, communities, and nations within and outside of the geopolitical borders of the United States and (2) to promote awareness of American Indian Studies as a strategic solution to the perennial challenges of colonization that Indigenous Peoples confront locally and globally. Prerequisites: Junior or Senior standing

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, wastewater treatment and municipal solid/hazardous waste management, environmental toxins, vector control, radiation, occupational health and safety, and nutritional health and food safety. **Prerequisite:** AIS 310

**AIS 397 Internship I (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:** Junior or Senior standing and AIS 310

**AIS 421 Community Health Social Work with Indigenous Peoples (3)**
This course offers a broad and in-depth examination of critical, social, cultural and political variables important to improving the health of First Nations Peoples and their communities. These variables are presented within macro, mezzo, and micro frameworks and are linked to strengthening traditional culture, empowering the community, and contending with historical and contemporary oppression. A major goal of the course will be (1) to assist students to become familiar with how various critical variables affect the well-being of First Nations and (2) how to employ various radically progressive social work approaches to decolonize and empower First Nations communities. **Prerequisite:** AIS 321

**AIS 423 Biography of American Indian Leaders: Past and Present (3)**
This course will address American Indian leadership issues both past and present. We will seek to clarify and understand the motivations that inspired or forced tribal members to assume leadership roles in tribal communities. We will analyze and compare the social, cultural, and political (economic) differences between the European views of cultural management as compared with how the many tribes viewed life. We will review the conditions and consequences of abrupt social and cultural change and the impact this change brought for Indian people. Sometimes tribes sought to negotiate a peaceful relationship to avoid warfare, other times, warfare became the first option to force a more amenable negotiation. **Prerequisites:** AIS 312 and AIS 110 and AIS 102

**AIS 490 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 Office of the Registrar 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 Internship II (3)**
The student should contact the AIS faculty member in charge of Internships before enrolling in this course.

**AIS 499 American Indian Studies Senior Capstone (3)**
A senior class in a selected American Indian topic, genre, exam individual, 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 as also presenters. A substantial research project from each will be presented and critiqued within the forum of the seminar. **Prerequisites:** American Indian Studies major and Senior standing

**ART**

**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)**
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 111 Figure Drawing (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 ideas. **Prerequisites:** ART 110

**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:** ART 120

**ART 130 Painting I (3)**
Basic instruction in materials and techniques of acrylic painting. **Prerequisites:** ART 110 and ART 120

**ART 131 Painting II (3)**
Basic instruction in materials and techniques in oil painting. **Prerequisites:** ART 110 and ART 120

**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. **Prerequisite:** ART 160

**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
ART 253 Indian Painting I (3)
A beginning painting course using Native American symbols, designs and figures as subjects.

ART 254 Indian Painting II (3)
The second course of Indian painting with emphasis on composition, design, and artistic development. Prerequisite: 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: ART 112 and ART 121 and ART 160

BIOL

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.

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. Prerequisite: MATH 101

BIOL 122 Principles of Organismal Biology (5)
This course is for biology majors, premed students, and students planning to take additional courses in biology and covers basic plant and animal (invertebrate and vertebrate) morphology and physiology, principles of evolution, organismal diversity and phylogeny, population biology, population genetics, ecology, and behavior. Prerequisite: MATH 101

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. Prerequisite: BIOL 103

BIOL 251 Human Anatomy & Physiology I (4)
Study of the structural and functional relationships of the human body systems, emphasizing concepts of the regulatory processes that integrate body cells, tissues, and organs. Topics include: organization of the body; development of the tissues; the integumentary, skeletal, muscular, and nervous systems; and the senses. Students will perform selected laboratory exercises in correlation with the lecture material. Prerequisite: BIOL 102 with "C" or better

BIOL 252 Human Anatomy & Physiology II (4)
Study of the structural and functional relationships and homeostatic mechanisms of various human systems in their normal physiological states. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Students will perform selected laboratory exercises in correlation with the lecture material. Prerequisite: BIOL 251 with "C" or better

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: BIOL 121 and BIOL 122

BIOL 325 History and Diversity of Organisms (5)
This course provides an overview of the variety and diversity of species and ancestry of life on earth. Emphasis is on coverage of: prokaryotes, protists, fungi, and animals; the principles of phylogenetic reconstruction; evolutionary trends in life history; functional morphology; and structural complexity of extant and extinct organisms. Prerequisites: BIOL 121 and BIOL 122

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 statistic foundation, which will involve the analysis of biological data sets, and interpretation and communication of statistical results. Prerequisites: MATH 101 and BIOL 121 and BIOL 122

BIOL 400 Ethnobiology (5)
Integrates Native American traditional knowledge of ecology and biology with modern Western science. One purpose of this course is to preserve the unique knowledge and varied cultural traditions relating to the life sciences that are possessed by indigenous peoples of the Americas. Prerequisites: BIOL 121 and BIOL 122

BIOL 440 Comparative Vertebrate Anatomy and 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-to land transition and tetrapod locomotion, feeding, communication, and reproduction. Detailed laboratory dissections using shark and cat. Prerequisites: BIOL 121, BIOL 122, CHEM 101, and PHYS 211

BIOL 460 Introduction to Genetics (3)
Principles of genetic inheritance are examined with emphasis on populations, development, human genetics, and molecular processes. The course will cover natural selection and adaptation processes in populations and species and focus on the origin and mechanisms of genetic variation and the processes of co evolution. Other topics include genetic mechanisms of development, quantitative traits, fitness, and molecular expression of the genes. Prerequisites: BIOL 121 and BIOL 122

BIOL 465 Research In Animal Behavior (2)
Students develop and collect data on an independent research project of their choosing. Training in the methods of behavioral research precedes the initiation of the research projects. Students analyze and interpret data, and present their findings orally or in poster form, as well as in written form, at the end of class. A major emphasis is placed on an individual project and understanding and evaluating behavioral studies and the methodologies and lab techniques used to study behavior. Prerequisites: BIOL 121, BIOL 122, and MATH 215 or MATH 221

BIOL 470 Animal Behavior (3)
This course provides an introduction to the mechanism, ecology, and evolution of behavior, primarily in nonhuman societies, at the individual and group level. Topics include the genetic basis for behavior, foraging behavior, kin selection, mating systems, and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on
understanding and evaluating scientific studies and their field and lab techniques. **Prerequisites:** BIOL 121, BIOL 122, and MATH 215

**BIOL 480 Plants of Kansas (5)**
Plants of Kansas is an introduction to the basic principles and procedures in systematics and taxonomy, nomenclature, and classification of common and native Kansas with a special emphasis on the plant ecology of the state of Kansas; climatic, physiography, and vegetation of the central prairies and plains; poisonous, edible and medicinal plants used by indigenous peoples of the region; methods of phylogenetic systematics including the application of morphological and molecular data; and learning to identify plant families by means of classification keys and field manuals. The course will provide an overview of plant associations and communities and their adaptations found in floodplains and riverine wetlands, prairie uplands (Flint Hills, High Plains and Smoky Hills) lowlands, playa lakes, and glaciated regions. **Prerequisites:** BIOL 121 and BIOL 122

**BUS**

**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). **Prerequisite:** MATH 101

**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:** CIS 102, ENGL 101, and ENGL 102

**BUS 251 Human Relations (3)**
An application of principles and concepts of the behavioral sciences to work-life relationships and the solutions of interpersonal conflicts at work. Subjects to be covered include self-esteem, teamwork, interpersonal communication, and organizational effectiveness.

**BUS 301 Legal Environment of Business I (3)**
This introduces students to the law and its sources, business ethics and corporate social responsibility, contract and tort law, and other general legal principles applicable in a business environment. **Prerequisites:** Junior or Senior standing

**BUS 311 Legal Environment of Business II (3)**
This course interfaces with materials covered in Legal Environment of Business I. The student will learn to integrate laws and regulation with their knowledge of business management and practice. 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. **Prerequisite:** BUS 301

**BUS 320 Business Statistics (4)**
An introduction to statistical inference techniques with emphasis on the application of these techniques to decision-making in a firm. Topics include probability theory, random variables, probability distribution functions, estimation, test of hypothesis, regression, correlation, and introduction to statistical process control. **Prerequisite:** BUS 210

**BUS 321 Principles of Marketing (3)**
In-depth study and research of the basic principles underlying marketing practices in the modern business environment. **Prerequisites:** ACCT 203, ACCT 204, and MGMT 301

**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:** Junior or Senior standing

**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. **Prerequisite:** BUS 320

**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. **Prerequisite:** BUS 401 with "C" or better

**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. **Prerequisite:** BUS 401 with "C" or better

**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. **Prerequisite:** BUS 321 and BUS 311

**BUS 451 Business Policy (3)**
This course is a study of strategy and a framework for evaluating case studies as a capstone course for graduating business students. This course will allow students to use their knowledge base to evaluate case studies and expand their capacity and capability to make right strategic decisions and actions in creating and maintaining a sustainable competitive advantage for any organization. **Prerequisite:** BUS 401

**BUS 495 Internship (3)**
The student should contact the Business faculty member in charge of Internships before enrolling in this course.

