

Haskell



Indian Nations University

Academic Catalog 2019 - 2020

Founded in 1884, Haskell Indian Nations University serves members of federally recognized Tribes and Alaska Native Villages by offering higher education in partial fulfillment of treaty and trust responsibilities of the U.S. federal government.

Haskell Indian Nations University *is accredited by the Higher Learning Commission (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education.*

Haskell Indian Nations University is accredited by the World Indigenous Nations Higher Education Consortium (WINHEC) during 2010 – 2020. WINHEC (winhec.org) is an international Indigenous accreditation entity.

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

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

Haskell is a member of the American Indian Higher Education Consortium (AIHEC), an organization that consists of 37 Tribal colleges and universities.

Haskell Indian Nations University is an equal opportunity institution.

Haskell Indian Nations University is committed to providing all students with an educational environment free of bias or discrimination, intimidation, or harassment based on protected categories. As such, Haskell is in compliance with all applicable federal and state laws and regulations, and does not discriminate on the basis of Tribes, Nations, Pueblos, Rancherias, and Alaska Native villages, ethnicity and race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, age, religion, disability, political beliefs, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to: admissions, educational services, employment, and financial aid.

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ABOUT THIS CATALOG

The *Haskell Academic Catalog* is published by the Office of Vice President of Academics in conjunction with the Center for Institutional Effectiveness.

The *Academic Catalog* is published for informational purposes and is not a contract between a student and Haskell Indian Nations University. Every effort is made to provide information that is accurate at the time the *Catalog* is prepared. However, information concerning regulations, policies, fees, curricula, courses and other matters contained in the *Catalog* is subject to change at any time during the period for which the *Catalog* is in effect. This catalog supersedes all previously published volumes.

Haskell reserves the right at all times to discontinue, modify, or otherwise change its degree programs when it determines it is in the best interest of the University to carry out its mission. All changes will be posted on the Haskell website.

WELCOME TO HASKELL!

Located near the middle of the lower 48 in the United States, in the heart of *Indian Country*, Haskell Indian Nations University has long been a gathering place for students and scholars from across the country and around the world. Students are attracted to Haskell because of its unique yet rigorous educational offerings or because it is a family tradition or for the chance to attend one of only two higher education sites where the undergraduate population is entirely members and citizens of American Indian Tribes or Alaska Native Villages. The relatively low cost of attending this tuition-free University adds to Haskell's appeal. Students, staff, and visitors also appreciate the varied cultural environment and the friendly, informal atmosphere of the University community.

Haskell offers one certificate, nine associate degrees, and four bachelor's degrees. Our academic programs are committed to serving the educational, cultural, economic, and other needs of Indigenous Peoples, communities, and nations.

Our School of Education features one of the few specialized accredited elementary education programs in the Tribal college systems. Our School of Business maintains partnerships with employers to ensure our students are prepared to enter the professional sector. Our Indigenous and American Indian Studies program is one of the best in the nation, with alumni represented in numerous and diverse fields. And our Environmental Science program continuously partners with NASA, NSF, EPA, and other agencies to provide research and internship opportunities for our students. In other words, there are plenty of reasons to consider Haskell.

We invite you to visit the University or to contact us for further information about our wide variety of educational programs.

For more information about Haskell please see the University's website: www.haskell.edu.

To arrange a visit, please call Office of Admissions at (785) 749-8454 or email us at admissions@haskell.edu.

FROM THE VICE-PRESIDENT OF ACADEMICS

To Our Students & Your Families,

Haskell's mission, "to build the leadership capacity of our students by serving as the leading institution of academic excellence, cultural and intellectual prominence, and holistic education that addresses the needs of Indigenous communities" is our **academic touchstone**. Haskell's commitment "to the advancement of sovereignty, self-determination, and the inherent rights of tribes" affirms a positive vision of Haskell's role as the *de facto* national tribal university in the United States. This Haskell Academic Catalog is your guide to the various academic degrees we offer students for a successful career and life pathway.

Our mission to build the **leadership capacity** of our students is not merely noble, but it requires practical working relationships with the tribes and Indigenous communities we serve to ensure we are meeting their needs. This Haskell Academic Catalog documents how we fulfilment of our mission and vision by detailing our four baccalaureate and eight associate degrees the university currently offers. The catalog is, also, a good guide to the academic values of Haskell and her academic policies and procedures.

Today, Haskell annually averages service to 146 tribes from 36 states of the U.S. Haskell is the "united nations" of American Indian and Alaska Native higher education. We are glad you are one of the tribal students we serve or are considering becoming one. Know this: as a Haskell student you join thousands of successful alumni and become part of a 130 yr. old – historic – institution. Use this catalog to find your academic pathway to success. We hope your will add another success story to Haskell's rich history.

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel R Wildcat". The signature is stylized and cursive.

Dr. Daniel R Wildcat,

Yuchi scholar & Interim Vice-President of Academics

THE HASKELL EXPERIENCE

It's About Community

"I want to learn more about Indian issues."

"Haskell is a tradition in my family."

"I'd like to meet other American Indians."

"I want to attend a college that is affordable."

The above is just some of what we here at Haskell from our students. After all, you can get a college degree at any college, but there is only one place where you can earn a Haskell degree. Whatever your field of study, your life will be enriched by experiences both inside and outside the Haskell classroom.

It does not matter if you ask a long-time professor, a recent graduate, a loyal alum or a first-year student. Pick a member of the Haskell family at random and ask her or him or they what the *Haskell Experience* means, and you will most likely get a one-word answer: *community*.

Haskell considers itself a community, and that belief shines through in the contributions of our students and alumni, contributions as diverse as is Indian Country. The Haskell experience involves knowledge of our power, our places, and our peoples. Taken together, this makes us a vibrant community.

And there are numerous other reasons why we invite you to experience our Community.

- A uniquely Indigenous learning environment. All students are enrolled members of American Indian Tribes or Alaska Native Villages. This diverse

campus community provides students with a supportive environment.

- An emphasis on sound academic advising and orientation for all students;
- A focused general education program that is based around Haskell's CIRCLE values;
- Degrees that prepare our graduates to succeed in graduate school, law school, professional careers, and more;
- Active student clubs;
- Local and national internships that help expand worldviews;
- Haskell wetlands—a beloved area of our campus;
- Funded research opportunities for students such as with the National Science Foundation;
- Dedicated faculty and staff who want to serve Indigenous students;
- Partnerships with the University of Kansas;
- Partnerships with businesses such as Wal-Mart and other corporations;
- Athletic programs, including basketball; and
- Other traditions developed over our nearly 140 years in existence.

So why attend Haskell? In the words of one of our alumni, "*My experience at Haskell was*

valuable because I gained a confidence in my abilities. Now, as I pursue a doctorate degree in geography, I know I have a good foundation to be successful. Haskell is full of people that are dedicated to teaching and inspiring their students. I will always cherish my time at Haskell

and am thankful for my many opportunities to give back over the years."

– Katrina M.

So, come join our community, and thrive in the Haskell Community—an experience that promises to change your life for the better.

Haskell History

Our Story

Today, our students advocate for Haskell in D.C. They present posters showcasing Indigenous-based research. They recently persuaded Lawrence, KS, to declare the second Monday in each October as Indigenous Peoples Day. And they do much more.

But it has not always been like this.

In 1884, twelve American Indian children made history when they arrived at a new U.S. Indian boarding school in Lawrence. At that time, those “schools” missions were steeped in colonization and assimilation. Little could those children know, perhaps, that the United States Indian Industrial Training School would later transform into Haskell Indian Nations University—a place where Indigenous education is encouraged and American Indian and Alaska Native cultures are celebrated.

It is a testament to the resilience and vision of Native Peoples working together that Haskell today serves the educational needs of American Indians and Alaska Natives individuals and communities. Getting here was not always easy, though.

When Haskell officially opened, it enrollment quickly increased from its original 22 students to over 400 students. It served Grades One through Five, and their curriculum focused on non-Native methods of growing agriculture. Students produced their own food on the Haskell farm and worked in the various departments of the school. Other trainings focused on trades: tailoring, wagon-making, blacksmithing, cooking, sewing, and homemaking.

In 1895, academic training beyond elementary grades was provided and a “normal school” (a school that trained high school graduates to be teachers) was added. A commercial department (the predecessor of today’s Haskell School of Business) opened with five typewriters. Haskell has the distinction of offering the first touch-typing class in the State of Kansas.

Between the early 1900s and 1930s, the Haskell High School Football program became legendary. In the 1970s, the Haskell Indian Junior College Football program was similarly competitive. Alumni and scholars have kept stories and memories of Haskell’s athletic achievements alive, as seen in the American Indian Sports Hall of Fame, which is located in Coffin Hall. Today, Haskell Intercollegiate Athletics participate under the rules and

regulations of the National Association of Intercollegiate Athletics (NAIA). Haskell teams compete within the Association of Independent Institutions (All) conference. Intercollegiate athletics sports offered at Haskell include Men's Basketball, Women's Basketball, Men's Cross-Country, Women's Cross-Country, Men's Golf, Women's Softball and Women's Volleyball.

Haskell is one of two Indigenous institutions of higher education that are included within the Bureau of Indian Education, Department of Interior. Yet Haskell's history is characterized by its ability to quickly adapt to the educational needs of its students. During the late 1960s, for example, the vocational-technical curriculum was viewed as sufficient to prepare students for the type of jobs available at that time. However, changes in technology and the need for additional vocational training programs contributed to the evolution of the education provided by Haskell. In 1970, Haskell changed from Haskell Institute, a vocational-technical institute with high school classes, to Haskell Indian Junior College. Haskell was ready to begin this journey, since the year before, it was fully accredited by the North Central Association of Colleges and Schools. Ever since then, Haskell has successfully maintained higher-education accreditation.

Haskell Indian Junior College offered a variety of associate degrees and certificate programs. This allowed students to complete associate degree programs in preparation for university studies, as well as earning certificates in high-demand vocational fields.

Nearly two decades later, the Haskell community began to envision a more ambitious educational role for itself. So in 1992, the National Haskell Board of Regents adopted a resolution to expand the mission of the institution. The Assistant Secretary for Indian Affairs concurred with this recommendation of the Board and the University then set forth to become a national center for Indigenous-based education and research while maintaining its respect for all cultures.

In 1993, the National Haskell Board of Regents led Haskell's drive to gain university status. The vocational-technical programs were phased out and Haskell's first bachelor's program was introduced. While the University kept its associate's degrees, the Haskell School of Education began offering the Bachelor of Science in Elementary Education.

In 1998, Haskell earned accreditation for three additional baccalaureate degrees: Indigenous and American Indian Studies; Business Administration; and Environmental Science.

Today, Haskell continues to offer four bachelor's degrees, along with a host of associate of art and associate of science degrees. We serve an Indigenous student population of 800 – 850 students. And in given semester, Haskell students represent between 130 – 150 Tribal Nations, Pueblos, Rancherias, and Alaska Native villages.

We are proud to honor our history. And we look forward to having you join us. The *Haskell Experience* strives to foster a community that

empowers you to achieve your intellectual and educational goals—and to make a positive difference in your community.

The Haskell Circle

Uniquely Us

As the Indigenous Peoples University, we seek to contribute to the capacity and capability of Indigenous Peoples and communities. This is reflected in our mission, vision, and values.

Our Mission

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

Our Vision

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

Our Haskell Values: CIRCLE

As the only intertribal university in the world whose student population is made-up entirely of American Indians and Alaska Natives, we continually look for ways to enact the university

Onward, Haskell!

mission in a way that respects the similarity between and uniqueness of each Indigenous population. It is from this mindset that “CIRCLE” was adopted as our University’s values for students, faculty, staff, and administrators to follow during our journey at Haskell: **communication, integrity, respect, collaboration; leadership; and excellence.**

All tribes have *original instructions* (i.e., stories, myths, virtues, and other cultural activities) that are unique to each community, yet which also provide us with a way to understand our humanity and our relationships to each other and the world. At Haskell, a site that welcomes all Tribal peoples, CIRCLE is understood to be a set of *intertribal values* that provide us with a collection of virtues we believe can serve as academic Indigenous ideals for being a human being. These are not meant to replace the values of your Tribe, but only to complement them.

We encourage reflection on each of these values, to see how they intersect with the values from each of our communities. Working with family and tribal members, how can these be translated into our languages? How can we practice one or all of them in your day-to-day activities? In this way, CIRCLE is not merely a theoretical set of principles. Instead, they are essential elements of one’s everyday life in the classroom, in the residence halls, throughout campus and beyond.

Sovereignty and Self-Determination

From Words to Actions

We are not only the oldest tribal college in the world, we also are the only baccalaureate-granting university that enrolls only American Indians and Alaska Natives students. This means that your classmates can come from Barrow, Alaska, or a pueblo, or even grew up away from the tribal community, grew up learning tribal language, and many other scenarios. But the one thing we have in common is that we all are Indigenous Peoples.

As the Indigenous Peoples University, our university's mission and vision statements recognize our commitment to serve our communities. We are absolutely committed to a curriculum that advances sovereignty, self-determination, and the inherent rights of tribes. But what do these terms mean?

A quick way to understand these concepts is as follows:

Sovereignty: the internationally recognized right to self-government. In addition, our sovereignty emerges simply from our presence as Peoples who are Indigenous to the Western Hemisphere.

Self-determination: putting sovereignty into action (i.e., freely determining our political status and freely pursue our economic, social and cultural capabilities).

In addition to resources in your tribal

community, more information about self-determination, sovereignty, and our inherent rights can be found within the *UN-Declaration of the Rights Indigenous Peoples*.

There are two other terms that you will hear at Haskell. "Trust Responsibility" and "Indian Country." For instance, Haskell provides education because of the U.S.'s trust responsibility to Indigenous Peoples. But what does this mean?

Federal trust responsibility, as defined by Indian Affairs "is a legal obligation under which the United States 'has charged itself with moral obligations of the highest responsibility and trust' toward Indian tribes. (*Seminole Nation v. United States*, 1942).

Haskell and SIPI are part of the U.S.'s responsibility to American Indians and Alaska Natives.

The Power of Place

The Haskell campus is located on 350 acres within Lawrence, Kansas, a progressive city of nearly 100,000 residents. Lawrence is located in north eastern Kansas.

Because of our unique mission, the students and staff strive to make the campus a place that honors our past, contributes to the present, and prepares for the future.

Borderless Classroom

At Haskell, we believe that learning is not limited to the classroom. We also strive to make our

curriculum, no matter the subject, to have relevance to the communities of our students and beyond. This is why we place great value on internships, service and experiential learning, student participation in extracurricular activities, volunteering on campus and in town. By exploring and participating, you will quickly learn why Haskell students and staff love the campus and strive to protect it.

Campus Architecture

The diverse architecture of the Haskell campus reflects over a century of the relationship between Indian Country and the United States federal government. The architecture also reflects differing educational philosophies that were popular in different eras. This makes for a campus that is like a textbook and can be “read” as such.

All of the buildings are named after an Indigenous leader. For example, Parker Hall is named after the first Indigenous commissioner of Indian Affairs, Eli Parker (Seneca). This building, which was constructed in 1966 and originally housed the auto mechanic building, is now home to classes in the General Education Program, Indigenous and American Indian studies, Social Work, Education, Ceramics, and other topics. It also contains numerous murals from a span of nearly forty-years, which themselves provide insight into the Haskell place.

Perhaps the most well-known building among our students and alumni is Curtis Dining Hall, our cafeteria. It was built in 1977 as a replacement building for the original Curtis Hall that was built in 1902. Curtis Hall was named

after Charles Curtis (Kaw) who served four decades in the U.S. Congress and as vice-president in the President Herbert Hoover’s administration.

While the campus architecture is one way to explore the history of Haskell there also is the Haskell Cemetery, a grim reminder of the U.S. genocide against American Indian peoples. Students and family/tribal members often leave mementos and other memorials at the gravesites as a way to honor these young children and teen-agers who died far away from their families and communities.

Other popular buildings include Stidham Union, a building constructed with the help of students in 1963. And you can often basketball games occurring in the Tecumseh gym. The Haskell Arch, built from student donations, stands at the northern section of our campus, to greet students and the public.

For more information about the Haskell campus, see www.haskell.edu/cultural-center/tour

Haskell Medicine Wheel

The Haskell Circle values are an important component of the campus as demonstrated by the circle symbol that was the basis for the creation of the Haskell Medicine Wheel during the quincentenary of Columbus’ “discovery” of the Americas in 1992. The Medicine Wheel was designed by students, staff, and artist, Stan Herd. It is adjacent to the Haskell Wetlands on the southern edge of campus and has a long history of being a site for meditation, prayer, and ceremony.

The partner of this circle is located within the

Haskell Cultural Center. Taken together, they help to provide balance to our University.

Haskell Wetlands

Haskell students, staff, and alumni are protective of the Haskell wetlands. While all of our campus is special, the wetlands are considered especially so. In fact, the students led a decades-long crusade in the U.S. court system to protect it from traffic-way construction.

This protection of the wetlands arises from its history to our earliest students and what it now offers to our community. The wetlands once served as a crucial escape and harbor for young Indian students and their families fighting government efforts to exterminate their cultures. Parents and other tribal leaders often camped in the wetlands to visit their children, and elders used the Wakarusa Wetlands as an outdoor classroom to pass on traditional knowledge and their lessons on healing.

Today, the Wetlands serve the campus as an outdoor classroom, a site for reflection, and other positive uses.

THE GENERAL EDUCATION PROGRAM

THE FOUNDATION OF YOUR UNIVERSITY EDUCATION

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Haskell Indian Nations University
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Lawrence, KS 66046-4800
Phone: (785) 749-8428
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www.haskell.edu/academics/general-education

General Education provides a foundation for Haskell students to broaden their knowledge and experiences of the world as an Indigenous individual. The Haskell General Education program is composed of 36-39 college credit hours and is carefully designed to create a deeply-enriching foundation for your University education.

Haskell's General Education courses embody our commitment to a holistic education experience at Haskell. Working with our CIRCLE values, and our university mission and vision, we have identified four goals that inform our General education program's intent. We believe these assist us in our mission to promote tribal self-determination, sovereignty, cultural and environmental resiliency for our Peoples, fulfill our promise to build the leadership capacity of our students.

General Education does not represent a minimum standard/requirement of learning, but

it is a foundation for life-long learning that offers the skills, knowledges, abilities and values required to deal with the complex real-world physical and value-laden social problems confronting humankind. General Education, at Haskell, ultimately introduces our students to the rich diversity of the world we live in and challenges students to explore what makes one a mature and competent human being.

Our General Education requirements are included in all majors, whether you are pursuing an associate or a bachelor's degree. You can review these requirements on the degree checklists.

General Education Learning Outcomes

The General Education Learning Outcomes are the foundational sets of knowledge that we want students to understand about the world in which we live. Our General Education classes have been structured around these outcomes.

The General Education Learning Outcomes are listed on the next two pages, along with the complete set of courses that fulfill these Outcomes. However, certain degree programs have stricter requirements about which option

to take. Consult with your advisor as you select your General Education courses.

Other Information about the General Education Program

- Some degree programs may recommend or require specific courses to satisfy General Education program requirements. Be sure to meet with an advisor as you make your selections.
- A single course cannot be used to fulfill more than one General Education program requirement.
- A single course cannot be used to fulfill both a General Education requirement and a major or elective requirement.
- Some students might enter Haskell without the necessary preparation to take the required General Education courses in English and/or Math. (Placement in these two courses is based on SAT/ACT scores.) If an individual is not yet prepared to enroll

in a college-level English and/or Math course, they are required to complete needed pre-college courses before enrolling in English 101 or Math 101.

- Special topics courses cannot be used to meet General Education program requirements. These courses have a "S/T" in their title when listed in the course schedule.

Quantitative & Qualitative Information & Reasoning

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

Students who complete these courses will be able to:

Research and report findings in discipline-specific ways.

Demonstrate information literacy

Employ logic and reasoning skills.

Engage in ethical problem solving

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

REQUIREMENTS

___ Humanities and Arts

Choose from: Art Appreciation; Fiction and Film; Themes and Issues in Literature; Intro to Mass Communication, Music Appreciation; Native Voices; Introduction to Theatre.

___ Quantitative Reasoning

College Algebra. Check with your advisor during enrollment.

___ Laboratory Science

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

Oral & Written Communication

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

Students who complete these courses will be able to:

Prepare and present effective *oral presentations*

Listen actively, demonstrating respect for the *oral tradition*

Read critically

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

REQUIREMENTS

___ Written Communication

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

___ Oral Communication

Choose either public speaking or speech communication for this requirement.

Historical & Cultural Forces

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

Students who complete these courses will be able to:

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

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

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

Advocate for the sovereignty and self-determination of Indigenous peoples

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

REQUIREMENTS

___Historical and Contemporary Indigenous Issues

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

___Multicultural, Comparative, or World Issues

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

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

Wellness

Identify and apply the basic concepts of wellness.

Students who complete these courses will be able to:

Apply the principles of health and wellness

Practice time and resource management

Engage in spiritual well-being

Take personal responsibility and demonstrate respect

Engage in leadership and civic responsibility

REQUIREMENTS

___Haskell Seminar

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

___Physical Activity or Wellness

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

COLLEGE OF HUMANITIES

Joshua Falleaf (Delaware), MFA, Interim Dean

Ross Hall

Haskell Indian Nations University

155 Indian Avenue

Lawrence, KS 66046-4800

Phone: (785) 749-8428

FAX: (785) 832-6642

www.haskell.edu/academics/college-of-humanities

Overview to the College

The College of Humanities administers the General Education Program and oversees English classes, the Program of Communication Studies, and the Program of Media Communication.

Degrees Offered

- Associate of Arts, Liberal Arts
- Associate of Arts, Communication Studies
- Associate of Arts, Media Communication

Courses Offered

- Art
- Communication
- English
- Media Communications
- Theater

Faculty

Michelle Sturges-Brown
(Northern Paiute and Blackfeet)
English
MS, University of Kansas

Rhonda Levaldo (Acoma
Pueblo)
Media Communications
MS, University of Kansas

Jim Rains (Muscogee Creek)
Ph.D., University of Michigan
English
*Interim Vice President of
Academics, 2019-2020

Christie Cooke (Diné)
English
MFA, University of Arizona

Bond Love
English
Ph.D., University of CA – Irvine

Joseph Rodriguez
English
Ph.D, University of Iowa

Tyler Kimbrell (Muscogee
Creek)
Communication Studies
MA, University of Kansas

Smokey McKinney (Prairie
Band Potawatomi)
English
Ph.D., Iowa State University

Sarah Ubel
Communications Studies
J.D., University of Kansas
Ph.D., University of Kansas

COLLEGE OF HUMANITIES

English Classes

www.haskell.edu/academics/english

General Information

Haskell's English courses cover a wide range of material, including Indigenous and non-Indigenous authors, creative writing, film, and the Graphic novel. We ask questions about Indigeneity, race and ethnicity, gender, sexualities, artistic forms and genres, techniques of writing, visual expression, and our international world (and beyond).

You can learn more about our classes by consulting the Course Description section of this *Catalog* or by meeting with the Dean of Humanities.

Program of Communication Studies

www.haskell.edu/academics/comm

Degree Program Offered

Communications (Associate of Arts)

Mission

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

What You Will Learn

Human communication is a fascinating and relevant field of study drawing on historical roots going back

to pre-history and cutting edge futuristic technology moving us into the global age. The Communication Studies department offers course work to prepare the student to be successful in the classroom, the courtroom, or the boardroom with historical, cultural, and contemporary skills and perspectives.

How to Major in Communication Studies

Students declare a major in Communication Studies either on their Haskell Admissions application or by submitting the *Change of Major* form to the Registrar's Office.

Our Program Learning Outcomes and Graduation Requirements

By the time a major has completed our program, he or she or they will be able to:

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

Please check with your academic advisor and review "Degree Check and Petition to Graduate" under *Academic Policies* (in this Catalog) to learn about graduation requirements.

Program of Liberal Arts

Degree Program Offered
Liberal Arts (Associate of Arts)

What You Will Learn

This degree provides you with a broad understanding of a variety of disciplines and subjects. Working closely with academic advisors, students majoring in this subject can customize it to their own interests and future plans. This degree provides a smooth transition for transfer to most other disciplines.

How to Major in Liberal Arts

Students declare this major either on their Haskell Admissions application or by submitting the *Change of Major* form to the Registrar's Office.

Graduation Requirements

Please check with your academic advisor and review "Degree Check and Petition to Graduate" under *Academic Policies* (in this Catalog) to learn about graduation requirements.

Program of Media Communications

www.haskell.edu/academics/media-comm

Degree Program Offered

Associate of Arts, Media Communications

Mission

The Media Communications Associate degree introduces various forms of media production. From writing to digital photography to video production, the students will learn hands on techniques used by professional media people. The program will also prepare students to go into a journalism program or

broadcast internship if they so choose

What You Will Learn

The Media Communications Department is for students interested in Multimedia Journalism. Through hands-on training on video equipment, non-linear editing classes, photography or writing for the school newspaper, students learn all aspects of mass communication through these mediums. Because journalism is going through a convergence, the Media communications degree ensures students learn all aspects of media. Many of our alumni go on to work in News Production departments, newspapers and/or film-making aspects.

How to Major in Media Communications

Students declare this major either on their Haskell Admissions application or by submitting the *Change of Major* form to the Registrar's Office.

Our Program Learning Outcomes and Graduation Requirements

By the time a major has completed our program, he or she or they will be able to:

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

Please check with your academic advisor and review "Degree Check and Petition to Graduate" under *Academic Policies* (in this Catalog) to learn about graduation requirements.

Degree Checklist and Suggested Degree Pathway: Communication Studies

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathway below provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist (next page).

Academic Pathway: Communication Studies (AA)	
FIRST YEAR FALL	
ENGL 101 English I	3
MATH 101 College Algebra	3
UNIV 105 Haskell Seminar	3
Human Behavior Requirement	3
Oral Communication Requirement	3
Physical Activity/Health Requirement	1
TOTAL CREDIT HOURS	16
FIRST YEAR SPRING	
COMS 226 Interpersonal Communication	3
ENGL 102 English II	3
Historical/Contemporary Indigenous Issues Requirement	3
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	14
SECOND YEAR FALL	
COMS 246 Intercultural Communication	3
COMS 256 Working in Groups and Teams	3
Historical/Contemporary Indigenous Issues Requirement	3
Humanities and Arts Requirement	3
Human Behavior	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
COMS Elective (200+)	3
Multicultural, World, or Comparative Issues Requirement	3
Elective	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	15

Haskell Indian Nations University: Degree Checklist for Communication Studies (AA)

60 credit hours

Catalog Year: 2019 – 2020

GENERAL EDUCATION REQUIREMENTS (36-38 credit hours)

Outcome	Outcome Categories &	Complete the following courses:	Sem.	Grade
Learning Outcome 1: Communication	Written Communication 6 hours required	- ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better		
		- ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours required	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Learning Outcome 2: Qualitative and Quantitative Thinking	Humanities and Arts 3 hours required	--ART 100 Art Appreciation --ENGL 210 Themes and Issues in Literature --ENGL 215 (prerequisite ENGL 102) --MCOM 231 Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours required	--MATH 101 College Algebra (C or better required to complete course) Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours required	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Learning Outcome 3: Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours required (choose two courses)	--AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature --HSES 161 Diabetes and the Native American --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours required	--AIS 301 Native and Western Views of Nature --COMS 246 Intercultural Communication --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U. S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours required	--BUS 251 Human Relations --COMS 226 Interpersonal Communication --COMS 256 Working in Groups and Teams --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
	Orientation 3 hours required	--UNIV 105 Haskell Seminar		

Learning Outcome 4: Wellness	Physical Activity Course or Health Class 1-3 hours required (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 124 Cultural Well-Being: Concepts & Practice to Living Well (3 credits) --HSES 125 Fitness for Life (2 credits) --HSES 126 Fitness For Life (3 credits) --HSES 141 Introduction to Native Games & Activities (3 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits) --HSES 210 The Art & Science of Walking, Jogging, and Running (3 credits)		
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COMMUNICATION STUDIES REQUIREMENTS (12 credit hours)							
Course	Credit Hours	Sem.	Grade	Course	Credit Hours	Sem.	Grade
COMS 226: Interpersonal Communication	3			COMS 256: Working in Groups and Teams	3		
COMS 246: Intercultural Communication	3			COMS 200-level elective or above:	3		
ELECTIVES (12-14 credit hours)							
Course	Credit Hours	Sem.	Grade	Course	Credit Hours	Sem.	Grade

Checklist approved by the interim Vice-President for Academics 06/19/2017.