**CHEM**

**CHEM 101 General Chemistry I (5)**
Basic principles and calculations of chemistry involving atomic theory, stoichiometry, gases, thermochemistry, atomic structure, periodic table, and bonding. **Prerequisite:** MATH 101

**CHEM 102 General Chemistry II (5)**
Basic principles and calculations of chemistry involving
solutions, equilibria, acids and bases, kinetics, thermodynamics, electrochemistry, and nuclear chemistry.  
**Prerequisite:** CHEM 101

**CHEM 201 Organic Chemistry (3)**  
A one-semester survey of organic chemistry with emphasis on nomenclature, structure, properties, reactions, and reaction mechanisms of the major groups. Groups covered are alkanes, alkenes, alkynes, aromatic compounds, alcohols, aldehydes, ketones, and carboxylic acids and their derivatives. Amines, ethers, and thiols are included briefly.  
**Prerequisite:** CHEM 102

**CHEM 330 Biochemistry (3)**  
The course introduces the major biomolecules and metabolic pathways including glycolysis, the tricarboxylic acid cycle, protein synthesis, and enzyme action.  
**Prerequisite:** CHEM 201

**CIS 102 Introduction to Information Processing (3)**  
This course will develop the student's basic knowledge of current Microsoft office application software. The students will learn proper procedures for creating documents, workbooks, databases, and presentations suitable for course work, professional purposes, and personal use. Software applications include Word, Excel, Access, and PowerPoint presentation graphics.  
**Prerequisite:** ENGL 101

**CIS 250 Advanced Business Applications for Microcomputers (3)**  
This course will extend the student's basic knowledge of current Microsoft office application software. The students will learn proper procedures for creating more advanced documents, workbooks, databases, and presentations suitable for course work, professional purposes, and personal use. Software applications include advanced applications in Word, Excel, Access, and PowerPoint presentation graphics.  
**Prerequisite:** CIS 102

**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.  
**Co-requisite:** ENGL 101

**COMS 151 Speech Communication (3)**  
Introduction to human communication theory with practice in developing speaking skills in the intrapersonal, interpersonal, and public communication contexts.  
**Co-requisite:** ENGL 101

**COMS 226 Interpersonal Communication (3)**  
Because we are challenged, as never before, to create and maintain healthy relationships with others, this course focuses on the goal of increasing our interpersonal communication skills. The course will emphasize concepts, contexts, and skills with the aim of improving personal interaction in all facets of life.  
**Prerequisite:** COMS 131 or COMS 151

**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.  
**Prerequisite:** COMS 131

**COMS 246 Intercultural Communication (3)**  
An examination of the theoretical and practical relationship between culture and communication behavior in a variety of communication contexts (settings), with emphasis on: cultural identity formation, belonging to multiple cultures, racism and prejudice, and intercultural communicative competence in perception, verbal and nonverbal codes. Projects and readings explore strategies for effective cross-cultural communication between and among cultural groups.  
**Prerequisite:** COMS 131 or COMS 151

**COMS 256 Working in Groups and Teams (3)**  
Working effectively in small groups is a crucial skill in today's workplace. Employers increasingly place more responsibility on employees to participate in the decision-making process and to solve work-related problems mainly through participation on teams or in groups. This course furnishes students with an understanding of the principles of small group communication through knowledge of core group communication concepts and processes. Group communication skills will be improved through participation in a semester-long team project.  
**Prerequisite:** COMS 131 or COMS 151

**COMS 276 Persuasion and Social Influence (3)**  
An examination of the theories of persuasion as they apply to everyday communication situations. The course will examine the psychological, social, cultural, and the ethical considerations in persuasion and challenge students to analyze, critique, and compose persuasive messages. Research into a contemporary rhetorical issue will form the basis for semester long research and writing.  
**Prerequisite:** COMS 131 or COMS 151

**COMS 310 Traditional and Contemporary Native American Rhetoric (3)**  
This is a course in rhetorical analysis and criticism of traditional and contemporary Native American discourse. 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.  
**Prerequisite:** COMS 131 or COMS 151

**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:** COMS 131 or COMS 151 and ENGL 102

**COMS 410 Indigenous Rhetorical Theories (3)**  
This course examines indigenous critical theories and movements, drawn from the scholarship of indigenous theoretical and rhetorical scholars, and applies them to the analysis of Native American discourse. The course will look specifically at Nativistic and Nationalistic theories, Post-Colonial theory and Decolonization, Feminist theory, Ideological theories, including Marxism and Hegemony theory, and Hybridist theories.  
**Prerequisites:** COMS 131 or COMS 151 and COMS 310

**ECON 201 Principles of Microeconomics (3)**  
This course provides an overview of the role of markets and prices in the allocation and distribution of goods and services. Economics is the study of how society allocates scarce resources. Microeconomics is the study of the behavior of households and firms, whose collective decisions determine how resources are allocated in a free market economy. This course will introduce the analytical tools of microeconomics and provide an understanding of how they apply in 'real' world situations.  
**Prerequisite:** MATH 101

**ECON 202 Principles of Macroeconomics (3)**  
This course is an introduction to the study of the economy as a whole and provides an analysis of the structure and standard functioning of the national economy. Issues covered include the analysis of national income determination, inflation and unemployment, banking, monetary and fiscal policy, and aggregate economic
growth, from a variety of macroeconomic perspectives.

**Prerequisite:** MATH 101

**EED**

**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:** MATH 101 and EED 101

**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 literacy 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 phonic awareness, phonics, fluency, and vocabulary development. Integrating SBRR strategies with language arts activities will also be explored. In addition to learning the SBRR strategies recognized by the Reading First Teacher Education Network, students will be expected to read a variety of literary selections in order to discuss and demonstrate sensitivity in book selection and analysis with regard to gender, class, disability and ethnicity. **Prerequisites:** ENGL 101 and ENGL 102

**EED 205 Abnormal Psychology for Teachers (3)**
This course 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. **Prerequisite:** PSYC 101

**EED 210 Foundations of Education (3)**
This course presents an introduction to the historical, sociological and cultural foundation of education. These same aspects in the development of Indian education and schools for Indian children will be presented and analyzed in a comparative manner. **Prerequisites:** ENGL 101 and ENGL 102

**EED 211 Introduction to Education (3)**
This course presents an introduction to the field of education. Pre-service teacher candidates will examine demographics of today's schools to identify who teaches in and attends public schools. Candidates will explore the work of teachers and schools and examine current influences of family, community and a society on education. State standards, the achievement gap and school reform will be addressed. Candidates will investigate the historical, philosophical and social foundations of education in this country, including Indian Education, and reflect on how these historical influences affect today's schools. An overview of the Elementary Teacher Education Program will be presented, including the application process. Completion of twenty observation hours in an elementary classroom is required for this class. Candidates must provide their own transportation to observation sites. **Prerequisite:** ENGL 101

**EED 241 The Role of Writing in Teaching and Learning (3)**
This course is designed to help 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 Common Core Standards for Writing. Candidate 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:** ENGL 101 with "C" or better and ENGL 102 with "C" or better

**EED 303 Walking in Balance-Physical 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 physical well being. A healthy diet, exercise and other related topics will be addressed. Candidates will reflect on and assess their physical 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. **Prerequisite:** Admission to ETEP, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com. **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

**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 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. **Prerequisite:** PSYC 101

**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

**EED 317 Math for Elementary Teachers II**
This course is designed to give the prospective elementary mathematics teachers 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 mathematical 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 the course.

**EED 318 Multicultural Education and English Language Learners (3)**
This course introduces teacher candidates to the changing demographics of this country and their implications for education. Individuals may differ in class, ethnicity and race, religion, and language. English Language Learners represent a
growing number of students in today's classrooms. Principals for working with English Language Learners will be addressed. Gender, sexual orientation, age and physical and mental abilities also contribute to diversity. Teacher candidates will explore these differences to build understanding of the role they play in students' lives. This course will identify responsive approaches for meeting diverse student needs that draw from the cultures of students and their communities while supporting the practice of democratic citizenship for all learners. **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

**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, controverses regarding the uses and abuses of standardized tests will be examined, and conceptualization regarding the nature of intelligence will be compared with emerging viewpoints regarding mental abilities. This course has a field experience component. **Prerequisite:** Junior standing

**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 influence 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

**EED 324 Introduction to Curriculum Theory and Development (3)**

This course is designed to provide teacher candidates with an introduction to curriculum theory and development, at the elementary (K-6) level. National and Kansas State Department of Education standards will be utilized. Teacher candidates will utilize the Taskstream system to reference standards, rubrics, required materials, and project plans, to maintain plan submission, and to receive evaluations. Teacher candidates will study various lesson planning models and strategies, including direct instruction, indirect instruction, cooperative learning, questioning strategies, and application of Bloom's Taxonomy. Class participants will study lesson planning in relationship to childhood development, use of assessment data, and alignment with state and local curriculum standards. Class participants will demonstrate skills learned during microteaching activities. **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 326 Diversity in Educational Settings (1)**