Degree Checklist and Suggested Degree Pathway: Liberal Arts

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

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

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathway below provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist (next page).

Academic Pathway: Liberal Arts (AA)	
FIRST YEAR FALL	
ENGL 101 English I	3
MATH 101 College Algebra	3
UNIV 105 Haskell Seminar	3
Physical Activity/Health Requirement (+other electives to total 3 hours)	3
Elective	3
TOTAL CREDIT HOURS	15
FIRST YEAR SPRING	
ENGL 102 English II	3
Oral Communication Requirement	3
Laboratory Science Requirement	5
Elective	3
Elective	3
TOTAL CREDIT HOURS	17
SECOND YEAR FALL	
Historical/Contemporary Indigenous Issues Requirement	3
Human Behavior Requirement	3
Elective	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
Humanities and Arts Requirement	3
Multicultural, World, or Comparative Issues Requirement	3
Elective	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	15

Learning Outcome 4: Wellness	Physical Activity Course or Health Class 1-3 hours required (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 124 Cultural Well-Being: Concepts & Practice to Living Well (3 credits) --HSES 125 Fitness for Life (2 credits) --HSES 126 Fitness For Life (3 credits) --HSES 141 Introduction to Native Games & Activities (3 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits) --HSES 210 The Art & Science of Walking, Jogging, and Running (3 credits)		
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LIBERAL ARTS REQUIREMENTS (15-18 credit hours)							
Course	Credit Hours	Sem.	Grade	Course	Credit Hours	Sem.	Grade
ELECTIVES (8-11 credit hours)							
Course	Credit Hours	Sem.	Grade	Course	Credit Hours	Sem.	Grade

Checklist approved by the interim Vice-President for Academics 06/19/2017.

Degree Checklist and Suggested Degree Pathway: Media Communications (AA)

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathway below provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist (next page).

Academic Pathway: Media Communications (AA)

FIRST YEAR FALL	
ENGL 101 English I	3
MATH 101 College Algebra	3
COMS 131 or 151	3
UNIV 105 Haskell Seminar	3
MCOM 115 Video Production	3
TOTAL CREDIT HOURS	15
FIRST YEAR SPRING	
ENGL 102 English II	3
MCOM 150 News Writing	3
Physical Activity/Health Requirement	3
Human Behavior Requirement	3
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	17
SECOND YEAR FALL	
MCOM 131 or 141 Digital Photography or Graphic Communications	3
MCOM 231 Intro to Mass Communication	3
Historical/Contemporary Indigenous Issues	3
Humanities and Arts Requirement	3
Elective	3
TOTAL CREDIT HOURS	15
SECOND YEAR FALL	
MCOM 116, 212, or 215 Video Production, Television News Production or Internship	3
Historical/Contemporary Indigenous Issues	3
Multicultural, World, or Comparative Issues	3
Elective (2)	6
TOTAL CREDIT HOURS	15

Learning Outcome 4: Wellness	Orientation 3 hours required	--UNIV 105 Haskell Seminar		
	Physical Activity Course or Health Class 1-3 hours required (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 124 Cultural Well-Being: Concepts & Practice to Living Well (3 credits) --HSES 125 Fitness for Life (2 credits) --HSES 126 Fitness For Life (3 credits) --HSES 141 Introduction to Native Games & Activities (3 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits) --HSES 210 The Art & Science of Walking, Jogging, and Running (3 credits)		

COLLEGE OF NATURAL AND SOCIAL SCIENCES

Melissa Holder (Winnebago), PhD, Interim Dean

129 Sequoyah Hall

2501 Choctaw Road

Haskell Indian Nations University

Lawrence, KS 66046-4800

Phone: (785) 832-6611

www.haskell.edu/academics/college-of-natural-and-social-sciences

"Ever learning. Always empowering. Forever Indigenizing."

Overview to the College

The College of Natural and Social Sciences oversees Environmental Sciences; Indigenous and American Indian Studies; Mathematics; Natural Sciences; and Social Work.

The degrees offered by the College provide a strong foundation for further graduate or professional studies and for pursuing employment in a wide variety of endeavors. Our college is strongly focused on serving Indigenous cultures. We see to instill Native traditions, philosophies, and values in all of our courses.

Mission

We support Indigenous-centered teaching and learning initiatives to advance systems of life-enhancement for all peoples and places on our Mother Earth.

Degrees Offered

- Associate of Arts, Social Work
- Associate of Science, Natural Sciences
- Bachelor of Science, Environmental Science
- Bachelor of Arts, Indigenous and American Indian Studies

Courses Offered

- American Indian Studies
- Biology
- Chemistry
- Environmental Studies
- Geography
- History
- Mathematics
- Natural Sciences
- Physics
- Physical Science
- Psychology
- Sociology
- Social Work

Faculty

Eric P. Anderson (Citizen Potawatomi Nation)
Dept. of Indigenous and American Indian Studies
Ph.D., University of Kansas, 2009

Jimmy Beason, II (Osage)
Dept. of Indigenous and American Indian Studies

MSW, University of Kansas, 2017

Gabriel Begaye (Diné)
Mathematics

MA, University of Kansas, 2006

Bridgett K. Chapin

Dept. of Environmental Sciences
Ph.D., University of Kansas, 2006

Charles Haines

Dept. of Environmental Sciences
Ph.D., University of Kansas, 1994

Cody Marshall (Saltwater Pima)

Dept. of Indigenous and American Indian Studies
MS, Villanova University, 2006

Lucas Miller

Mathematics

MA, University of Kansas, 2007

Michael Stewart (Choctaw)

Dept. of Indigenous and American Indian Studies
MA, University of Kansas, 2002

Carole A. Tomlinson (Leech Lake Band of Ojibwe)

Dept. of Environmental Sciences
Ph.D., Harvard University, 2003

Mary J. Wilson (Prairie Band Potawatomi)

Mathematics

MS, Kansas State University, 1997

College of Natural and Social Sciences

Mathematics

www.haskell.edu/academics/math.

Mission

Our courses connect with other majors, while providing a pathway into a better understanding of the role that mathematics plays in the world. We believe that math literacy contributes to making well-founded judgements and we promote the use and engagement with mathematics in ways that meet the needs of our student's lives as constructive, concerned and reflective Indigenous individuals.

Vision

Math = Empowerment.

General Information

Whether you only need to take College Algebra or are enticed by a career in STEAM (Science, Technology, Engineering, Arts, and Mathematics), mathematics provides a key to your success. We believe that when taught and learned suitably, math then becomes a tool of empowerment. Why? Because it enhances higher order thinking and problem-solving skills. As such, math literacy contributes to a better community.

Let us know how we can assist with your mathematical success.

Program of Natural Sciences

Degree Program Offered

Natural Sciences (AS)

General Information

This degree offers an introduction to the STEM

(Science, Technology, Engineering, and Mathematics) field. We believe it is important to be an informed citizen on decisions related to the sciences in Tribal communities and elsewhere. As such, this degree provides you with an understanding of the sciences in your everyday life to assist you to make informed and rational decisions in your professional and personal life.

You can tailor this major to meet your interests and personal or career goals by choosing from courses in biological sciences, chemistry, geography, and mathematics. An AS degree in Natural Sciences gives you the foundation to pursue a baccalaureate degree at Haskell or to transfer to another college. Whichever you choose, Natural Sciences provides you with the background knowledge needed to understand important concepts and key terms in numerous academic and professional fields.

How to Major in Natural Sciences

Students declare a major in Natural Sciences either on their Haskell Admissions application or by submitting the *Change of Major* form to the Registrar's Office.

Our Program Learning Outcomes and Graduation Requirements

By the time a major has completed our program, he or she or they will be able to:

1. Examine concepts of sustainability and biodiversity to meet environmental challenges and maintain quality of life.
2. Use scientific methods of inquiry to investigate, measure, and analyze environments.
3. Apply mathematical and statistical applications to understand, communicate, and solve environmental problems.

4. Communicate scientific ideas, theories, and observations in oral and written forms.
5. Students will be able to use the scientific literature to answer questions about the natural world.

Please check with your academic advisor and review “Degree Check and Petition to Graduate” under *Academic Policies* (in this Catalog) to learn about graduation requirements.

Program of Social Work

www.haskell.edu/academics/associate-degree-programs/a-a-social-work.

Degree Program Offered

Social Work (AA)

Mission

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.

General Information

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.

Admission Requirements

Students declare a major in Social Work either on their Haskell Admissions application or by submitting the *Change of Major* form to the Registrar’s Office.

Our Program Learning Outcomes and Graduation Requirements

By the time a major has completed our program, he or she or they will be able to:

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

Please check with your academic advisor and review “Degree Check and Petition to Graduate” under *Academic Policies* (in this Catalog) to learn about graduation requirements.

Department of Environmental Sciences

www.haskell.edu/academics/env-sci

Degree Programs Offered

Environmental Science (BS)

Mission

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

General Information

We 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, and chemistry to investigate the components and processes that make up complicated environmental systems like prairies and wetlands. 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.

Admission Requirements

To declare a major in the Environmental Science, students will need to complete an application packet. Information about the application is available at www.haskell.edu/academics/env-sci/forms-envsci/ or by contacting the Office of the Dean of Natural and Social Sciences.

Program Learning Outcomes and Graduation Requirements

By the time a major has completed our program, he or she or they will be able to:

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.
3. Students will be able to examine concepts of sustainability and biodiversity to meet environmental challenges and maintain quality of life.
4. 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.

5. Students will be able to communicate scientific ideas, theories, and observations in oral and written forms.
6. Students will be able to use the scientific literature to answer questions about the natural world.

Please check with your academic advisor and review “Degree Check and Petition to Graduate” under *Academic Policies* (in this Catalog) to learn about graduation requirements.

Department of Indigenous and American Indian Studies

www.haskell.edu/academics/iais

Degree Programs Offered

Indigenous and American Indian Studies (BA)

Mission

Our program’s mission 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 those nations.

Vision

Affirming sovereignty through action.

General Information

IAIS at Haskell offers American Indian/Alaska Native undergraduates the opportunity to become immersed within a critically engaged and socially relevant academic experience at the oldest Tribal college in the country. Students explore a range of topics that include treaties, historical figures, policies, law and legislation, films, Tribal identities, and more. We hope to provide you with a comprehensive foundation in the study and practice of Tribal Nation

sovereignty while assisting you in articulating your vision of Tribal advocacy and leadership.

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 ranging from law to geography to social work.

Admission Requirements

To declare a major in Indigenous and American Indian studies, students will need to complete an application packet from the Office of the Dean of Natural and Social Sciences.

Program Learning Outcomes and Graduation Requirements

By the time a major has completed our program, he or she or they will be able to:

1. Identify and describe Indigenous, American Indian, and Alaskan Native treaties, policies, histories, and sovereignty and self-

determination.

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

Please check with your academic advisor and review "Degree Check and Petition to Graduate" under *Academic Policies* (in this Catalog) to learn about graduation requirements.

Degree Checklist and Suggested Degree Pathway: Natural Science (AS)

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathway below provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist (next page).

Academic Pathway: A.S. Natural Science	
FIRST YEAR FALL	
ENGL 101 English I	3
MATH 101 College Algebra	3
UNIV 105 Haskell Seminar	3
Historical/Contemporary Indigenous Issues Requirement	3
Elective	3
TOTAL CREDIT HOURS	15
FIRST YEAR SPRING	
ENGL 102 English II	3
Historical/Contemporary Indigenous Issues Requirement	3
Human Behavior Requirement	3
Laboratory Science Requirement (General Education)	5
Oral Communication Requirement	3
TOTAL CREDIT HOURS	17
SECOND YEAR FALL	
MATH 103 College Trigonometry	3
Humanities and Arts Requirement	3
Multicultural, World, or Comparative Issues Requirement	3
Laboratory Science Requirement (first required lab science for major)	5
TOTAL CREDIT HOURS	14
SECOND YEAR SPRING	
Laboratory Science Requirement (second required lab science for major)	5
Physical Activity/Health Requirement (+other electives to total 2 hours)	2
Elective	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	16

Learning Outcome 4: Wellness	Physical Activity Course or Health Class 1-3 hours required (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 124 Cultural Well-Being: Concepts & Practice to Living Well (3 credits) --HSES 125 Fitness for Life (2 credits) --HSES 126 Fitness For Life (3 credits) --HSES 141 Introduction to Native Games & Activities (3 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits) --HSES 210 The Art & Science of Walking, Jogging, and Running (3 credits)		
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NATURAL SCIENCE REQUIREMENTS (13 credit hours)							
Course	Credit Hours	Sem.	Grade	Course	Credit Hours	Sem.	Grade
MATH 103 College Trigonometry	3			A Lab Science Course	5		
A Lab Science Course	5						
ELECTIVES (13 credit hours)							
Course	Credit Hours	Sem.	Grade	Course	Credit Hours	Sem.	Grade

Checklist approved by the interim Vice-President for Academics 06/19/2017.

Degree Checklist and Suggested Enrollment Pathway: Social Work (AA)

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathway below provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist (next page).

Academic Pathway: A. A. Social Work	
FIRST YEAR FALL	
ENGL 101 English I	3
MATH 101 College Algebra	3
UNIV 105 Haskell Seminar	3
Human Behavior Requirement	3
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	17
FIRST YEAR SPRING	
ENGL 102 English II	3
SW 101 Intro to Social Work	3
SW 110 Chemical Dependency and the Native American	3
Historical/Contemporary Indigenous Issues Requirement	3
Oral Communication Requirement	3
TOTAL CREDIT HOURS	15
SECOND YEAR FALL	
Humanities and Arts Requirement	3
Multicultural, World, or Comparative Issues Requirement	3
Physical Activity/Health Requirement (+other electives to total 3 hours)	3
Elective (Recommended: SOC 100 or PSCY 101)	3
Elective (Recommended: AIS 321 Human Behavior in American Indian Communities)	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
SW 201 Social Welfare/Society	3
Historical/Contemporary Indigenous Issues Requirement	3
Elective (Recommended: AIS 421 Community Health Social Work with Indigenous Peoples)	3
Elective (Recommended: PSYC 201 Child/Adolescent Psychology)	3
Elective (Recommended: SOC 201 Marriage & Family)	3
TOTAL CREDIT HOURS	15

Learning Outcome 4: Wellness	Physical Activity Course or Health Class 1-3 hours required (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 124 Cultural Well-Being: Concepts & Practice to Living Well (3 credits) --HSES 125 Fitness for Life (2 credits) --HSES 126 Fitness For Life (3 credits) --HSES 141 Introduction to Native Games & Activities (3 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits) --HSES 210 The Art & Science of Walking, Jogging, and Running (3 credits)		
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These selections are recommended for smoother transfer to four-year programs.