This course is designed to introduce teacher candidates to a variety of diverse school settings that may include tribal school, Montessori school, a school with an ESL or bilingual program, a special needs resource room or a school for the deaf. School sites will include both public and private schools located in rural, suburban or urban areas. Candidates will be accompanied by the instructor to school sites. Site visits will include briefings with a school administrator, classroom observation, and visit with veteran teachers working with a variety of student populations, and debriefing before departure at the end of the school day. **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

**EED 327 Elementary Classroom Management and Design (3)**

This course is designed to introduce teacher candidates to a variety of diverse school settings that may include tribal school, Montessori school, a school with an ESL or bilingual program, a special needs resource room or a school for the deaf. School sites will include both public and private schools located in rural, suburban or urban areas. Candidates will be accompanied by the instructor to school sites. Site visits will include briefings with a school administrator, classroom observations of veteran teachers working with a variety of student populations, and debriefing before departure at the end of the school day. **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

**EED 329 Fundamentals of Assessment (3)**

This course is designed as a fundamental assessment course to introduce teacher candidates to various types of assessment used in elementary education classrooms. Candidates will examine formal and informal types of assessments including criterion and norm-reference assessments used at the national and state level. They will create various assessment instruments to be used by diverse learners in diverse situations (exam items, rubrics, checklist, and portfolio projects). They will organize and manage an assessment project - gather and encode data, analyze data, and reflect and make instructional decisions based on the data. Candidates will also have an opportunity to role play various situations in which assessment is a key focal point, such as parent teacher conference, teacher-student conference, and teacher-building principal meeting. **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

**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 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 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. 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 Kansas Performance Teaching Portfolio Preparation Seminar (1)**
This seminar 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 representation of the KPTP in December. 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 Kansas Performance Teaching Portfolio Implementation Seminar (1)**
This seminar 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 - Senior II. Two lessons must be observed and video taped 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. 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 Health, Fitness and Leisure (2)**
Development for the teaching strategies appropriate 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 studied 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.

**Prerequisite:** Junior standing

**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 Social Studies (3)**
Prerequisites: Successful 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.

**EED 430 Math Methods for 4-6 Learners (3)**
This course will introduce 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

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

This course 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

### 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 course is designed to provide 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 the areas of curriculum, instruction and assessment. 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

### 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 life science through spring semester and student teaching. **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 490 Student Teaching in K-6 Classroom (15)

This course is designed to provide a structured experience to develop, refine, and demonstrate the competencies necessary for effective instruction of children with diverse abilities and background. The overall aim is to help student teachers become effective and reflective decision makers by applying the theories and methods learned in the university program of study and related activities in real elementary classroom settings under the supervision and guidance of a cooperating teacher and a SOE faculty member. During student teaching, students will be required to assume partial responsibility (Phase I), partial to full responsibility (Phase II), and full responsibility to phase out (Phase III) during the 15 week timeframe. The evaluation of the student teacher performance and level of mastery will be based on the KSDE Professional Education and Content Standards, and the ETEP Outcomes. **Prerequisites:** Successful completion of 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

#### ENGL 090 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. **Prerequisite:** ENGL 090 with "C" or better

**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. **Prerequisite:** ENGL 101 with "C" or better

**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 abilities further and to encourage a coherent approach to significant topics and issues in imaginative literature. **Prerequisite:** ENGL 102

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

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. **Prerequisite:** ENGL
ENGL 210: Any student enrolled in this course will have completed the grade will be based on the compilation of a portfolio that will their work by their peers in a workshop format. The final course methods of revision be included.

ENGL 310: Linguistic and language Revitalization (3)
This course offers study 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.

ENGL 223 Poetry Writing II (3)
This course continues study and practice in the writing of poetry, with attention to form and content. Prerequisite: ENGL 222

ENGL 311: 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: ENGL 210 and ENGL 212 or THEAT 203

ENGL 312: Fiction Writing I (3)
This course continues 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.

ENGL 221: Fiction Writing II (3)
This course continues the study and practice of fiction writing and critical approaches to the genre. Prerequisite: ENGL 220

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.

ENGL 223: Poetry Writing II (3)
This course continues study and practice in the writing process of poetry, with attention to form and content. Prerequisite: ENGL 222

ENVS 301: Starting Your Own Business (3)
In this course, the student examines the discipline which compromise 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. Prerequisite: ENGL 102

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. Prerequisite: CHEM 101

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

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processes, to better understand ecological sustainability. **Prerequisite:** ENVS 102

**ENVS 330 Principles of Ecology**
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 (automata) to global ecology. The science of ecology as it is applied to environmental problem-solving will also be included in this course, especially as it relates to natural resource issues that may be confronted by tribal resource managers. **Prerequisites:** BIOL 121 and BIOL 122

**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:** CHEM 101 and PSCI 100

**ENVS 386 Multicultural Perspective on Sustainable Agriculture In Costa Rica (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, rice, pineapple, 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. **Prerequisite:** ENVS 301

**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 interaction with 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 (Haskel 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. **Prerequisite:** ENVS 301

**ENVS 410 Ecological History of North America & Its People (3)**
Lecture & evidence-based discussion course familiarizes students with environmental changes and animal/plant overtures in North American 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 historical and clinical 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:** BIOL 121 and BIOL 122

**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. **Prerequisite:** CHEM 201

**ENVS 415 Environmental Science Seminar (1)**
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. **Prerequisite:** BIOL 121 and BIOL 122

**ENVS 480 Undergraduate Research (1-3)**
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 Internship (3)**

**GEOG 104 Introductory Physical (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:** ENGL 101 and MATH 100

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.

**Prerequisites:** MATH 101

GEOG 320 Applications of ArcGIS (2)

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

**Prerequisites:** MATH 101 AND GEOG 210

GEOG 330 Advanced GIS and GPS (3)

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

**Prerequisites:** GEOG 210

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:** GEOG 210 or GEOG 250

HIST 101 US History Through Civil War (3)

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

**Prerequisites:** ENGL 101 and MATH 100

HIST 102 US History Since Civil War (3)

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

**Prerequisites:** ENGL 101 and MATH 100

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.

**Prerequisites:** ENGL 101 and MATH 100

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.

**Prerequisites:** ENGL 101 and MATH 100

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.

**Prerequisites:** ENGL 101 and MATH 100

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.

**Prerequisites:** ENGL 101 and MATH 100

Exercise Science
muscular strength. The program is designed to reduce resting, heart rate, percent body fat and will lower stress.  

**HSES 131 Introduction 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 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 it’s 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 195 Weight Management and 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 Community Health (3)**  
Study of principles, attitudes and issues surrounding personal and community health and ways of promoting and maintaining it. Emphasis is placed on the relationship between population and disease, the life cycle, the disease, the 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 Introduction to Coaching Football and Wrestling (2)**  
Introduction to aspects of instruction in football and wrestling for students planning to continue in physical education.

**HSES 206 Introduction to Coaching Basketball and Golf (2)**  
Introduction to aspects of basketball and golf for students planning to continue in physical education.

**HSES 207 Introduction to Coaching Softball and Track and Field (2)**  
Introduction to aspects of softball and track field for students planning to continue in physical education.

**HSES 208 Introduction to Coaching Soccer and Volleyball (2)**  
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.  
**Prerequisite:** BIOL 103

**HSES 230 Care and Prevention of Athletic Injuries (3)**  
This course is the first component of an athletic training program. Emphasis is two-fold; (1) care/minor treatment of acute and chronic sports related injuries, and (2) prevention of injuries during pre-season conditioning, in-season competition, and off-season training.  
**Prerequisite:** HSES 204

**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.  
**Prerequisite:** SOC 101

**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.  
**Prerequisite:** ENGL 102

**HSES 250 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:** HSES 205, HSES 206, or HSES 207

**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 Internship in Care and 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.  
**Prerequisite:** HSES 230

**HSES 262 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:** Community Health major and HSES 201

**HSES 264 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:** Recreation & Fitness major and HSES 131

**LAHS**

**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**

**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.  
**Prerequisite:** LANG 101

**LANG 110 Chocaw I (5)**  
Introduction to the Chocaw language, basic Chocaw sentence structure, and the structure and form of Chocaw words, their function, and pronunciation; conversational practice, vocabulary building, and the history and culture of the Chocaw
LANG 111 Choctaw II (5)
Continuation of Choctaw I. Primary emphasis on reading, writing, and basic translation. Includes review of elements of Choctaw. Prerequisite: LANG 110

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. Prerequisite: LANG 102

LANG 302 Cherokee 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. Prerequisite: LANG 301

LANG 495 Potawatomi Language Preservation (6)

MATH

MATH 010 Pre-Algebra (3)
Review of whole number and fraction manipulation; decimals, percent, and problem solving techniques; introduction to operations involving signed integers.

MATH 011 Introduction to Algebra (3)
Manipulation of integers and through the real number system and simplification of algebraic expressions. The course will emphasize basic algebra, and will include solving and graphing linear equations and inequalities. Students will learn to relate their mathematical knowledge to everyday situations whenever appropriate.

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. Prerequisite: MATH 011 with "C" or better

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. Prerequisite: MATH 100

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 (non-symbolic) is required for this course. Prerequisite: MATH 100

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. Prerequisite: MATH 101

MATH 104 Pre-Calculus (5)
Pre-calculus includes a study of exponential, logarithmic, and trigonometric functions and their properties. Other topics may include polynomial functions, conic sections, matrices, sequences and series, as time permits. The course is intended for students pursuing a course of study in science, technology, engineering, mathematics, or finance. A grade of "C" or better in Pre-Calculus is required in order to take MATH 221 Calculus & Analytical Geometry I. Students may enroll directly in MATH 221 instead of MATH 104 based on approval from the Mathematics Department. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisites: MATH 101 with "C" or better and MATH 103

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. Prerequisite: MATH 101

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 Instruments graphing calculator (non-symbolic) is required for this course. Prerequisite: MATH 101

MATH 216 Applied Calculus II (3)
Further study of integration techniques, approximation and application, multivariate calculus, differentiation and integration of trigonometric functions and differential equations. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisites: MATH 215 and MATH 103

MATH 221 Calculus and Analytic Geometry I (5)
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 Instruments TI-84 or TI-89 graphing calculator is required for this course. Prerequisite: MATH 103 with "C" or better

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 Instruments TI-84 or TI-89 graphing calculator is required for this course. Prerequisite: MATH 221

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. **Prerequisite:** MATH 222

**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, or TI-89 graphing calculator or equivalent is required for this course. **Prerequisite:** MATH 221 with "C" or better

**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. **Prerequisite:** MATH 222 with "C" or better

**MATH 240 Introduction to High Power Rocketry (3)**

Students will instruct in the construction, testing, pre-launch, launch, and recovery procedures of one or more advanced high power rockets as a team. They will do preliminary analysis of real time GPS data, and digital altimeter data to illustrate kinematical concepts (positions, velocity, acceleration, and jerk). Students will model the flight path and flight dynamics of these rockets designs with rocket simulator software, and compare the actual to the predicted flight patterns. This is an advanced, hands on, engineering project that is only open to students interested in pursuing a mathematically intensive Science, Technology, Engineering, or Mathematics degree program. **Prerequisite:** MATH 221 or concurrent enrollment

**MATH 245 Introduction to Radio Controlled Remote Sensing Helicopters and Aircraft (1)**

Students will participate in the construction, testing, flight, and repair of a radio controlled helicopter and an airplane built for remote sensing purposes. We will fly the helicopter and airplane with test payloads, crash them, repair them, develop flight paths and procedures, and finally fly them with cameras and video recorders on board. Students will do preliminary analysis of real-time GPS data, and digital altimeter data to illustrate kinematical concepts (positions, velocity, acceleration, and jerk). This is an advanced, hands on, engineering project that is only open to students interested in pursuing a mathematically intensive Science, Technology, Engineering, or Mathematics degree program. **Prerequisite:** MATH 221 or concurrent enrollment

**MCOM**

**MCOM 115 Video Production (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 (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.

**MGMT**

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

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

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

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

**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:** AIS 331 and AIS 332

**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:** ACCT 203, CIS 250, ECON 201, BUS 320, and MGMT 301

**MUS**

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

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

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

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

**MUS 110 Music Theory (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. **Prerequisite:** MUS 104

**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. **Prerequisite:** MUS 110

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

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

MUS 131 Elementary Keyboard Skills I (1)
An introductory piano course for student with no prior experience with piano. Instruction covers basic keyboard skills, including music reading, transposition, harmonization, improvisation, and playing by ear. Also introduces basic features of the digital piano.

MUS 132 Elementary Keyboard Skills I (1)
A continuation of material introduced in MUS 131. Instruction covers major scales, chord inversions, secondary triads and seventh chords. Prerequisite: MUS 131

MUS 136 Music Appreciation (3)
Survey of the development of music in Western civilization from medieval to contemporary times.

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, 142, 243, 244 Private Voice Instruction (1)
Instruction in voice for students interested in acquiring experience with piano. Instruction covers basic keyboard skills, including music reading, transposition, harmonization, and polishing audio and MIDI files.

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. Prerequisite: MUS 111

MUS 211 Music Theory IV (3)
This is the second course on a comprehensive music theory sequence involving written analysis, composition, aural skills, sight singing and keyboard harmony. Music Theory IV covers analytical techniques of 20th and 21st century music. Topics covered in this course will include modes and other scalar formations, set theory, serialism, and new approaches to rhythmic/metric organization. Prerequisite: MUS 210

MUS 233 Intermediate Keyboard Skills I (1)
An intermediate piano course focused on the development of keyboard skills, including reading, transposition, harmonization, improvisation, and playing by ear. Instruction covers all major and minor scales as well as secondary dominant harmony. Prerequisite: MUS 132

MUS 234 Intermediate Keyboard Skills II (1)
This course is a continuation of material introduced in MUS 233. Instruction focuses on fluency in all key centers and covers repertoire from various style periods. Prerequisite: MUS 233

MUS 244 Intermediate Keyboard Skills II (1)
This course is a continuation of material introduced in MUS 233. Instruction focuses on fluency in all key centers and covers repertoire from various style periods. Prerequisite: MUS 233

NATRS

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. Prerequisite: ENGL 101

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. Prerequisite: BIOL 103

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 affects on the flora and fauna on which the cultures depended. An awareness of the benefits of fire is essential to understanding the total dimensions of wildfire suppression, pre-suppression and management. Prerequisite: NATRS 210

PHYS

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. Prerequisite: MATH 215 or MATH 221

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. Prerequisite: PHYS 211

PSCI

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. Prerequisite/Co-requisite: MATH 100

PSYC

PSYC 101 General Psychology (3)
Introduction to facts and principles essential to a perspective toward the entire field of psychology: learning, perception, problem solving, emotions, motivation, frustrations, conflicts, development, social behavior, and the biological correlates of behavior and measurements.

PSYC 201 Child and Adolescent Psychology (3)
A study of childhood and adolescent behavior, including the effects of heredity and environment on the physical, mental, social and emotional development of the individual. The course focuses on growth and development, the formation of personalities, the way people think and learn, and the way they respond to the special demands of their culture. Prerequisite: PSYC 101 or SOC 101

PSYC 202 Social Psychology (3)
An integration of sociology and psychology in the study of personality development, social adjustments, and social controls. Prerequisite: PSYC 101 or SOC 101

SOC

SOC 101 Introduction to Sociology (3)
Basic sociological concepts and their application. Attention to the origin and development of social institutions and social processes, social structure, social interaction, social group and community.

SOC 102 Social Problems (3)
Social problems considered through an institutional approach. Poverty, pollution, racism, crime and other problems and the means commonly taken to combat or alleviate them. Special attention to social problems of greatest importance to Native Americans. Prerequisite: SOC 101

SOC 110 Introduction to Criminal Justice (3)
Introduction to criminal justice presents a variety of
justice-related issues. Topics include an overview of the 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 and Family (3)
Using an interdisciplinary approach, this course examines the courtship, marriage, and family practices found within American Indian, Alaska Native, and contemporary society. The impact of historical and contemporary political, social, and economic events affecting family structure will be surveyed. Cultural values, assumptions, and behaviors affecting relationships and family development will be explored throughout the course.
Prerequisite: SOC 101

SW
SW 101 Introduction to Social Work (3)
History and scope of social work and its fields of practice. Attention to common social problems served by social welfare and its mechanisms for delivering services to Native American and non-Indian populations. Intended for social work majors.

SW 110 Chemical Dependency/Native American Indian (3)
This course introduces students to the field of addictions and examines abuse and dependency. Factors contributing to spiritual issues in 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.

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.

THEAT
THEAT 100 Introduction to Theatre (3)
Introduction to the elements of theatre and drama necessary for analysis of dramatic literature and theatrical performances, and for understanding the role of theatre in society.

THEAT 101, 102, 201, 202 Performing Theatre Arts (1)
Practicum in theatre procedures and techniques through participation in theatre production.

THEAT 105 Improvisation Theatre (3)
Basic methods of extemporaneous physical and vocal expression serving as a foundation for acting technique.

THEAT 106 Acting I (3)
Fundamental techniques in acting, with practice in pantomime, character creation, body language, and effective stage speech.

THEAT 160, 161, 190, 260, 261 Theatre Tour (2)
Experience in all aspects of touring a theatrical production. Loading in and assembling sets, hanging and focusing lighting instruments and touring lighting board, running lights for performances, maintaining costumes, performing productions in a wide range of performance settings, and striking and loading sets, equipment, and costumes at the conclusion of performances.

THEAT 203 Introduction to Dramatic Literature (3)
Survey of plays from Greek theatre to contemporary theatre.
Prerequisite: ENGL 102

THEAT 206 Acting II (3)
Continued study of character creation, body language, stage speech, and pantomime with an emphasis on reinforcing basic skills and the introduction of more advanced acting techniques.
Prerequisite: THEAT 105 or THEAT 106

THEAT 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.

TMGMT
TMGMT 101 Introduction to Tribal Management (3)
This course provides an overview of the various roles of tribal management and government structures relative to the unique Native environment of culture, tradition, and economic reality. Topics include the planning process; tribal and federal structure and programs affecting Native communities; Indian law and legislation; unique tribal cultures and traditions; the study of control and managing change and organization development; the political policy making body of tribal government and the tribal judicial system; and economic variables affecting tribal management and development.