SOCIAL WORK REQUIREMENTS (9credit hours)							
Course	Credit Hours	Sem.	Grade	Course	Credit Hours	Sem.	Grade
SW 101 Introduction to Social Work	3			SW 201 Social Welfare	3		
SW 110 Chem.Dependency/Nat.Am.	3						
ELECTIVES (15-17 credit hours)							
Course	Credit Hours	Sem.	Grade	Course	Credit Hours	Sem.	Grade

Suggested electives: AIS 321 Human Behavior in Am Indian Communities, AIS 421 CommHealth Social Work, PSYC 201 Child/Adolescent Psych, SOC 201 Marriage and Family.

Checklist approved by the Interim Acting Vice-President for Academics 06/19/2017.

Degree Checklist and Suggested Enrollment Pathway: Environmental Science (BS)

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathway on the next page provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist (next page).

Notes:

Academic Pathway: B.S. Environmental Science	
FIRST YEAR FALL	
ENGL 101 English I	3
MATH 101 College Algebra	3
UNIV 105 Haskell Seminar	3
Historical/Contemporary Indigenous Issues Requirement	3
Elective	3
TOTAL CREDIT HOURS	15
FIRST YEAR SPRING	
ENGL 102 English II	3
Historical/Contemporary Indigenous Issues Requirement	3
Human Behavior Requirement	3
Laboratory Science Requirement (General Education)	5
Oral Communication Requirement	3
TOTAL CREDIT HOURS	17
SECOND YEAR FALL	
MATH 103 College Trigonometry	3
Humanities and Arts Requirement	3
Multicultural, World, or Comparative Issues Requirement	3
Laboratory Science Requirement (first required lab science for major)	5
TOTAL CREDIT HOURS	14
SECOND YEAR SPRING	
Laboratory Science Requirement (second required lab science for major)	5
Physical Activity/Health Requirement (+other electives to total 2 hours)	2
Elective	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	16
THIRD YEAR FALL	
BIOL 121 or BIOL 122 Principles of Organismal Biology	5
ENVS 100 Intro to Environmental Science	3
MATH 221 Calculus and Analytic Geometry I	5
PHYS 211 College Physics I	5
TOTAL CREDIT HOURS	18
THIRD YEAR SPRING	
CHEM 201 Organic Chemistry	5
BIOL 121 or BIOL 122 Principles of Organismal Biology	1
Science 300-400 Elective	5
PHYS 212 College Physics II	5
TOTAL CREDIT HOURS	17
FOURTH YEAR FALL	
Science 300-400 Elective	4
ENVS 330 Principles of Ecology	5
Science 300-400 Elective	5
ENVS 415 Environmental Science Seminar	1
TOTAL CREDIT HOURS	15
FOURTH YEAR SPRING	
BIOL 385 Biostatistics or MATH 207 Statistics	3
Science 300-400 Elective (3 classes)	9
TOTAL CREDIT HOURS	12

Learning Outcome 4: Wellness	Physical Activity Course or Health Class 1-3 hours required (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 124 Cultural Well-Being: Concepts & Practice to Living Well (3 credits) --HSES 125 Fitness for Life (2 credits) --HSES 126 Fitness For Life (3 credits) --HSES 141 Introduction to Native Games & Activities (3 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits) --HSES 210 The Art & Science of Walking, Jogging, and Running (3 credits)		
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See next page for remainder of course requirements.

Degree Checklist and Suggested Enrollment Pathway: Indigenous and American Indian Studies

(BA)

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathway on the next page provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist (next page).

Notes:

Academic Pathway: B.A. Indigenous and American Indian Studies	
FIRST YEAR FALL	
AIS 102 American Indian Issues	3
Laboratory Science Requirement	5
ENGL 101 English I	3
MATH 101 College Algebra	3
UNIV 105 Haskell Seminar	1
TOTAL CREDIT HOURS	15
FIRST YEAR SPRING	
AIS 110 Hist of North American Indian Tribes	3
Oral Communication Requirement	3
ENGL 102 English II	3
Multicultural, World, or Comparative Issues Requirement	3
Human Behavior Requirement	3
TOTAL CREDIT HOURS	15
SECOND YEAR FALL	
Humanities and Arts Requirement	3
ENGL 102 English II	3
Elective	3
HSES 100-level activity course	1
Historical/Contemporary Indigenous Issues Requirement	3
TMGMT 101 Introduction to Tribal Management or SOC 101 Introduction to Sociology	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
Elective	3
TMGMT 201 Tribal /Federal Government Relations	3
TOTAL CREDIT HOURS	15
THIRD YEAR FALL	
AIS 311	3
AIS 322	3
AIS ___ (300 or above, chosen with advisor)	3
AIS ___ (300 or above, chosen with advisor)	3
AIS ___ (300 or above, chosen with advisor)	3
AIS 350	3
TOTAL CREDIT HOURS	18
THIRD YEAR SPRING	
AIS___ (300 or above, chosen with advisor)	3
___ (300 or above, chosen with advisor)	3
___ (300 or above, chosen with advisor)	3
___ (300 or above, chosen with advisor)	3
TOTAL CREDIT HOURS	15
FOURTH YEAR FALL	
AIS 349	3
AIS 397	3
AIS 402	3
Elective	3
TOTAL CREDIT HOURS	15
FOURTH YEAR SPRING	
AIS 497	3
AIS 499	3
Elective (3)	9
TOTAL CREDIT HOURS	12

Learning Outcome 4: Wellness	Physical Activity Course or Health Class 1-3 hours required (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 124 Cultural Well-Being: Concepts & Practice to Living Well (3 credits) --HSES 125 Fitness for Life (2 credits) --HSES 126 Fitness For Life (3 credits) --HSES 141 Introduction to Native Games & Activities (3 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits) --HSES 210 The Art & Science of Walking, Jogging, and Running (3 credits)		
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INDIGENOUS AND AMERICAN INDIAN STUDIES MAJOR FOUNDATION REQUIREMENTS (12 credit hours)

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

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

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

ELECTIVES (30-32 credit hours)

Number	Course	Credit Hours	Sem.	Grade

Approved by the interim Vice-President for Academics 06/19/2017.

(a) Courses requiring a grade of C or higher

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

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

COLLEGE OF PROFESSIONAL SCHOOLS

Cheryl Chuckluck (Diné), Dean

Parker Hall – Haskell Indian Nations University

155 Indian Avenue

Lawrence, KS 66046-4800

Phone: (785) 749-8426

www.haskell.edu/academics/college-of-professional-schools

Overview to the College

The College of Professional Schools oversees the Program of Health, Sport, and Exercise Science, along with the School of Business and the School of Education.

The college is committed to supporting the Haskell Mission by ensuring the Professional Schools' degree programs meet the needs of Indigenous communities, and students, faculty, and staff, while supporting student persistence, retention and graduation.

Courses Offered

- Associate of Science, Community Health
- Associate of Science, Health, Sport, and Exercise Science
- Associate of Arts, Paraprofessional Education
- Associate of Science, Recreation and Fitness Management
- Bachelor of Science, Business Administration
- Bachelor of Science, Elementary Education

Degrees Offered

- Accounting
- Business
- Computer Information
- Economics
- Elementary Education
- Health, Physical Education, and Recreation
- Management
- Records Management
- Tribal Management

Faculty

Joe Bointy (Comanche Nation, Kiowa & Arapaho)
Program of Health, Sports, and Exercise Science
MS, University of Central Oklahoma

Jackie Boyd (Ohkay Owingeh, San Felipe Pueblo, Navajo)
School of Education
MS, University of Kansas

Michelle Byington (Spirit Lake Tribe, Hidatsa)
School of Education
MS, University of Kansas

Melanie Daniel (Choctaw Nation of Oklahoma)
School of Business
JD, University of Kansas

Al Gipp (Hunkpapa Lakota)
Program of Health, Sports, and Exercise Science BS, Augustana College
Judith Gipp (Hunkpapa Lakota)
Program of Health, Sports, and Exercise Science MS, University of New Mexico
Kay McCord
School of Education
M.Ed., Montana State University

Randall McCoy (Cherokee Nation of Oklahoma)
School of Business
MSA, University of Phoenix

Gary Tanner (Cherokee Nation of Oklahoma)
Program of Health, Sports, and Exercise
Science M.S., University of Kansas

Kinis Meyer (Cherokee Nation of Oklahoma)
School of Business
M. Econ., Louisiana State University

COLLEGE OF PROFESSIONAL SCHOOLS

Program of Health, Sports, and Exercise

Science (HSES)

www.haskell.edu/academics/hses

Degrees offered

- Community Health, Associate of Science
- Health, Sports, and Exercise Science, Associate of Science
- Recreation and Fitness Management, Associate of Science

Mission

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

General Information

The courses in the Program of Health, Sports, and Exercise Science (HSES) are taught by qualified instructors who have many years of teaching in the field from a variety of backgrounds.

The three HSES degrees prepare students to move onto a course of study for a Bachelor's Degree at Haskell Indian Nations University or to transfer to another university. Additionally, the HSES associate's degrees can enable graduates to join the workforce at an entry level position in one of the areas of Health, Sports, and Exercise Science.

Program Learning Outcomes and Graduation Requirements

By the time a major has completed the Community Health program, he or she or they will be able to:

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

By the time a major has completed the Records and Fitness program, he or she or they will be able to:

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

For each of the three HSES programs, please check with your academic advisor and review "Degree Check and Petition to Graduate" under *Academic Policies* (in this Catalog) to learn about graduation requirements.

School of Business

www.haskell.edu/academics/business/bachelorsprogram

Degree offered

Business Administration (BS)

General Information

The School of Business create opportunities for students and majors through sound leadership and management of the School. History is rife with stories of common people doing great things. Let the School of Business help you master the education you need to do great things.

Admission Requirements

To declare a major in the School of Business, students will need, in-part, to complete an application packet. More information about the application process is available at www.haskell.edu/academics/business/bachelorsprogram or by contacting the Office of the Dean of Professional Schools.

Program Learning Outcomes and Graduation Requirements

By the time a major has completed our program, he or she or they will be able to:

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

Please check with your academic advisor and review "Degree Check and Petition to Graduate" under *Academic Policies* (in this Catalog) to learn about graduation requirements.

School of Education

Degrees offered

- Para-Professional Education (AS)
- Elementary Education (BS)

General Information

Haskell's School of Education is dedicated to the mission of developing Native Leaders for tomorrow's learners. The Elementary Teacher Education Program (ETEP), within Haskell's School of Education is accredited by the Kansas State Department of

Education to prepare teacher candidates for professional teacher licensure, kindergarten through sixth grade.

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.

Program of Para-Professional Education (AS)

Students interested in pursuing an elementary education career will need to earn an Associate of Arts Degree in Para-Professional Education. This degree provides pre-teacher candidates with foundational knowledge that supports employment as a Para-Professional Educator in an elementary classroom setting. Students declare a major in this field either on their Haskell Admissions application or by submitting the Change of Major form to the Registrar's Office. Visit for www.haskell.edu/academics/education/programs-ed for more information.

Para-Professional Program Learning Outcomes and Graduation Requirements

By the time a major has completed our program, he or she or they will be able to:

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

Please check with your academic advisor and review

“Degree Check and Petition to Graduate” under *Academic Policies* (in this Catalog) to learn about graduation requirements.

School of Education (BS)

Students seeking a Bachelor of Science Degree in Elementary Education apply for admission to Haskell’s SOE/ETEP. When accepted, teacher candidates follow a four-semester program of study. The Elementary Teacher Education Program of study includes course work and field placements aligned with the Kansas Professional Educator Standards and Early Childhood-Late Childhood Standards designed to develop Native Leaders/Native Teachers for a variety of educational communities. Students engage in course work addressing foundational information and theory, developmentally appropriate practice, reflective thinking, differentiated instruction, professional dispositions and responsibilities. The capstone experience, student teaching, during the final phase of the Elementary Teacher Education Program includes a full semester of student teaching and completion of the Kansas Performance Teaching Portfolio.

Admission Requirements

To declare a major in the School of Education, students will need to earn an AA in Para-Professional Education and complete a successful application packet. Information about the application is available at www.haskell.edu/academics/education/admissionprocess or by contacting the Office of the Dean of Professional Schools.

Program Learning Outcomes and Graduation Requirements

As a professional school, the School of Education has additional requirements for its majors. A complete overview to the School can be found on its website and by visiting with the Dean of Professional Schools.

Degree Checklist and Suggested Degree Pathway: Community Health (AS)

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathway below provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist (next page).

Academic Pathway: A. S. Community Health	
FIRST YEAR FALL	
ENGL 101 English I	3
HSES 112 Intro to Health, Sport, Exercise Science	3
MATH 101 College Algebra	3
UNIV 105 Haskell Seminar	3
Historical/Contemporary Indigenous Issues Requirement	3
Physical Activity/Health Requirement	1
TOTAL CREDIT HOURS	16
FIRST YEAR SPRING	
ENGL 102 English II	3
HSES 160 Basic Nutrition	3
HSES 204 First Aid	2
Human Behavior Requirement	3
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	16
SECOND YEAR FALL	
HSES 126 Fitness for Life	3
HSES 161 Diabetes/Native American	3
HSES 201 Personal and Community Health	3
Oral Communication Requirement	3
Historical/Contemporary Indigenous Issues Requirement	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
HSES 246 Stress Management	3
HSES 262 Internship in Community Health	4
Multicultural, World, or Comparative Issues Requirement	3
Humanities and Arts Requirement	3
Elective	1
TOTAL CREDIT HOURS	14

Learning Outcome 4: Wellness	Physical Activity Course or Health Class 1-3 hours required (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 124 Cultural Well-Being: Concepts & Practice to Living Well (3 credits) --HSES 125 Fitness for Life (2 credits) --HSES 126 Fitness for Life (3 credits) --HSES 141 Introduction to Native Games & Activities (3 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits) --HSES 210 The Art & Science of Walking, Jogging, and Running (3 credits)		
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COMMUNITY HEALTH REQUIREMENTS (23 credit hours)							
Course	Credit Hours	Sem.	Grade	Course	Credit Hours	Sem.	Grade
HSES 112 Intro to Health, Sport, and Exercise	3			HSES 201 Personal and Community Health	3		
HSES 125 Fitness for Life	2			HSES 204 First Aid	2		
HSES 160 Basic Nutrition	3			HSES 246 Stress Management	3		
HSES 161 Diabetes and the Native American	3			HSES 262 Internship in Community Health	4		
ELECTIVES (1-3 credit hours)							
Course	Credit Hours	Sem.	Grade	Course	Credit Hours	Sem.	Grade

Checklist approved by the interim Vice-President for Academics 06/19/2017.