TMGMT 201 Tribal/Federal Government Relations (3)
This course presents an overview of the federal government, Indian Nation governments, the nature of the federal trust responsibility to Indian nations, and the impact of the three branches of federal government on Indian nations and their sovereignty. Prerequisite: ENGL 101

TMGMT 202 Introduction to Casino Management (3)
Overview of the casino; practices and problems associated with casino management, including staffing, security, control, and gaming device management.

TMGMT 300 Advanced Casino Management (3)
Advanced study of managing a tribal casino. Course will involve bringing practical application of textbooks theory into the classroom through lecture by practicing managers of various tribal casino gaming operations. Prerequisite: TMGMT 202

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 the political policy making body of tribal government and the tribal judicial system; and economic variables affecting tribal 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: TMGMT 321 and Junior standing

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: TMGMT 321 and Junior standing

TMGMT 330 Fundamentals of Tribal Sovereignty (3)
The purpose of this course is to introduce students to the basic principles underlying the sovereignty of Indian Nations and Tribes. Through an examination of the threats to sovereignty and the ways in which sovereignty is affected by various aspects of tribal life, it is intended that the student gain a greater appreciation of the fragile nature of tribal existence.

TMGMT 410 Tribal Resources and Economic Development (3)
This course is designed as a practical application to enhance the students analytic and decision-making skills in the context of current economic issues confronting their tribe and the larger Indian society. Students will analyze and study the traditional economic systems of their specific tribes and the broader group of indigenous people in order to compare modern tribal and western economic systems and concepts within a cultural, legal, and historical context. Students will explore new visions for the tribe from the students’ perspectives building on the values framework, economic concepts, historical context and current situation in order to create a Vision Plan for economic development. Prerequisite: ECON 201
VISQU

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.
### General Education Requirements

<table>
<thead>
<tr>
<th>Categories to be Met Under Each Outcome</th>
<th>Courses Meeting these Requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>Humanities and Arts</strong> <em>(3 hours)</em></td>
<td>ART 100 Art Appreciation</td>
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<td>ART 240/241 Art History</td>
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<td>EED 203 Exploring Cultural Art, Music, &amp; Dance with Technology</td>
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<td>ENGL 210 Themes &amp; Issues in Literature</td>
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<td>MCOM 231 Intro to Mass Communication</td>
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<td>MUS 137/138 Music Appreciation Classical/Contemporary</td>
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<td>THEAT 100 Intro to Theatre</td>
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<tr>
<td><strong>Quantitative Reasoning (3 hours)</strong></td>
<td>MATH 101 College Algebra -or-</td>
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<td>MATH 102 Liberal Arts Math</td>
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<td>Higher Level Quantitative Reasoning Class:</td>
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<tr>
<td><strong>Laboratory Science</strong> <em>(5 hours)</em></td>
<td>BIOL 103 General Biology and Lab</td>
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<td>CHEM 101 Chemistry</td>
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<td>PHYS 211 Physics</td>
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<td>PSCI 100 Physical Science</td>
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<tr>
<td><strong>Historical &amp; Contemporary Indigenous Issues</strong> <em>(6 hours)</em></td>
<td>AIS 102 American Indian Issues I</td>
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<td>AIS 110 History of North American Indian Tribes</td>
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<td>ENGL 212 American Indian Literature</td>
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<td>HSES 161 Diabetes &amp; the Native American</td>
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<td>LANG 101/102, 110/111 Indigenous Languages</td>
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<td>SW 110 Chemical Dependency &amp; the Native American</td>
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<td>TMGMT 101 Introduction to Tribal Management</td>
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<td>TMGMT 201 Tribal/Federal Government Relations</td>
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<td><strong>Multicultural, World or Comparative Issues</strong> <em>(3 hours)</em></td>
<td>AIS 301 Native and Western Views of Nature</td>
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<td>COMS 246 Intercultural Communication</td>
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<td>GEOG 110 World Geography</td>
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<td>GEOG 230 Cultural Geography</td>
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<td>HIST 101/102 US History</td>
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<td>HIST 110/112 Western Civilization I, II</td>
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<td>HIST 221/222 World Civilization I, II</td>
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<tr>
<td><strong>Human Behavior</strong> <em>(3 hours)</em></td>
<td>BUS 251 Human Relations</td>
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<td>COMS 226 Interpersonal Communication</td>
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<td>COMS 256 Working in Groups and Teams</td>
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<td>COMS 276 Persuasion &amp; Social Influence</td>
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<td>PSYC 101 General Psychology</td>
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<td>SOC 100 Introduction to Sociology</td>
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<tr>
<td><strong>Physical Activity or Health Course</strong> <em>(1-3 hours)</em></td>
<td>HSES 100 level activities courses <em>(1)</em> 101, 104, 105, 106, 107, 108 –or—</td>
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<td>HSES 125 Fitness for Life (2)</td>
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<td>HSES 160 Basic Nutrition (3)</td>
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<td>HSES 195 Weight Management and Fitness (1)</td>
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<td>HSES 201 Personal &amp; Community Health (3)</td>
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<td>HSES 204 First Aid (2)</td>
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Revised/Approved VPA 06-27-2013
## ASSOCIATE OF ARTS IN CREATIVE WRITING

### DEGREE CHECKLIST (60 credit hours total)

#### GENERAL EDUCATION REQUIREMENTS: (34-36 credit hours)

<table>
<thead>
<tr>
<th>Credit Hr</th>
<th>Category</th>
<th>Course</th>
<th>Sem</th>
<th>Grade</th>
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<tr>
<td>9</td>
<td>Written Communication (6)</td>
<td>ENGL 101 English 1</td>
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<td>ENGL 102 English 2</td>
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<td>Oral Communication (3)</td>
<td>COMS 131 Public Speaking</td>
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<td>COMS 151 Speech Communication</td>
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<td>11</td>
<td>Humanities and Arts (3)*</td>
<td>MATH 101 College Algebra</td>
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<td>Quantitative Reasoning (3)</td>
<td>MATH Liberal Arts Math</td>
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<td></td>
<td>Laboratory Science (5)*</td>
<td>Vision Quest</td>
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<td>12</td>
<td>Historical Contemporary Indigenous issues (6)*</td>
<td>ENGL 120 Introduction to Creative Writing</td>
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<td>Multicultural, World or Comparative Issues (3)*</td>
<td>ENGL 220 Fiction Writing</td>
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<td>Human Behavior (3)*</td>
<td>ENGL 222 Poetry Writing</td>
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<td>ENGL 210, 212, or 300 ENGL</td>
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**Note:** Entering students who have already met GE requirements may take a higher level course in that area with the approval of their advisor and the department.

### AA EMPHASIS REQUIREMENTS (15 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Cr</th>
<th>Sem</th>
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<td>4 classes from the following:</td>
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<td>ENGL 120 Introduction to Creative Writing</td>
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<td>ENGL 222 Poetry Writing</td>
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<td>ENGL 221, 223, 330, 333</td>
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<td>ENGL 210, 212, or 300 ENGL</td>
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**ELECTIVES (9-11 credit hours minimum)**
ASSOCIATE OF ARTS IN LITERATURE
DEGREE CHECKLIST (60 credit hours total)

**GENERAL EDUCATION REQUIREMENTS: (34-36 credit hours)**

<table>
<thead>
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<th>Category</th>
<th>Course</th>
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<tr>
<td>9 hours</td>
<td>Written Communication (6)</td>
<td>ENGL 101 English 1</td>
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<td>Oral Communication (3)</td>
<td>COMS 131 Public Speaking</td>
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<td>COMS 151 Speech Communication</td>
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<td>11 hours</td>
<td>Humanities and Arts (3)*</td>
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<td>Quantitative Reasoning (3)</td>
<td>MATH 101 College Algebra</td>
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<td>Laboratory Science (5)*</td>
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<td>12 hours</td>
<td>Historical Contemporary Indigenous issues (6)*</td>
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<td>Multicultural, World or Comparative Issues (3)*</td>
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<td>Human Behavior (3)*</td>
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<td>2-4 hours</td>
<td>Orientation (1)</td>
<td>Vision Quest</td>
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<td></td>
<td>Physical Activity Course Or Health Class (1-3)*</td>
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**AA EMPHASIS REQUIREMENTS (15 credit hours)**

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<tbody>
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<td>4 classes from the following:</td>
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<tr>
<td>ENGL 210 Themes and Issues</td>
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<td>ENGL 212 Amer Indian Lit</td>
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<td>ENGL 310 Short Fiction</td>
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<td>ENGL 311 Literature of the West</td>
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<td>AIS 340 Amer Indian Poetry</td>
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<td>AIS 341 Amer Indian Narratives</td>
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<td>ENGL 333 Environmental Writing</td>
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**ELECTIVES (9-11 credit hours minimum)**

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<tbody>
<tr>
<td>Research &amp; Composition</td>
<td>ENGL 301</td>
<td>3</td>
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</table>
ASSOCIATE OF ARTS IN LIBERAL ARTS
DEGREE CHECKLIST (60 credit hours total)

<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS: (34-36 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Hr</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Communication Outcome</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td>Qualitative and Quantitative Thinking Outcome</td>
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<tr>
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<tr>
<td></td>
</tr>
<tr>
<td>Historical and Cultural Forces Outcome</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Wellness Outcome</td>
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**Note:** Entering students who have already met GE requirements may take a higher level course in that area with the approval of their advisor and the department.

<table>
<thead>
<tr>
<th>AA EMPHASIS REQUIREMENTS (15–18 credit hours)</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
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<table>
<thead>
<tr>
<th>ELECTIVES (8-11 credit hours minimum)</th>
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<td>Course</td>
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ASSOCIATE OF ARTS IN MEDIA COMMUNICATION
DEGREE CHECKLIST (60 credit hours total)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Credit Hr</th>
<th>Category</th>
<th>Preferred Course</th>
<th>Sem</th>
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<td>Written Communication (6)</td>
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<td></td>
<td></td>
<td>ENGL 102 English 2</td>
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<td></td>
<td></td>
<td>Oral Communication (3)</td>
<td>COMS 131 Public Speaking OR COMS 151 Speech Communication</td>
<td></td>
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<tr>
<td><strong>Critical Qualitative and Quantitative Thinking</strong></td>
<td>11 hours</td>
<td>Humanities and Arts (3)</td>
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<tr>
<td></td>
<td></td>
<td>Quantitative Reasoning (3)</td>
<td>MATH 101 College Algebra OR MATH 102 Liberal Arts Mathematics</td>
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<td></td>
<td></td>
<td>Laboratory Science (5)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Historical and Cultural Forces</strong></td>
<td>12 hours</td>
<td>Historical and Contemporary Indigenous issues (6)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Multicultural, World or Comparative Issues (3)</td>
<td></td>
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<td>Human Behavior (3)</td>
<td></td>
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<tr>
<td><strong>Wellness</strong></td>
<td>2-6 hours</td>
<td>Orientation (1 or 3)</td>
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<tr>
<td></td>
<td></td>
<td>Physical Activity Course</td>
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<td></td>
<td></td>
<td>Or Health Class (1-3)</td>
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### Emphasis Requirements 15 hours minimum

<table>
<thead>
<tr>
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<th>Cr</th>
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<th>Number</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Video Production</td>
<td>MCOM 115</td>
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<td>Introduction to Mass Communication</td>
<td>MCOM 231</td>
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<tr>
<td>Video Production or Television News Prod or Internship</td>
<td>MCOM 116 or MCOM 212 or MCOM 215</td>
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<td></td>
<td>Digital Photography or Introduction to Graphic Communication</td>
<td>MCOM 131 or MCOM 141</td>
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<td>News Writing</td>
<td>MCOM 150</td>
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### Electives Requirements 9-11 hours

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<th>Sem</th>
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<th>Number</th>
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<th>Sem</th>
<th>Grade</th>
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*VPA approval 4-17-2014/Modified on 3/23/2015*
### ASSOCIATE OF ARTS DEGREE IN PARA-PROFESSIONAL EDUCATION

**DEGREE CHECKLIST (62 credit hours total)**

#### GENERAL EDUCATION PROGRAM REQUIREMENTS (36-hours)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Credit Hr</th>
<th>Category</th>
<th>Course</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
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<td>Communication Outcome</td>
<td>9 hours</td>
<td>Written Communication (6)</td>
<td>ENGL 101 English Composition 1</td>
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<td>ENGL 102 English Composition 2</td>
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<td></td>
<td></td>
<td>Oral Communication (3)</td>
<td>COMS 131 Public Speaking OR</td>
<td>COMS 151 Speech Communication</td>
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<tr>
<td>Qualitative and Quantitative Thinking</td>
<td>11 hours</td>
<td>Humanities and Arts (3)</td>
<td>ART 100 Art Appreciation</td>
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<td></td>
<td></td>
<td>ART 240/241 Art History I or II</td>
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<td>MUS 137/138 Music Appreciation</td>
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<td></td>
<td></td>
<td></td>
<td>THEAT 100 Intro to Theatre</td>
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<td></td>
<td>Quantitative Reasoning (3)</td>
<td>MATH 101 College Algebra</td>
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<td></td>
<td>Laboratory Science (5)</td>
<td>BIOL 103 Gen Biology</td>
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<tr>
<td>Historical and Cultural Forces</td>
<td>12 hours</td>
<td>Historical Contemporary Indigenous issues (6)</td>
<td>AIS 102 American Indian Issues I</td>
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<td></td>
<td></td>
<td></td>
<td>AIS 110 History of N.A. Indian Tribes</td>
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<td>SW 110 Chemical Dependency</td>
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<td>ENGL 212 American Indian Literature</td>
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<td>HSES 161 Diabetes &amp; the Native American</td>
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<td>LANG 101, 110 Indigenous Languages</td>
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<td>Multicultural, World or Comparative Issues (3)</td>
<td>HIST 110/112 Western Civilization I, II</td>
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<td>HIST 221/222 World Civilization I, II</td>
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<td>COMS 246 Intercultural Communication</td>
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<td>COMS 256 Working in Groups and Teams</td>
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<td>Wellness</td>
<td>2-4 hours</td>
<td>Orientation (1)</td>
<td>VISQU 101 Vision Quest</td>
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<td>Physical Activity Course (1) and First Aid or CPR certification (2)</td>
<td>One physical activity course (1) and HSES 204 First Aid or CPR certification(2)</td>
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#### ELECTIVES AND EMPHASIS REQUIREMENTS (26 HOURS)

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<th>Cr</th>
<th>Sem</th>
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<th>Number</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Physical Science</td>
<td>PSCI 100</td>
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<td>Math Content Standards for Teachers</td>
<td>EED 202</td>
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<td>U.S. History</td>
<td>HIST 101 or 102</td>
<td>3</td>
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<td>Children’s Literature</td>
<td>EED 204</td>
<td>3</td>
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<tr>
<td>Introduction to Education</td>
<td>EED 211</td>
<td>3</td>
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<td>Abnormal Psychology</td>
<td>EED 205</td>
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<td>World Geography or Cultural Geography</td>
<td>GEOG 110 or GEOG 230</td>
<td>3</td>
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<td>The Role of Writing in Teaching and Learning</td>
<td>EED 241</td>
<td>3</td>
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**AA Degree- Para-Professional Education: (62 hours total)** Candidates are required to pass these courses with a “C” or better and maintain a 2.8 or higher cumulative GPA.
ASSOCIATE OF ARTS IN SOCIAL WORK
DEGREE CHECKLIST (60 credit hours total)

<table>
<thead>
<tr>
<th>Outcome</th>
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<th>Category</th>
<th>Recommended Course</th>
<th>Semester</th>
<th>Grade</th>
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<td>English 1</td>
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<td>Oral Communication (3)</td>
<td>Speech Communication</td>
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<td></td>
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<td></td>
<td>Public Speaking</td>
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</tr>
<tr>
<td>Qualitative and Quantitative</td>
<td>11 hours</td>
<td>Humanities and Arts (3)*</td>
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<tr>
<td>Thinking</td>
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<td>Quantitative Reasoning (3)</td>
<td>Liberal Arts Math</td>
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<td></td>
<td>College Algebra</td>
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<td>Laboratory Science (5)*</td>
<td>Biology</td>
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</tr>
<tr>
<td>Historical and Cultural Forces</td>
<td>12 hours</td>
<td>Historical Contemporary Indigenous issues (6)*</td>
<td>ENGL 212</td>
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<td>Multicultural, World or Comparative Issues (3)*</td>
<td>Intercultural Communication</td>
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<td>Human Behavior (3)*</td>
<td>PSYCH 101</td>
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<td>Wellness</td>
<td>2-4 hours</td>
<td>Orientation (1)</td>
<td>Vision Quest</td>
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<td>Physical Activity Course Or Health Class (1-3)*</td>
<td>*Listed courses or AIS 421</td>
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Note: Entering students who have already met GE requirements may take a higher level course in that area with the approval of their advisor and the department.