Degree Checklist and Suggested Degree Pathway: Para-Professional Education (AA)

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathway below provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist (next page).

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

GENERAL EDUCATION REQUIREMENTS (38-39 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ENGL 210 Themes and Issues in Literature --ENGL 211 Native Voices --ENGL 215 Fiction and Film --MCOM 231 Intro to Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course)		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Historical and Cultural Forces	Haskell 3 hours	--AIS 102 American Indian Issues I		
	Historical/Contemporary Indigenous Issues 3 hours (choose one)	--AIS 110 History of North American Indian Tribes --ENGL 212 American Indian Literature --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--COMS 226 Interpersonal Communication --COMS 256 Working in Groups and Teams --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
	Human Behavior 3 hours (choose one)	--COMS 256 Working in Groups and Teams --PSYC 101 General Psychology --SOC 100 Introduction to Sociology --EED 205 Abnormal Psychology		
Wellness	Haskell 3 hours	--UNIV 105 Haskell Seminar		
	Physical Activity Course or Health Class (1-2 hours; choose one)	--HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 125 Fitness for Life (2 credits)		
	First Aid or CPR Certification (2 hours)	--HSES 204 First Aid or CPR Certification		

PARA-PROFESSIONAL EDUCATION EMPHASIS REQUIREMENTS (29 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade
EED 204	Children's Literature	3	S		EED 260	Multiculturalism and English Language Learners in Classrooms	3	S	
EED 230	Introduction to Math Methods	3	F		EED 270	Physical Education Methods for K-6 Learners	3	S	
EED 240	Arts Methods for K-6 Learners	3	S		EED 280	Explorations in Elementary Education	3	F/S	
EED 250	Pre-Induction and CORE Prep	3	F/S		PSCI 100	Physical Science	5		

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

Checklist approved by the interim Vice-President for Academics 06/19/2017.

GENERAL EDUCATION REQUIREMENTS (38-39 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ENGL 210 Themes and Issues in Literature --ENGL 211 Native Voices --ENGL 215 Fiction and Film --MCOM 231 Intro to Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course)		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Historical and Cultural Forces	Haskell 3 hours	--AIS 102 American Indian Issues I		
	Historical Contemporary Indigenous Issues 3 hours (choose one)	--AIS 110 History of North American Indian Tribes --ENGL 212 American Indian Literature --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--COMS 246 Intercultural Communication --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U. S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II		
	Human Behavior 3 hours (choose one)	--COMS 256 Working in Groups and Teams --PSYC 101 General Psychology --SOC 100 Introduction to Sociology --EED 205 Abnormal Psychology		
Wellness	Haskell 3 hours	--UNIV 105 Haskell Seminar		
	Physical Activity Course or Health Class 1-2 hours (choose one)	--HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 125 Fitness for Life (2 credits)		
	First Aid or CPR Certification (2 hours)	--HSES 204 First Aid (2 credits) or CPR Certification		

ELEMENTARY TEACHER EDUCATION FOUNDATION REQUIREMENTS (26 credit hours)

Number	Course	Credit Hours	Sem.	Grade
EED 204	Children's Literature (S)	3		
EED 230	Introduction to Math Methods (F)	3		
EED 240	Arts Methods for K-6 Learners (S)	3		
EED 250	Pre-Induction and CORE Prep (F/S)	3		
EED 260	Multiculturalism and English Language Learners in Classrooms (S)	3		
EED 270	Physical Education Methods for K-6 Learners (S)	3		
EED 280	Explorations in Elementary Education (F/S)	3		
PSCI 100	Physical Science	5		

ELEMENTARY TEACHER EDUCATION MAJOR REQUIREMENTS (69 credit hours)

	Number	Course	Credit Hours	Sem.	Grade
Junior I: 19 hrs	EED 305	Developmental Psychology	3		
	EED 307	Curriculum, Instruction, and Assessment I/Introduction of Theory & Development	4		
	EED 311	Governance and Organization of Schools	3		
	EED 332	Math Methods for K-2 Learners	3		
	EED 342	Language Arts Methods for K-2 Learners	3		
	EED 352	Science Methods for K-6 Learners	3		
Junior II: 19 hrs	EED 323	Understanding Exceptionalities	3		
	EED 327	Classroom Management and Design	3		
	EED 336	Math Methods for 3-6 Learners	3		
	EED 338	Curriculum, Instruction, and Assessment/Application of Theory and Development	4		
	EED 346	Language Arts Methods for 3-6 Learners	3		
	EED 362	Social Studies Methods for K-6 Learners	3		
Sr I	EED 491	Clinical Residency Experience I	15		
Sr II	EED 409	Clinical Residency Experience II	15		

B.S. Elementary Education: ([64 or 66] + 68 = 132 or 134 hours). Candidates are required to pass these courses with a C or better and maintain a 2.8 or higher cumulative GPA and maintain 3.0 cumulative GPA by end of Junior II Semester.

Checklist approved by the interim Vice-President for Academics 06/19/2017.

Degree Checklist and Suggested Degree Pathway: Records and Fitness Management (AS)

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathway below provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist (next page).

Academic Pathway: A. S. Recreation and Fitness Management	
FIRST YEAR FALL	
ENGL 101 English I	3
HSES 112 Intro to Health, Sport, and Exercise Science	3
MATH 101 College Algebra	3
UNIV 105 Haskell Seminar	5
Historical/Contemporary Indigenous Issues Requirement	3
Physical Activity/Health Requirement	1
TOTAL CREDIT HOURS	18
FIRST YEAR SPRING	
ENGL 102 English II	3
HSES 131 Introduction to Recreation Administration	3
HSES 204 First Aid	2
Human Behavior Requirement	3
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	16
SECOND YEAR FALL	
HSES 161 Diabetes and the Native American	3
HSES 201 Personal and Community Health	3
HSES 225 Applied Anatomy	3
Historical/Contemporary Indigenous Issues Requirement	3
Oral Communication Requirement	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
HSES 245 Introduction to Sports Marketing and Promotion	3
HSES 264 Internship Rec and Fitness Management	4
Humanities and Arts Requirement	3
Multicultural, World, or Comparative Issues Requirement	3
TOTAL CREDIT HOURS	13

Learning Outcome 4: Wellness	Physical Activity Course or Health Class 1-3 hours required (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 124 Cultural Well-Being: Concepts & Practice to Living Well (3 credits) --HSES 125 Fitness for Life (2 credits) --HSES 126 Fitness For Life (3 credits) --HSES 141 Introduction to Native Games & Activities (3 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits) --HSES 210 The Art & Science of Walking, Jogging, and Running (3 credits)		
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RECREATION AND FITNESS MANAGEMENT EMPHASIS REQUIREMENTS (24 credit hours)

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

ELECTIVES (1-2 credit hours)

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

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

Degree Checklist and Suggested Degree Pathway: Business Administration (BS)

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathways on the next two pages provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist.

Notes:

ACADEMIC PATHWAY: B.S. BUSINESS ADMINISTRATION - - MANAGEMENT EMPHASIS	
FIRST YEAR FALL	
ENGL 101 English I	3
MATH 101 College Algebra	3
UNIV 105 Haskell Seminar	3
Historical/Contemporary Indigenous Issues Requirement	3
Humanities and Arts Requirement	3
Human Behavior Requirement	3
TOTAL CREDIT HOURS	18
FIRST YEAR SPRING	
ENGL 102 English II	3
CIS 205 Information Processing Systems	3
Historical/Contemporary Indigenous Issues Requirement	3
Oral Communication Requirement	3
Physical Activity/Health Requirement (+other electives to total 3 hours)	3
TOTAL CREDIT HOURS	15
SECOND YEAR FALL	
ACCT 203 Financial Accounting	3
BUS 232 Business Technical Writing	3
ECON 201 Principles of Microeconomics	3
Multicultural, World, or Comparative Issues Requirement	3
Elective	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
ACCT 204 Managerial Accounting	3
Elective	3
ECON 202 Principles of Macroeconomics	3
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	14
THIRD YEAR FALL	
ACCT 302 Cost Accounting	3
BUS 210 Business Calculus	5
BUS 301 Legal Environment Business I	3
MGMT 301 Management and Organizational Behavior	5
TOTAL CREDIT HOURS	16
THIRD YEAR SPRING	
BUS 311 Legal Environment Business II	3
BUS 320 Business Statistics	4
BUS 321 Principles of Marketing	3
MGMT 311 Human Resource Management	3
Elective	3
TOTAL CREDIT HOURS	16
FOURTH YEAR FALL	
BUS 401 Financial Management	3
MGMT 401 Production and Operations Management	3
Business Elective (300-level or higher)	3
Elective (2)	6
TOTAL CREDIT HOURS	15
FOURTH YEAR SPRING	
BUS 411 International Business	3
BUS 451 Business Policy	3
Business Elective (300-level or higher)	3
Elective (2)	6
TOTAL CREDIT HOURS	15

Academic Pathway: Business Administration (BS): Tribal Management Emphasis FIRST YEAR**FALL**

ENGL 101 English I	3
MATH 101 College Algebra	3
TMGMT 101 Intro to Tribal Management (Historical/Contemporary Indigenous Issues Requirement)	3
UNIV 105 Haskell Seminar	3
Physical Activity/Health Requirement (+other electives to total 3 hours)	3
TOTAL CREDIT HOURS	15

FIRST YEAR SPRING

CIS 102 Introduction to Information Processing	3
ENGL 102 English II	3
Oral Communication Requirement	3
Laboratory Science Requirement	5
Historical/Contemporary Indigenous Issues Requirement	3
TOTAL CREDIT HOURS	17

SECOND YEAR FALL

ACCT 203 Financial Accounting	3
CIS 250 Advanced Business Applications for Microcomputers	3
ECON 201 Principles of Microeconomics	3
Humanities and Arts Requirement	3
Human Behavior Requirement	3
TOTAL CREDIT HOURS	15

SECOND YEAR SPRING

ACCT 204 Managerial Accounting	3
BUS 232 Business Technical Writing	3
ECON 202 Principles of Macroeconomics	3
Multicultural, World, or Comparative Issues Requirement	3
Elective	3
TOTAL CREDIT HOURS	15

THIRD YEAR FALL

BUS 210 Business Calculus	5
BUS 301 Legal Environment Business I	3
MGMT 301 Management and Org Behavior	3
TMGMT 321 Indian Law I	3
TOTAL CREDIT HOURS	14

THIRD YEAR SPRING

BUS 320 Business Statistics	4
BUS 321 Principles of Marketing	3
MGMT 311 Human Resource Management	3
TMGMT 325 Indian Law II	3
Elective	3
TOTAL CREDIT HOURS	16

FOURTH YEAR FALL

BUS 401 Financial Management	3
TMGMT 410 Tribal Resource & Economic Development	3
Business Elective (300+)	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	15

FOURTH YEAR SPRING

BUS 451 Business Policy	3
TMGMT 330 Fundamentals of Sovereignty	3
Business Elective (300+)	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	15

Learning Outcome 4: Wellness	Orientation 3 hours required	--UNIV 105 Haskell Seminar		
	Physical Activity Course or Health Class 1-3 hours required (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 124 Cultural Well-Being: Concepts & Practice to Living Well (3 credits) --HSES 125 Fitness for Life (2 credits) --HSES 126 Fitness For Life (3 credits) --HSES 141 Introduction to Native Games & Activities (3 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits) --HSES 210 The Art & Science of Walking, Jogging, and Running (3 credits)		

BUSINESS FOUNDATION REQUIREMENTS (26 credit hours)

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

MANAGEMENT EMPHASIS REQUIREMENTS (40 credit hours)

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

Electives (18-20 credit hours)

Number	Course	Credit Hours	Sem.	Grade

Approved by the Interim Vice-President for Academics 06/19/2017.

Learning Outcome 4: Wellness	Physical Activity Course or Health Class 1-3 hours required (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 124 Cultural Well-Being: Concepts & Practice to Living Well (3 credits) --HSES 125 Fitness for Life (2 credits) --HSES 126 Fitness For Life (3 credits) --HSES 141 Introduction to Native Games & Activities (3 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits) --HSES 210 The Art & Science of Walking, Jogging, and Running (3 credits)		
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BUSINESS FOUNDATION REQUIREMENTS (26 credit hours)

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

TRIBAL MANAGEMENT EMPHASIS REQUIREMENTS (40 credit hours)

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

ELECTIVES (18-20 credit hours)

Number	Course	Credit Hours	Sem.	Grade

Approved by the Interim Vice-President for Academics 06/19/2017.

Degree Checklist and Suggested Degree Pathway: Elementary Education (BS)

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathways on the next two pages provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist.

Notes

Degree Checklist Suggested Degree Pathway: Elementary Education (BS)

Suggested Degree Pathway

Suggested Degree Pathways are a semester-by-semester sequence of courses recommended for successful completion of your degree in a timely manner. Students should follow the degree pathway appropriate to the academic catalog year in effect when they first enrolled at Haskell.

The pathway below provides students with suggested courses to complete in order to graduate in two years. It is based both on completion of ENGL 101 and MATH 101 during your first semester at Haskell and on the required courses shown on the degree checklist (next page).

FIRST YEAR FALL

ENGL 101 English I	3
HIST 101 U.S. History Through Civil War	3
HSES 125 Fitness for Life or Activity Course	1-2
MATH 101 College Algebra	3
UNIV 105 Haskell Seminar	3
Humanities and Arts Requirement	3
TOTAL CREDIT HOURS	16-17

FIRST YEAR SPRING

ENGL 102 English II	3
HSES 204 First Aid or Certification	0-2
Laboratory Science Requirement	5
Oral Communication Requirement	3
Historical/Contemporary Indigenous Issues Requirement	3
TOTAL CREDIT HOURS	14-16

SECOND YEAR FALL

EED 202 Math Content Standards	3
EED 204 Children's Literature	3
EED 212 Introduction to Education (co-requisite EED 214)	2
EED 214 Intro Field Experience (co-requisite EED 212)	1
PSYC 101 General Psychology or SOC 100 Intro to Sociology	3
Historical/Contemporary Indigenous Issues Requirement	3
TOTAL CREDIT HOURS	15

SECOND YEAR SPRING

EED 205 Abnormal Psychology	3
EED 241 The Role of Writing in Teaching and Learning	3
EED 215 Pre-Induction Seminar	1
GEOG 110 World Geography	3
PSCI 100 Physical Science	5
Multicultural, World, or Comparative Issues Requirement	3
TOTAL CREDIT HOURS	18

THIRD YEAR FALL

EED 305 Developmental Psychology	3
EED 306 Walking in Balance -- Health	1
EED 307 Curriculum, Instruction, and Assessment Introduction, Theory, and Development	4

EED 311 Governance and Organization of Schools	3
EED 318 Multicultural Education/English Language Learners	4
EED 323 Understanding Exceptionalities	3
TOTAL CREDIT HOURS	18
THIRD YEAR SPRING	
EED 327 Classroom Management and Design	3
EED 330 Math Methods for K-3	3
EED 338 Curriculum, Instruction, and Assessment II	3
EED 341 Language Arts Methods for K-3	3
EED 350 Field Experience K-6 Classrooms	2
EED 472 Physical Education/Music Methods K-6	3
TOTAL CREDIT HOURS	19
FOURTH YEAR FALL	
EED 404 First Days of School	1
EED 408 KPTP Preparation Seminar	1
EED 430 Math Methods for 4-6 Learners	3
EED 441 Language Arts Methods for 4-6 Learners	3
EED 453 Science & Health Methods for K-6	4
EED 462 Social Studies and Art Methods for K-6 Learners	4
EED 480 Pre-Student Teaching in K-6 Classrooms	3
TOTAL CREDIT HOURS	19
FOURTH YEAR SPRING	
EED 409 KPTP Implement. Seminar	1
EED 490 Student Teaching K-6	15
TOTAL CREDIT HOURS	16

Haskell Indian Nations University / Catalog Year 2019 - 2020
 Degree Checklist for Bachelor of Science in Elementary Teacher
 Education (136-137 credit hours)

Student:

ID:

GENERAL EDUCATION REQUIREMENTS (36-37 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Learning Outcome 1: Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101		
Learning Outcome 2: Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course)		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
	Historical Contemporary Indigenous Issues 6 hours (choose one)	--AIS 110 History of North American Indian Tribes --ENGL 212 American Indian Literature --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--COMS 246 Intercultural Communication --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U.S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II		
	Human Behavior 3 hours (choose one)	--COMS 256 Working in Groups and Teams --PSYC 101 General Psychology --SOC 100 Introduction to Sociology --EED 205 Abnormal Psychology		
Learning Outcome 4: Wellness	Haskell 3 hours	--UNIV 105 Haskell Seminar		
	Physical Activity Course or Health Class	--HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 125 Fitness for Life (3 credits)		

	1-3 hours (choose one)			
	First Aid or CPR Certification (2 hours)	--HSES 204 First Aid (2 credits)		

ELEMENTARY TEACHER EDUCATION FOUNDATION REQUIREMENTS (26 credit hours)

Number	Course	Credit		
		Hours	Sem.	Grade
EED 204	Children's Literature (S)	3		
EED 230	Introduction to Math Methods (F)	3		
EED 240	Art Methods for K-6 Learners (S)	3		
EED 250	Pre-Induction and CORE Prep (F/S)	3		
EED 260	Multiculturalism and English Language Learners in Classrooms (S)	3		
EED 270	Physical Education Methods for K-6 Learners (S)	3		
EED 280	Explorations in Elementary Education (F/S)	3		
PSCI 100	Physical Science	5		

ELEMENTARY TEACHER EDUCATION MAJOR REQUIREMENTS (69 credit hours)

	Number	Course	Credit		
			Hours	Sem.	Grade
Junior I: 19 hrs	EED 305	Developmental Psychology	3		
	EED 307	Curriculum, Instruction, and Assessment I/Introduction of Theory & Development	4		
	EED 311	Governance and Organization of Schools	3		
	EED 332	Math Methods for K-2 Learners	3		
	EED 342	Language Art Methods for K-2 Learners	3		
	EED 352	Science Methods for K-6 Learners	3		
Junior II: 19 hrs	EED 323	Understanding Exceptionalities	3		
	EED 327	Classroom Management and Design	2		
	EED 336	Math Methods for 3-6 Learners	3		
	EED 338	Curriculum, Instruction, and Assessment/Application of Theory and Development	4		
	EED 346	Language Arts Methods for 3-6 Learners	3		
	EED 362	Social Studies Methods for K-6 Learners	3		
Sr I	EED 491	Clinical Residency Experience II	15		
Sr II	EED 409	Clinical Residency Experience II	15		

B.S. Elementary Education: ([64 or 66] + 68 = 132 or 134 hours). Candidates are required to pass these courses with a C or better and maintain a 2.8 or higher cumulative GPA and maintain 3.0 cumulative GPA by end of Junior II Semester.

Approved by the Interim Vice-President for Academics and the Office of the Registrar - Summer 2019

COURSE DESCRIPTIONS

How to read the course descriptions:

Each course has an abbreviation and number, along with its title followed by how many credits it offers upon successful completion. The paragraph below this information provides a summary of the course content.

For example, in the first course listed below, "ACCT" stands for accounting, and "203" indicates the level of the course. Courses that are 100 are designed for first-year students, 200 courses are designed for sophomore, 300 courses are designed for juniors, and 400 are designed for seniors. So Financial Accounting is designed for juniors, and it offers three credit hours.

In addition, some courses have prerequisites. These are requirements a student must fulfill before they can enroll in that particular class. ACCT 203, for instance, requires the successful completion of MATH 101 and ENGL 101.

If you have questions about reading the course descriptions, please consult with your academic advisor.

ACCT 203 Financial Accounting (3 credit hours)

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).

Prerequisite(s): MATH 101 and ENGL 101

ACCT 204 Managerial Accounting (3 credit hours)

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. Prerequisite(s): MATH 101, ENGL 101, and ACCT 203

ACCT 302 Cost Accounting (3 credit hours)

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. Prerequisite(s): MATH 101, ENGL 101, ACCT 203, and ACCT 204

AIS 102 American Indian Issues I (3 credit hours)

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

AIS 110 History of North American Indian Tribes (3 credit hours)

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

AIS 301 Native/Western Views of Nature (3 credit hours)

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.

AIS 311 Introduction to American Indian Studies: American Indian Issues II (3 credit hours)

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. Prerequisite(s): AIS 101 or AIS 110 and Indigenous and American Indian Studies major

AIS 312 American Indian Experience in the 20th Century (3 credit hours)

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 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(s): AIS 110

AIS 320 Environmental Protection in Indian Country (3 credit hours)

Examines the nature and scope of tribal sovereignty and the interplay between tribal sovereignty, environmental protection, and tribal culture. Criteria to consider when developing tribal environmental protection programs and key environmental issues facing tribes will be studied throughout the semester. Prerequisite(s): Junior or Senior standing and American Indian Studies major.

AIS 321 Human Behavior in American Indian Communities (3 credit hours)

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. Prerequisite(s) SW 101 and SW 110 or SW 201

AIS 322 Introduction to Research Methods in American Indian Studies (3 credit hours)

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(s) Indigenous and American Indian Studies major.

AIS 331 Records and Information Management I (3 credit hours)

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. Prerequisite(s): Sophomore, Junior, or Senior standing.

AIS 332 Records and Information Management II (3 credit hours)

This course offers an opportunity to examine the concepts, components, and functions of records and information management (RIM) from both the business and the federal government perspectives. Included in the class will be training by the National Archives and Records Administration in Basic Records Operations (KA1) with the opportunity to earn a certificate. The Office of Trust Records will provide Indian Affairs Records Contact Training with the opportunity to earn a certificate. Guest speakers will be utilized as appropriate to provide opportunities for students to learn about the various aspects of RIM from experts in the RIM field. Discussion and hands-on activities will be used throughout the class. Prerequisite(s): AIS 331

AIS 343 American Indian Film (3 credit hours)

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 credit hours)

A junior/senior-level class that explores literary works of Native writers and the worldviews, implicit and explicit, that inform 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. Prerequisite(s): ENGL 210 or ENGL 212

AIS 349 Law and American Indian Religious Freedoms (3 credit hours)

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. Prerequisite(s): AIS 310 and Junior or Senior standing

AIS 350 Foundations of Indigenous Philosophy (3 credit hours)

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. Prerequisite(s): AIS 310 and HIST 110 or HIST 112 or HIST 222

AIS 360 Theories of Decolonization and Indigenization (3 credit hours)

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. Prerequisite(s): Junior or Senior standing

AIS 375 History of American Indian in Kansas (3 credit hours)

This course surveys the history of Indian groups indigenous to Kansas, as well as those who arrived later, and examines relationships both among tribes and with non-natives in the region. Major topics include native social complexity, warfare and dispossession, treaties, removal and relocation, and the impact of re-education efforts through missions and boarding schools. Designed as an upper-division offering, students will be exposed to a range of source materials, including both primary and secondary readings, films, and oral presentations meant to cultivate deeper contemplation of the area and its peoples. Prerequisite(s): AIS 102 or AIS 110

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

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(s): AIS 310

communities. Prerequisite(s): AIS 321

AIS 397 IND Internship (3 credit hours)

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 credit hours)

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. Prerequisite(s): AIS 310 and Junior or Senior standing

AIS 421 Community Health Social Work with Indigenous Peoples (3 credit hours)

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

AIS 423 Biography of American Indian Leaders: Past & Present (3 credit hours)

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. Prerequisite(s): AIS 101, AIS 110 and AIS 312

AIS 490 Ind Directed Study (3 credit hours)

Directed study opportunities are used by Haskell students requiring courses for their major fields of study not offered in any given semester, or for individuals who show academic promise and/or interest in a certain discipline. The latter is offered at the discretion of the instructor. A student is eligible for directed study if the following conditions are met: good academic standing and currently enrolled; supervision by Haskell faculty; complete course syllabus is on file with the chair of the instructional area and the registrar; course content does not duplicate a regular course offering at Haskell; review and

approval of student's enrollment and credit hours for directed study by chair of the instructional area and dean of instruction; course counts only as an elective and may be transferable; enrollment occurs during an established enrollment period; and the directed study agreement, official syllabus, and enrollment form are hand-delivered to the Haskell registrar's office before the last day of the add/drop period. Directed study instruction is considered an addition to the instructor's regular workload and does not preclude regularly assigned teaching responsibilities.

AIS 497 Internship (3 credit hours)

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 credit hours)

A senior level class in a selected American Indian topic, genre, time period, or author(s). The course will change each semester. The seminar allows for in- depth exploration of a single topic. Students will be expected to participate as readers, as researchers, and also as presenters. A substantial research project from each student will be presented and critiqued within the forum of the seminar. Prerequisite(s): AIS major and Senior standing

ART 100 Art Appreciation (3 credit hours)

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 credit hours)

An introduction to the principles of freehand drawing, the materials and techniques for visual expression, and the expression of cultural heritage.

ART 111 Drawing II (3 credit hours)

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

ART 130 Painting I (3 credit hours) Basic instruction in materials and techniques of acrylic painting. Prerequisite(s): ART 110 and ART 120

ART 131 Painting II (3 credit hours)

Basic instruction in materials and techniques in oil painting. Prerequisite(s): ART 110 and ART 120

ART 160 Ceramics I (3 credit hours)

This course presents an introduction to the art of ceramics 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 credit hours)

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(s): ART 160

BIOL 103 General Biology and Lab (5 credit hours)

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. Prerequisite(s): MATH 100

BIOL 121 Principles of Molecular and Cellular Biology (5 credit hours)

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(s): MATH 101 Co-requisite: CHEM 101

BIOL 122 Principles of Organismal Biology (5 credit hours)

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(s): MATH 101

BIOL 220 General Botany (5 credit hours)

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(s): BIOL 103

BIOL 252 Human Anatomy & Physiology II (4 credit hours)

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(s): BIOL 251 and GPA 2.0

BIOL 310 Vertebrate Zoology (4 credit hours)

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. Prerequisite(s): BIOL 121 and BIOL 122

BIOL 325 History and Diversity of Organisms (5 credit hours)

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. Prerequisite(s): BIOL 121 and BIOL 122

BIOL 380 Ecology of Infectious Diseases (3 credit hours)

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 credit hours)

Biostatistics is an introduction to probability and common statistical methods used in the natural sciences (and many other fields). The course will cover such topics as sampling design, measures of variability, probability, hypothesis testing, and use of computer statistical packages. Emphasis will be on an applied statistical foundation, which will involve the analysis of biological data sets, and interpretation and communication of statistical results. Prerequisite(s): BIOL 121 or BIOL 122 and MATH 101

BIOL 400 Ethnobiology (5 credit hours)

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. Prerequisite(s): BIOL 103 or BIOL 121

BIOL 440 Comparative Vertebrate Anatomy & Physiology (5 credit hours)

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. Prerequisite(s): BIOL 121,

BIOL 122, CHEM 101 and PHYS 211

BIOL 460 Introduction to Genetics

(3 credit hours)

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.