Emphasis Requirements (AA /AS) 9 hours

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<td>Chemical Depend.</td>
<td>SW110</td>
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<td>Social Welfare</td>
<td>SW201</td>
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Recommended Electives Courses 12-13 hours

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<tr>
<td>History of NA Tribes</td>
<td>AIS 110</td>
<td>3</td>
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<td>Western Civilization 1 or 2</td>
<td>HIST 110/112</td>
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<td>General Psychology</td>
<td>PYSC101</td>
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<td>Child &amp; Adolescent Psychology</td>
<td>PYSC 201</td>
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<td>Intro to Sociology</td>
<td>SOC 101</td>
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<td>Marriage &amp; Family</td>
<td>SOC 201</td>
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<td>AIS 321</td>
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# ASSOCIATE OF SCIENCE IN NATURAL SCIENCE

## DEGREE CHECKLIST (60 credit hours total)

### GENERAL EDUCATION REQUIREMENTS: (34-36 hours)

<table>
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<th>Category</th>
<th>Course</th>
<th>Sem</th>
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<tbody>
<tr>
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<td>Written Communication (6)</td>
<td>ENGL 101 English 1</td>
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<td>3</td>
<td>Oral Communication (3)</td>
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<td>COMS 131 Public Speaking</td>
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<td>11</td>
<td>Qualitative and Quantitative Thinking Outcome</td>
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<td>Quantitative Reasoning (3)</td>
<td>MATH 101 College Algebra</td>
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<td>Multicultural, World or Comparative Issues (3)</td>
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<td>2-4</td>
<td>Wellness Outcome</td>
<td>Orientation (1)</td>
<td>Vision Quest</td>
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<td></td>
<td>Physical Activity Course Or Health Class (1-3)</td>
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*Note: Entering students who have already met GE requirements may take a higher level course in that area with the approval of their advisor and the department.*

### EMPHASIS REQUIREMENTS AND ELECTIVES (AS) 26 hours minimum

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<th>Number</th>
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ASSOCIATE OF SCIENCE IN COMMUNITY HEALTH

DEGREE CHECKLIST (60 credit hours total)

**GENERAL EDUCATION REQUIREMENTS: (34-36 credit hours)**

<table>
<thead>
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<th>Credit Hr</th>
<th>Category</th>
<th>Course</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>9 hours</td>
<td>Communication Outcome</td>
<td>Written Communication (6)</td>
<td>ENGL 101 English 1</td>
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<td>Oral Communication (3)</td>
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<td>ENGL 102 English 2</td>
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<td>Qualitative and Quantitative Thinking Outcome</td>
<td>Humanities and Arts (3)*</td>
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<td>MATH 101 College Algebra</td>
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<tr>
<td>12 hours</td>
<td>Historical and Cultural Forces Outcome</td>
<td>Historical Contemporary Indigenous issues (6)*</td>
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<td>Multicultural, World or Comparative Issues (3)*</td>
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<td>MATH Liberal Arts Math</td>
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<tr>
<td>2-4 hours</td>
<td>Wellness Outcome</td>
<td>Orientation (1)</td>
<td>Vision Quest</td>
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</tr>
<tr>
<td></td>
<td>Physical Activity Course Or Health Class (1-3)*</td>
<td></td>
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</tbody>
</table>

Note: Entering students who have already met GE requirements may take a higher level course in that area with the approval of their advisor and the department.

**AS EMPHASIS REQUIREMENTS (23 credit hours minimum)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
<th>Number</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Health, Sports &amp; Exer Science</td>
<td>HSES 112</td>
<td>3</td>
<td>Basic Nutrition</td>
<td>HSES 160</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Diabetes &amp; the Nat Amer</td>
<td>HSES 161</td>
<td>3</td>
<td>Personal Comm Health</td>
<td>HSES 201</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid</td>
<td>HSES 204</td>
<td>2</td>
<td>Stress Management</td>
<td>HSES 246</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Fitness for Life</td>
<td>HSES 125</td>
<td>2</td>
<td>Internship in Community Health</td>
<td>HSES 262</td>
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**ELECTIVES (3 credit hours minimum)**

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<th>Sem</th>
<th>Grade</th>
<th>Number</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
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</thead>
</table>

<table>
<thead>
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<th>Course</th>
<th>Number</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
<th>Number</th>
<th>Cr</th>
<th>Sem</th>
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</table>
## ASSOCIATE OF SCIENCE IN RECREATION & FITNESS MANAGEMENT

### DEGREE CHECKLIST (60 credit hours total)

#### GENERAL EDUCATION REQUIREMENTS: (34-36 credit hours)

<table>
<thead>
<tr>
<th>Credit Hr</th>
<th>Category</th>
<th>Course</th>
<th>Sem</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>9 hours</td>
<td>Communication Outcome</td>
<td>Written Communication (6)</td>
<td>ENGL 101 English 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ENGL 102 English 2</td>
<td></td>
</tr>
<tr>
<td>3 hours</td>
<td>Oral Communication (3)</td>
<td>COMS 131 Public Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>COMS 151 Speech Communication</td>
<td></td>
</tr>
<tr>
<td>11 hours</td>
<td>Qualitative and Quantitative Thinking Outcome</td>
<td>Humanities and Arts (3)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative Reasoning (3)</td>
<td>MATH 101 College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MATH 102 Liberal Arts Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laboratory Science (5)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 hours</td>
<td>Historical and Cultural Forces Outcome</td>
<td>Historical Contemporary Indigenous issues (6)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multicultural, World or Comparative Issues (3)*</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Human Behavior (3)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-4 hours</td>
<td>Wellness Outcome</td>
<td>Orientation (1)</td>
<td>Vision Quest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Activity Course Or Health Class (1-3)*</td>
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<td></td>
</tr>
</tbody>
</table>

**Note: Entering students who have already met GE requirements may take a higher level course in that area with the approval of their advisor and the department.**

#### AS EMPHASIS REQUIREMENTS (24 credit hours minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Intro to Health, Sports &amp; Exer Science</td>
<td>HSES 112</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>Diabetes &amp; the Nat Amer</td>
<td>HSES 161</td>
<td>3</td>
<td></td>
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<tr>
<td>First Aid</td>
<td>HSES 204</td>
<td>2</td>
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</tr>
<tr>
<td>Intro to Sports Mrktng &amp; Promo</td>
<td>HSES 245</td>
<td>3</td>
<td></td>
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<tr>
<td>Intro to Recreation Mgmt</td>
<td>HSES 131</td>
<td>3</td>
<td></td>
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<tr>
<td>Personal Comm Health</td>
<td>HSES 201</td>
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<tr>
<td>Applied Anatomy</td>
<td>HSES 220</td>
<td>3</td>
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<tr>
<td>Internship in Recreation &amp; Fitness Mgmt</td>
<td>HSES 264</td>
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</tbody>
</table>

#### ELECTIVES (2 credit hours minimum)

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BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE

GENERAL EDUCATION REQUIREMENTS: (29-31 hours)

<table>
<thead>
<tr>
<th>Credits</th>
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<th>Course</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
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<td>Written Communication (6)</td>
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<tr>
<td></td>
<td></td>
<td>ENGL 101 English 1</td>
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<tr>
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<td>ENGL 102 English 2</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Oral Communication (3)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>COMS 131 Public Speaking</td>
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<tr>
<td></td>
<td></td>
<td>COMS 151 Speech Communication</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11 hours</td>
<td>Qualitative and Quantitative</td>
<td>Humanities and Arts (3)*</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Thinking Outcome</td>
<td>Quantitative Reasoning (3)</td>
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<tr>
<td></td>
<td></td>
<td>MATH 101 College Algebra</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Laboratory Science (5)*</td>
<td>Fulfilled by Foundation Courses</td>
<td>----</td>
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</tr>
<tr>
<td>12 hours</td>
<td>Historical and Cultural Forces</td>
<td>Historical Contemporary Indigenous issues (6)*</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Outcome</td>
<td>Multicultural, World or Comparative Issues (3)*</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Human Behavior (3)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-4 hours</td>
<td>Wellness Outcome</td>
<td>Orientation (1)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Vision Quest</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Physical Activity Course Or Health Class (1-3)*</td>
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</table>

Note: Entering students who have already met GE requirements may take a higher level course in that area with the approval of their advisor and the department.

ENVIRONMENTAL SCIENCE FOUNDATION COURSES* (33 hours)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Cr</th>
<th>Sem</th>
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<tbody>
<tr>
<td>Molec &amp; Cell Biology</td>
<td>BIOL 121</td>
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<tr>
<td>Organismal Biology</td>
<td>BIOL 122</td>
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<tr>
<td>General Chemistry I</td>
<td>CHEM 101</td>
<td>5</td>
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<tr>
<td>General Chemistry II</td>
<td>CHEM 102</td>
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*100-200 level courses

MAJOR REQUIREMENTS ENVIRONMENTAL SCIENCES* (16 hours)

<table>
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<tr>
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<th>Number</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Vertebrate Zoology</td>
<td>BIOL 310</td>
<td>4</td>
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<tr>
<td>Principles of Ecology</td>
<td>ENVS 330</td>
<td>5</td>
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<tr>
<td>Biostatistics or Statistics</td>
<td>BIOL 385, MATH 207</td>
<td>3</td>
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</table>

*300-400 level courses

MAJOR ELECTIVES* 24 credit hours minimum from 300-400 level BIOL, CHEM, ENVS, GEOG, NATRS, PHYS

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<th>Course</th>
<th>Number</th>
<th>Cr</th>
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</table>

*Up to 9 GEOG hours accepted as credits in major

NON-SCIENCE ELECTIVES 16-18 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
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<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
</table>

Modified by Curriculum Committee approval on 3/23/2015
# BACHELOR OF ARTS IN INDIGENOUS AND AMERICAN INDIAN STUDIES

## SOVEREIGNTY EMPHASIS

### GENERAL EDUCATION REQUIREMENTS: (34–36 hours)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Credit Hr</th>
<th>Category</th>
<th>Course</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Outcome</td>
<td>9 hours</td>
<td>Written Communication (6)</td>
<td>ENGL 101 English 1</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ENGL 102 English 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Communication (3)</td>
<td>COMS 131 Public Speaking OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>COMS 151 Speech Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualitative and Quantitative Thinking</td>
<td>11 hours</td>
<td>Humanities and Arts (3)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative Reasoning (3)</td>
<td>MATH 101 College Algebra OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MATH 102 Liberal Arts Mathematics</td>
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<tr>
<td></td>
<td></td>
<td>Laboratory Science (5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical and Cultural Forces</td>
<td>12 hours</td>
<td>Historical and Contemporary Indigenous issues (6)</td>
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<td></td>
<td></td>
<td>Multicultural, World or Comparative Issues (3)</td>
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<tr>
<td></td>
<td></td>
<td>Human Behavior (3)</td>
<td></td>
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<td></td>
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<tr>
<td>Wellness</td>
<td>2-4 hours</td>
<td>Orientation (1)</td>
<td>VISQU 101 Vision Quest</td>
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<tr>
<td></td>
<td></td>
<td>Physical Activity Course</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Or Health Class (1-3)</td>
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</table>

Note: Students may meet GE requirements by taking a higher level course in that area with the approval of their advisor and the department.