Prerequisite(s): BIOL 121 and BIOL 122

BIOL 465 Research in Animal Behavior

(2 credit hours)

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. Prerequisite(s): BIOL 121, BIOL 122 and MATH 215 or MATH 221

BIOL 470 Animal Behavior (3 credit hours)

This course provides an introduction to the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis

for behavior, foraging behavior, kin selection, mating systems, and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques. Prerequisite(s): BIOL 121, BIOL 122 and MATH 215

BIOL 480 Plants of Kansas (5 credit hours)

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. Prerequisite(s): BIOL 121 and BIOL 122

BUS 111 Introduction to Business (3 credit hours)

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 credit hours)

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(s): MATH 101

BUS 232 Business/Technical Writing (3 credit hours) Provides an opportunity to improve written business and technical writing. Practice will be given in creating letters, proposals, memorandums, and related technical documents. Prerequisite(s): ENGL 101, ENGL 102 and CIS 205

BUS 251 Human Relations (3 credit hours)

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 credit hours)

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

BUS 311 Legal Environment of Business II (3 credit hours)

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

BUS 320 Business Statistics (4 credit hours)

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, testing of hypothesis, regression, correlation, and introduction to statistical process control. Prerequisite(s): BUS 210

BUS 321 Principles of Marketing (3 credit hours)

In-depth study and research of the basic principles underlying marketing practices in the modern business environment. Prerequisite(s): ACCT 201, ACCT 202 and MGMT 301

BUS 385 Corporate Social Responsibility and Environmental Sustainability (3 credit hours)

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. Prerequisite(s): Junior or Senior standing

BUS 401 Financial Management (3 credit hours)

This course presents students at 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(s): BUS 320

BUS 402 Investment Management (3 credit hours)

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(s): BUS 401 and GPA 2.0

BUS 403 Issues in Corporate and Tribal Finance (3 credit hours)

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(s): BUS 401 and GPA 2.0

BUS 411 International Business (3 credit hours)

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(s): BUS 321 and BUS 311

BUS 451 Business Policy (3 credit hours)

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(s): BUS 401

BUS 495 IND Internship (1-3 credit hours)

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

CHEM 101 General Chemistry I (5 credit hours)

Basic principles and calculations of chemistry involving atomic theory, stoichiometry, gases, thermochemistry, atomic structure, periodic table, and bonding. Prerequisite(s): MATH 101

CHEM 102 General Chemistry II (5 credit hours)

Basic principles and calculations of chemistry involving solutions, equilibria, acids and bases, kinetics, thermodynamics, electrochemistry, and

nuclear chemistry. Prerequisite(s): CHEM 101

CHEM 201 Organic Chemistry (3 credit hours)

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(s): CHEM 102

CHEM 330 Biochemistry (3 credit hours)

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

CIS 205 Information Processing Systems (3 credit hours)

This course will enable students to use the Windows operating system and Microsoft Office applications for academic work and professional purposes in creating documents, spreadsheets, and presentations. Students will develop their knowledge of current versions of Word, Excel, and PowerPoint and learn how to use Office's advanced functionality and features to be efficient and productive. Emphasis on problem-solving skills and critical thinking through practical business or academic projects. Prerequisite(s): ENGL 101

COMS 131 Public Speaking (3 credit hours)

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 credit hours)**

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 credit hours)**

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(s): COMS 131 or COMS 151

COMS 246 Intercultural Communication**(3 credit hours)**

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(s): COMS 131 or COMS 151

COMS 256 Working in Groups and Teams**(3 credit hours)**

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(s): COMS 131 or COMS 151

COMS 247 Race in America (3 credit hours)

This class is an introduction to critical race theory as it pertains to American cultural diversity. This course will examine predominant themes in American policies regarding race. In addition, the course will examine the role that context and history shape our social reality. The course challenges students to research a contemporary issue pertaining to race, write critically about it, and present their work in a public setting. Prerequisite(s): COMS 131 or COMS 151

**COMS 276 Persuasion and Social Influence
(3 credit hours)**

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(s): COMS 131 or COMS 151

**COMS 311 Native American Rhetoric
(3 credit hours)**

This is a course in rhetorical analysis that focuses on American Indian discourse. This course will examine predominant themes in Native American oratory using the lens of a rhetorical critic to better understand strategic attempts to influence audiences with rhetorical proficiency. Prerequisite(s): COMS 131 or COMS 151 and ENGL 102

**COMS 340 Gender Communication
(3 credit hours)**

This class is designed to introduce students to the relationship between communication and gender, including both physical and psychological dimensions. Topics include nature of genders, sex role orientations, stereotypes, perceived and actual differences in verbal and nonverbal communication behaviors, the influence of gender on a variety of contexts. Prerequisite(s): COMS 131 or COMS 151

**COMS 350 Legal Communication
(3 credit hours)**

An analysis of how communication principles and theories operate within the context of the legal system. Topics covered will include the lawyer/client interview, depositions and pre-trial discovery, settlement negotiation, jury selection, opening and closing statements, and witness testimony. Prerequisite(s): COMS 131 or COMS 151

**COMS 370 Conflict and Negotiation
(3 credit hours)**

This class is designed to introduce students to the theories and research about conflict and negotiation. This course emphasizes the cognitive process and examines strategies and tactics for negotiating conflict in a variety of contexts. Prerequisite(s): COMS 131 or COMS 151

ECON 201 Principles of Microeconomics (3 credit hours)

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(s): MATH 101

ECON 202 Principles of Macroeconomics

(3 credit hours)

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

Prerequisite(s): MATH 101

EED 204 Children's Literature (3 credit hours)

The School of Education at Haskell Indian Nations University is a participant in the Reading First Teacher Education Network (RFTEN). Consequently, this introductory children's literature course will focus on Scientifically Based Reading Research (SBRR) strategies and activities. The SBRR strategies introduced in this course are designed to assist pre-service candidates with the selection, evaluation, and utilization of literary materials for children from kindergarten through 6th grade (ages 5 -12). The primary emphasis in this course will be the use of research-based strategies to help young children develop critical reading and comprehension skills through the use of phonemic awareness, phonics, fluency, and vocabulary development. Integrating SBRR strategies with language arts activities will also be explored. In addition to learning the SBRR strategies recognized by the Reading First Teacher Education Network, students will be expected to read a variety of literary selections

in order to discuss and demonstrate sensitivity in book selection and analysis with regard to gender, class, disability and ethnicity.

Prerequisite(s): ENGL 101 and ENGL 102

EED 205 Abnormal Psychology for Teachers

(3 credit hours)

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(s): PSYC 101

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

This course is designed to engage students in utilizing the Internet for virtual travel to a variety of countries and cultural groups around the world. Students will gather, analyze and organize information reflective of the art music and dance of student selected cultural groups. Students will utilize a variety of techniques to present information, topics and visual images. Other course experiences include art projects related to global cultures and culminating group projects. Prerequisite(s): ENGL 101

EED 212 Introduction to Education

(2 credit hours)

This course presents an introduction to teachers, schools, and students, the work of teachers, foundations of education in the U.S., trends in the teaching profession. Supporting activities may include the use of video for students to explore a variety of urban, suburban and rural classrooms and the issues and dilemmas that affect teachers and students. An overview of the Elementary Teacher Education Program will be presented, including specifics of the program application process. An added cultural component will engage participants in exploring the early development of Indian Education and schools for children. Prerequisite(s): ENGL 101

EED 214 Introduction to Field Experience

(1 credit hour)

The field experience provides placement of potential teacher candidates in an elementary classroom (K-6) where they will complete 30 classroom hours. Participants will participate in classroom activities to the extent the host teacher and student feel comfortable. This field experience will familiarize participants with the work of schools, teachers and students in elementary classrooms. Participants will document their experience with notes and timesheets. Prerequisite(s): EED 212

EED 230 Introduction to Math Methods

(3 credit hours)

This is an introductory course to math methods as teacher candidates will gain foundational knowledge of the principles and standards of

mathematics. Teacher candidates will gain insight into the historical and recent influences in mathematics and the resources teachers can utilize. Teacher candidates will also learn how to help children learn mathematics with understanding using various means of resources and hands-on experiences with the eight mathematical practices and how they relate to current mathematical standards. Prerequisite(s): MATH 101 and GPA 2.0

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

This course is designed to provide teacher candidates with best practices in writing as they prepare for a successful career in education. Candidates will focus on standard written English, Six Writing Traits, various writing structures/forms and alignment with the Common Core Standards for Writing. Candidates will engage in many writing exercises and produce authentic writing pieces. Candidates will also have an opportunity to self-analyze their writing as they record information in a writing journal. Prerequisite(s): ENGL 101, ENGL 102 and GPA 2.0

EED 250 Pre-Induction and CORE Prep

(3 credit hours)

This course is designed to cover a range of topics to help potential teacher candidate meet the rigorous entry requirements. Potential teacher candidates will be actively involved in mock simulations, tutorials, and prep study sessions. The entry requirements include cumulative GPA, Praxis CORE Exam (Reading,

Writing, and Math), application documents and SOE Interview. Potential teacher candidates will be required to take several mock exams prior to the actual Praxis CORE Exam. Prerequisite(s): ENGL 101, ENGL 102 and GPA 2.0

EED 305 Developmental Psychology (3 credit hours)

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

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

This course is designed to provide support for teacher candidates as they prepare to become educators. Course content will emphasize the importance of self-care as it relates to the physical, emotional, intellectual, and spiritual well-being of each individual. Teacher

candidates will self-evaluate personal status related to each area and identify positive as well as negative contributing factors. Candidates will state a short-term goal to maintain or make improvement for each area, track and share their progress within cohort. Candidates will engage in discussion of a variety of course related student identified topics and participate in student selected activities. Prerequisite(s): Admission to ETEP, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com.

EED 307 Curriculum, Instruction and Assessment (4 credit hours)

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

EED 311 Governance and Organization of Schools (3 credit hours)

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. Prerequisite(s): Admission to ETEP, courses ("C" or better) and GPA 2.8, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com.

EED 317 Math for Elem Teachers II (3 credit hours)

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

council on teachers of mathematics, Kansas state mathematics outcomes, and culturally appropriate mathematics will be reflected in the curriculum, instruction, and assessment of this course.

EED 319 Multiculturalism and English Language Learners (4 credit hours)

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

EED 323 Understanding Exceptionalities (3 credit hours)

This course is designed to provide candidates with an introduction to the field of special education. Candidates will gain an awareness

and understanding of the various types of exceptional characteristics, needs, and strengths which influences the development and learning process in elementary children who have been diagnosed as an exceptional child or at-risk student. Other topics of study will include state and federal legislation, IEP process and document, intervention strategies, meaningful accommodations, and adapting instruction and curriculum to meet the diverse needs of all the students in the classroom (ELL, ESL, and Bilingual). Prerequisite(s): Successful completion of ETEP Junior 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 327 Elementary Classroom Management and Design (3 credit hours)

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

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

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. Prerequisite(s): Successful completion of ETEP Junior I semester courses ("C" or better), GPA 2.0, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com.

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

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

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

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

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. Prerequisite(s): Successful completion of ETEP Junior I semester courses

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

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

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), GPA 2.8, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com.

EED 404 SEM First Days of School Seminar (1 credit hour)

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. Prerequisite(s): Successful completion of ETEP Junior I semester courses ("C" or better), GPA 2.8, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com.

EED 408 Kansas Performance Teaching Portfolio Preparation Seminar (1 credit hour)

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

EED 409 Kansas Performance Teaching Portfolio Implementation Seminar (1 credit hour)

This seminar course is designed to aid in the implementation phase of the KPTP. The course will provide a specific location and time for candidates to work independently on various sections of the KPTP twice a month. Implementation of the KPTP will be conducted in the student teaching semester - Senior II. Two lessons must be observed and videotaped by the instructor. Teacher candidates are required to submit KPTP documents the first week of April and will be scored by trained KPTP scorers in mid-April. Prerequisites: Successful completion of ETEP Junior I, Junior II, and Senior I semester courses ("C" or better), 2.8 Cumulative GPA, concurrent enrollment in all SOE Senior II courses and subscription to www.taskstream.com.

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

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

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

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

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. Prerequisite(s): Elementary Education major and Senior standing

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

This class is designed to prepare K-6 teacher candidates to effectively instruct K-6 learners in the content areas of science which include life science, earth and space science, physical science, and health. Teacher candidates will engage in activities which include exploring what should be taught (science and health curriculum standards), when and why identified curriculum should be taught, how it should be taught (instructional methods, strategies, modifications and adjustments) and assessment to determine student learning and instructional effectiveness. Prerequisites: Successful completion of ETEP Junior I and II semester courses ("C" or better), 2.8 Cumulative GPA, concurrent enrollment in all SOE Senior I courses and subscription to www.taskstream.com. Prerequisite(s): Elementary Education major and Junior standing

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

This class is designed to prepare K-6 teacher candidates to effectively contribute to the development of K-6 learners as responsible citizens described in the Kansas mission statement for the social studies. The mission statement addresses preparing students to be informed, thoughtful, and engaged citizens who will enrich their communities, state, nation, world and themselves. Teacher candidates will engage

in activities which include exploring what should be taught (social studies curriculum standards), when and why identified curriculum should be taught, how it should be taught (instructional methods, strategies, modifications and adjustments) and assessment to determine student learning and instructional effectiveness. The arts will be integrated with the study of social studies as the arts have and continue to reflect our society (past and present) and that of others around the world. Prerequisite(s): 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 credit hours)

This methodology course is designed to prepare teacher candidates to teach physical education and music in an integrated approach. Candidates will be exposed to physical education and music content in areas of curriculum, instruction, and assessment. In curriculum, candidates will study the various components and how it's organized, various types of materials/resources, and how to integrate concepts within and across content areas. In instruction, they will examine content-specific teaching and learning principles and their application for appropriate and effective instruction. Candidates will utilize content-specific and general assessment and evaluation procedures and processes to evaluate student learning. These three areas will be utilized in the

creation of standards-based lessons for physical education and music. Prerequisites: Successful completion of ETEP Junior I and II semester courses ("C" or better), 2.8 Cumulative GPA, concurrent enrollment in all SOE Senior I courses, Senior I level field experience placement and subscription to www.taskstream.com. Prerequisite(s): Elementary Education major and Junior standing

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

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

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

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.