### INDIGENOUS AND AMERICAN INDIAN STUDIES MAJOR FOUNDATION COURSES (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>AIS 102*</td>
<td>TMGMT 101</td>
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<tr>
<td>AIS 110*</td>
<td>TMGMT 201 ENGL 101</td>
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</table>

Note: Students may meet a foundation requirement by taking an equivalent course with approval of IAIS advisor.

### MAJOR REQUIREMENTS FOR THE SOVEREIGNTY CONCENTRATION (36 hours)

<table>
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<th>Course</th>
<th>Prerequisite</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>AIS 311*</td>
<td>Acceptance into AIS Program</td>
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<td>AIS 312*</td>
<td>AIS 110</td>
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<tr>
<td>AIS 320*</td>
<td>AIS major or Instructor Permission</td>
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<td>AIS 349*</td>
<td>AIS 311 or concurrent enrollment</td>
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<td>AIS 350*</td>
<td>AIS 311 and HIST 110 (or HIST 112 or HIST 222 or completion of a third English course)</td>
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<tr>
<td>AIS 360*</td>
<td>Jr. or Sr. status</td>
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<tr>
<td>AIS 397*</td>
<td>AIS major and Internship Director’s permission</td>
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Students may meet concentration requirements by taking an equivalent course with approval of IAIS advisor and IAIS program.

### ADDITIONAL ELECTIVE CREDITS (36–38 hours minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
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</thead>
</table>

*Courses requiring a grade of C or higher.

Total Credits 120

Modified from Curriculum Committee approval on 3/23/2015.
# Bachelor of Arts in Indigenous and American Indian Studies

## Environmental Justice Emphasis

### General Education Requirements: (34-36 hours)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Credit Hr</th>
<th>Category</th>
<th>Course</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Outcome</td>
<td>9 hours</td>
<td>Written Communication (6)</td>
<td>ENGL 101 English 1</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ENGL 102 English 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Communication (3)</td>
<td>COMS 131 Public Speaking OR COMS 151 Speech Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualitative and Quantitative Thinking</td>
<td>11 hours</td>
<td>Humanities and Arts (3)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative Reasoning (3)</td>
<td>MATH 101 College Algebra OR MATH 102 Liberal Arts Mathematics</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Laboratory Science (5)</td>
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</tr>
<tr>
<td>Historical and Cultural Forces</td>
<td>12 hours</td>
<td>Historical and Contemporary Indigenous issues (6)</td>
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<tr>
<td></td>
<td></td>
<td>Multicultural, World or Comparative Issues (3)</td>
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<td></td>
<td></td>
<td>Human Behavior (3)</td>
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<td></td>
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</tr>
<tr>
<td>Wellness</td>
<td>2-4 hours</td>
<td>Orientation (1)</td>
<td>VISQU 101 Vision Quest</td>
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<td></td>
<td></td>
<td>Physical Activity Course OR Health Class (1-3)</td>
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</table>

Note: Students may meet GE requirements by taking a higher level course in that area with the approval of their advisor and the department.

### Indigenous and American Indian Studies Major Foundation Courses (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Prerequisite</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIS 102*</td>
<td>TMGMT 101</td>
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<tr>
<td>AIS 110*</td>
<td>TMGMT 201</td>
<td>ENGL 101</td>
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Note: Students may meet a foundation requirement by taking an equivalent course with approval of IAIS advisor.

### Major Requirements for the Environmental Justice Concentration (36 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Prerequisite</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>AIS 301*</td>
<td>BIOL 101 or equivalent</td>
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<td>AIS 350*</td>
<td>AIS 311 and HIST 110 (or HIST 112 or HIST 222 or completion of a third English course)</td>
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<tr>
<td>AIS 311*</td>
<td>Acceptance into AIS program</td>
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<td>AIS 397*</td>
<td>AIS major and Internship Director’s permission</td>
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<tr>
<td>AIS 320*</td>
<td>Jr. or Sr. status and AIS major (or instructor permission)</td>
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<td>AIS 402*</td>
<td>AIS 311 or concurrent enrollment</td>
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<td>TMGMT 330</td>
<td>Senior standing and Instructor permission</td>
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Students may meet concentration requirements by taking an equivalent course with approval of IAIS advisor and IAIS program.

### Additional Elective Credits (36–38 hours minimum)

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</table>

*Courses requiring a grade of C or higher.

**Total Credits 120**

Modified from Curriculum Committee approval on 3/23/2015.
# Bachelor of Arts in Indigenous and American Indian Studies
## Social Welfare Emphasis

### General Education Requirements: (34–36 hours)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Credit Hr</th>
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<th>Sem</th>
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<td>COMS 151 Speech Communication</td>
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<td>Qualitative and Quantitative</td>
<td>11 hours</td>
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<tr>
<td>Thinking</td>
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<tr>
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<td>12 hours</td>
<td>Historical and Contemporary Indigenous issues (6)</td>
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<tr>
<td>Wellness</td>
<td>2-4 hours</td>
<td>Orientation (1)</td>
<td>VISQU 101 Vision Quest</td>
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<td></td>
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<td>Or Health Class (1-3)</td>
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Note: Students may meet GE requirements by taking a higher level course in that area with the approval of their advisor and the department.

### Indigenous and American Indian Studies Major Foundation Courses (12 hours)

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<td>AIS 312*</td>
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<td>AIS 311 or concurrent enrollment</td>
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Note: Students may meet a foundation requirement by taking an equivalent course with approval of IAIS advisor

### Major Requirements for the Social Welfare Concentration (36 hours)

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### Additional Elective Credits (36–38 hours minimum)

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</table>

*Courses requiring a grade of C or higher.

Total Credits 120

Modified from Curriculum Committee approval on 3/23/2015.
# BACHELOR OF SCIENCE in BUSINESS ADMINISTRATION
## MANAGEMENT EMPHASIS

### GENERAL EDUCATION REQUIREMENTS: (34-36 hours)

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<td>PSYC 101 General Psychology</td>
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<td>Physical Activity Course</td>
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### BUSINESS FOUNDATION COURSES (26 hours)

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<th>Course</th>
<th>Prerequisite</th>
<th>Cr</th>
<th>Sem</th>
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### MAJOR REQUIREMENTS FOR MANAGEMENT CONCENTRATION (40 hours)

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*Courses requiring a grade of C or better

**All 300 and 400 level business courses require admission to the baccalaureate program or instructor permission.

### ADDITIONAL ELECTIVE CREDITS (20–22 hours minimum)

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<th>Cr</th>
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**Total Credits 120**
# Bachelor of Science in Business Administration

## Tribal Management Emphasis

### General Education Requirements: (34-36 hours)

<table>
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*Courses requiring a grade of C or better
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### Major Requirements for Tribal Management Concentration (40 hours)

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*Total Credits 120*
Military Service, 34
Mission 2020, 6
Music, 38
Natural Science, 40
Official Academic Transcript, 34
Orientation to the University, 11
Precollege Courses, 35
Professional Schools, 42
Purple Threads, 19
Refund and Repayment of Title IV Financial Aid, 14
Registration, 16
Repeating A Course, 35
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Satisfactory Academic Progress - Academic, 35
Satisfactory Academic Progress (SAP) For Financial Aid, 13
Scholarship, 13
School of Business, 42
School of Education (SOE), 44
Social Science, 41
Social Work, 41
Student Activities, 23
Student Bank, 18
Student Bank Purpose, 18
Student Government, 23
Student Records, 15
Privacy Rights, 15
Student Responsibilities, 22
Student Rights, 21
Student Success Center, 25
Substance Abuse Policy, 22
Technology Learning Center, 26
Theatre, 38
Title IX Policy, 23
Transfer Credit, 31
Evaluation of Transfer Credit, 31
Transfer Students From Tribal Colleges And Universities, 32
TRiO Student Support Services, 25
University Services
University Residential Housing, 18
Vice-President For Academics, 35
Vision 2020, 6
Withdrawal From a Course or The University, 35
Work Study
Federal Work Study. See Page 14
Institutional Work Study, 21
For further information visit the Haskell Indian Nations University website: www.haskell.edu

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