EED 491 Clinical Residency Experience I (15 credit hours)

This course is part one of a year-long clinical residency experience in an assigned elementary classroom for the entire school year. In part one, teacher candidates will gain a solid foundation of the preparation and collaborative planning process that occurs at the beginning of a school year as routines and procedures are established, curriculum is sequenced, and assessment of students' knowledge are conducted and analyzed. Being involved with these rudimentary tasks will allow teacher candidates the opportunity to gain insight of "behind the scene activities" as well as begin practicing content and pedagogical knowledge, skills and dispositions under the guidance and mentorship of a veteran classroom teacher. The course will employ the models of applying theory into practice, co-teaching/team teaching, collaborative planning, and reflective teaching as the teacher candidate gradually assumes the role of the teacher in part two of the clinical

residency experience. Candidates will plan and design their capstone project — KPTP during part one of clinical residency experience. Prerequisite(s): Successful completion of all course work and GPA 3.0

EED 492 Clinical Residency Experience II (15 credit hours)

This course is part two of a year-long clinical residency experience in an assigned elementary classroom for the entire school year. In part two, teacher candidates will be able to further cultivate, refine, and practice content and pedagogical knowledge, skills, and dispositions as they assume the roles and responsibilities of a teacher. Teacher candidates will gain practical hands-on experience with everyday situations impacting the learning and development of all learners under the mentorship of a veteran classroom teacher. Teacher candidates will also implement and reflect on their capstone project — KPTP during part two of clinical residency experience. Prerequisite(s): EED 491 and GPA 2.00

ELC 100 Elective Course (0 credit hours)

ENGL 089 Introduction to College Writing (1 credit hour)

One credit, pre-college course seeks to bridge the barriers faced by an underprepared freshman student enter college. In "Intro", students afraid of or unfamiliar with standard rules and requirements of writing are taught skills needed to succeed in general education required ENGL 101. Basic key concepts are

introduced and reinforced. Students successful in 089 come to ENGL 090 or 101 already familiar with needed terms, tools and techniques.

ENGL 090 (Placement) Basic Composition (4 credit hours)

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 100 College Reading Strategies (2 credit hours)

A college-level course in reading comprehension and writing, with attention to literature. This course is recommended for Basic Composition students.

ENGL 101 English I (3 credit hours)

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.

ENGL 102 English II (3 credit hours)

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(s): ENGL 101

ENGL 120 Creative Writing (3 credit hours)

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 credit hours)

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

ENGL 211 Native Voices (3 credit hours)

The Single Author Study course is an advanced study of a single author. Different authors will be studied depending on instructor' choice of author. Students will study a variety of works by the author and examine a range issues with that writer's literary canon and critical reception. Examples of issues include the writer's style, form, genre, social, cultural, and political contexts; and dominant themes. When the course is offered, the author will be selected. Prerequisite(s): ENGL 102

ENGL 212 American Indian Literature (3 credit

hours)

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(s): ENGL 102 and ENGL 212

ENGL 215 Fiction and Film (3 credit hours)

In "Fiction and Film" we will explore what happens when stories, plays, or novels are made into a movie. Our goal in doing so is to illuminate the structure, possibilities, and limitations of the respective media of literature and film. We will investigate how we approach and interpret film and literary texts differently, as well as explore the continuities between these two media, looking in particular at film's historical impact on literature. Students will be asked to read fictional texts and watch films made of them; accessible theoretical texts about issues surrounding film adaptations of fiction will also be assigned. Our comparative study of fiction and film, and our examination of filmic translations of fiction, will enhance students' understanding of both fiction and film. Prerequisite(s): ENGL 102

ENGL 216 Interactive Narrative (3 credit hours)

This course focuses on the study of interactive narrative—a form of storytelling that invites interaction by readers and changes the resulting storyline based on their choices—as a literary medium. Types of popular interactive narratives

include choose-your-own-adventure books, many computer and video games, and interactive fiction (IF) with branching narratives. Students will explore the role that reader interaction and choice can play in interactive narrative, the different levels of interactivity current technology allow for, and will examine promising developments in the field using artificial intelligence (AI) to create a truly interactive narrative. Students will experience the medium through readings, in-class discussions, and analytical and hands-on assignments. In addition to the interactive narratives themselves, students will also explore supplemental material, including basic theoretical writing on the genre and the exploration of interactive elements of traditionally non-interactive media. Readings may include not only works from the U.S., but international works in translation as well. Prerequisite(s): ENGL 102

ENGL 218 Comics and the Graphic Novel (3 credit hours)

This course focuses on the study of comics and graphic novels as a literary medium through readings, in-class discussions, and analytical and hands-on assignments. Students will explore the terms and the visual language of the medium, as well as the interaction between text and image that defines it and will learn about the process of producing comics throughout the medium's history. Readings will be drawn from different genres and periods of comics and graphic novels, from the classic superhero comics many people think of when they hear the word "comic book" to more recent indie comics

delving into autobiography, true crime, or personal relationships. Readings may include not only works from the U.S., but international works in translation as well, such as Franco-Belgian bandes-dessinees or Japanese manga. Students may also explore comics-adjacent media, such as movies or television shows based on comics, or literary source material that has been adapted into a comic. Prerequisite(s): ENGL 102 and GPA 2.0

ENGL 220 Fiction Writing I (3 credit hours)

This course offers study and practice in the writing of fiction, and critical approaches to the genre. Special attention is given to employing the elements of fiction in original work and as the basis for discussion in critical work, both written and oral. The course also offers opportunity for extensive reading, writing and critical thinking. Prerequisite(s): ENGL 120

ENGL 221 Fiction Writing II (3 credit hours)

This course continues the study and practice of fiction writing and critical approaches to the genre. Prerequisite(s): ENGL 220

ENGL 222 Poetry Writing I (3 credit hours)

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. Prerequisite(s): ENGL 120

ENGL 223 Poetry Writing II (3 credit hours)

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

ENGL 230 Gender, Sexuality and Literature (3 credit hours)

This course will provide an interdisciplinary perspective on the study of women, gender and sexuality. Students will examine various societal and cultural constructs of gender and sexuality in texts, stories, film, and pop culture. Historically influenced expectations of gender and sexuality identities affect societal opportunities such as employment equality, salary, and policies/laws. Students will learn how to create a safe and inclusive environment for others by studying terminology and queer history so they can complete safe space training and certification. Prerequisite(s): ENGL 102

ENGL 240 The Art of Film (3 credit hours)

The Art of Film is an introduction to film analysis we will examine how various elements such as mise-en-scene cinematography editing and sound work to create meaning and produce emotional effects for a film's audience. The aims of this course are: 1) to enable students to experience film - the world's most influential art form of the past 120 years - more fully by paying attention to how it is made, and 2) to help students express - and sharpen - these analytical observations through the correct application of film terminology and concepts. Prerequisite(s): ENGL 102

ENGL 311 Literature of the American West (3 credit hours)

A survey of fictional writings, historical documents, inspired artwork, personal narratives, and critical essays produced by writers and authors of the American West. Major Authors are Mark Twain, Zane Grey, N. Scott Momaday, Sherman Alexie, and others, this course will deepen students' understanding and appreciation of literature. Prerequisite(s): ENGL 210 and ENGL 212 or THEAT 203

ENGL 315 Advanced Composition (3 credit hours)

This is a junior/senior level course covering the principles of effective composition for college and professional writing, with attention to grammar, usage, and electronic and print media research. The course provides additional practice in writing, to offer students the opportunity to order and articulate their knowledge. Prerequisite(s): ENGL 102

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

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

tutoring in writing. Prerequisite(s): ENGL 315

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

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

ENGL 318 Advanced Composition IV (Writing Center Tutoring) (3 credit hours)

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

ENGL 370 Linguistics and Language Revitalization (3 credit hours)

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

ENTR 301 Starting Your Own Business (3 credit hours)

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 credit hours)

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 credit hour)

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 and state agencies or working for the private sector.

ENVS 102 Environmental Issues (3 credit hours)

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(s): ENGL 101

ENVS 106 Sustainability (3)

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

transportation related issues.

ENVS 201 Introduction to Soils (4 credit hours)

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(s): CHEM 101

ENVS 301 Multicultural Perspective on Sustainable Agriculture (3 credit hours)

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 credit hours)

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 311 LEC Computer-based Scientific Illustration & Animation (3 credit hours)

Introduces basic tools & techniques, including animation, to illustrate and present for publication structures and concepts revealed during research. Focus: to build skills to present complex ideas in comprehensible, scientifically accurate ways. Prerequisite(s): BIOL 121 or CHEM 101 or ENVS 201 or GEOG 104 or NATRS 105 or PHYS 211 or ENVS 480 or ENVS 481

ENVS 320 Sustaining Watersheds (4 credit hours)

Utilizing basic geologic concepts as a backdrop, sustainable watershed is intended to present the morphological development of watersheds, along with the natural hydrologic processes, to better understand ecological sustainability Prerequisite(s): ENVS 102

ENVS 330 Principles of Ecology (5 credit hours)

Ecology is defined as the study of the relationships between organisms (including people) and between organisms and their environment. This is an upper level course intended for juniors or seniors. The course will explore ecological concepts at many different scales: from the ecology of the individual

organism (autecology) to global ecology. The science of ecology as it is applied to environmental problem-solving will also be focused upon in this course, especially as it relates to natural resource issues that may be confronted by Tribal resource managers. Lecture & laboratory. Prerequisite(s): (BIOL 121 and BIOL 122)

ENVS 340 Air Quality (3 credit hours)

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. Prerequisite(s): CHEM 101 or PSCI 100

ENVS 341 Building a Network for Environmental Problem Solving I (4 credit hours)

This course introduces students to the framework for environmental management and problem solving that exists in the region and in their own Tribal Nations. Through student research and student presentation on tribal and non-tribal environmental management infrastructure as well as field trips to and speakers from various groups that address environmental issues (e.g., federal environmental agencies, the state legislature, tribal environmental offices, etc...), students will understand how environmental solutions are

created. They will also see where coordination among institutions exists, and where coordination is lacking. A key component of this class is collaborators in environmental problem solving between Tribal Nations and non-tribal entities. Prerequisite(s): NATRS 105 or ENVS 100 or Junior standing

ENVS 342 Building a Network for Environmental Problem Solving II (4 credit hours)

This course introduces students to the framework for environmental management and problem solving that exists in the region and in their own Tribal Nations. During ENVS 396, students research and present individual research projects on tribal and non-tribal environmental management infrastructure, and assembled a basic portfolio of research. These research findings are a valuable source of information for future students and others concerned about environmental issues on tribal lands, and therefore students will be organizing their work in a collective published database or other medium that can be referenced by others in the future (this would be a unique resource compiled by Haskell). They will also be continuing their work in the form of a meta-analysis of all research projects to look at trends in tribal environmental management structure across regions. Students will also attend field trips to and speakers from various groups that address environmental issues (e.g. federal environmental agencies, the state legislature, tribal environmental offices, etc.). A key component of this class is to continue to

provide students the opportunity to network with environmental professionals who may be potential employers or future collaborators in environmental problem solving between Tribal Nations and non-tribal entities. Prerequisite(s): ENVS 341

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

The fifteen-day short course in Costa Rica is designed to follow "Multicultural Perspectives on Sustainable Agriculture", which is offered in the spring semester. Students will visit ecosystems that include tropical lowland humid, dry, and montane forests, as well as coral reefs. They will also visit diverse agroecosystems including coffee, jatropha, bananas, ornamental crops, pineapple, rice, tilapia, and cacao and interact with native and non-native farmers of these crops during the course. We will rely primarily on field trips and local guides to learn about tropical biodiversity and Costa Rican agriculture, history and culture (very little time will be spent in a classroom). This course will include service-learning projects with different indigenous communities. Students will receive two credit hours for this course. Prerequisite(s): ENVS 301

ENVS 394 Multicultural Perspectives on Sustainable Agriculture (3 credit hours)

This course will teach methods and principles of sustainable agriculture from multiple perspectives. Students will learn about modern high-impact agricultural systems as well as historical and more modern approaches to

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

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

Lecture & evidence-based discussion course familiarizes students with environmental changes and animal/plant overturns in North America during the past 65 million years and examines causes and results of extinctions and ecological replacement. A background is provided to past ecological patterns specific to North America, including habitats and natural communities now gone or drastically changed, as well as the geographical and climatic causes of past ecological changes. Final two-thirds of course examines how the Pleistocene Ice Ages

and humans impacted the continent and its plant and animal life, and how past events and practices relate to the present. Prerequisites: BIOL 121 or BIO L122

ENVS 411 Environmental Toxicology (5 credit hours)

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 chemistry and toxicology, basic ecological processes, such as bio magnification 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(s): CHEM 201

ENVS 415 Environmental Science Seminar

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

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

ENVS 440 Integrated Rangeland Planning (3)

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

ENVS 450 Aquatic Biology (5)

An overview of aquatic ecosystems and their organisms. Topics include the systematics of aquatic environments (rivers, lakes and wetlands); collecting and identification of major aquatic taxa (fish, microbes, algae, aquatic insects and other aquatic invertebrates); water chemistry and biogeochemical cycles; community structure; and applied topics (invasive species, effects of pollution in aquatic systems, aquatic diversity, biological metrics). Marine systems will be touched upon if there is time. Prerequisites: BIOL121 AND BIOL122

ENVS 480 Undergraduate Research (3 credit hours)

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 481 Undergraduate Research II (3 credit hours)

This course provides students the opportunity to continue previous research done in ENVS 480, or to conduct an additional, separate research project under the guidance of a faculty member. Students are required to submit one-page summary of the research planned to their research sponsor and the chairperson of Natural Science. A detailed five- to ten-page report (per credit hour) and supporting materials on the completed work must be submitted to the research sponsor and chairperson of the Natural Sciences Department the Friday before final examinations.

ENVS 497 Internship (3 credit hours)

GEOG 104 Introductory Physical Geography (3 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

This is a course about human geography, that part of the discipline of geography that focuses on how humans shape the earth and are shaped by it. In the shorthand of the profession, it is the study of "earth as home for humanity." This course will take a broad cultural approach to this study, considering themes of art, religion, economics, and politics. The class will explore how these components of culture have determined the ways people live on the earth,

what we have done to the earth, and how the earth itself has shaped cultural practices. The scope of the course is very broad; just about anything people do and anywhere they do it is within the realm of cultural geography.

GEOG 250 Introduction to Geographic Information Systems (3 credit hours)

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

GEOG 320 Applications of ArcGIS (2 credit hours)

This course will give students a significant amount of hands-on practice with the various software components of ArcGIS (ArcMap, ArcCatalog, ArcToolbox, ArcGlobe, etc.) through several tutorial and application-oriented exercises. The course is designed to complement the core GIS concepts and applications covered in GEOG 310 with a more software-oriented approach. Students will complete a final project applying GIS to a specific topic of interest. Prerequisite(s): MATH 101 and GEOG 210

GEOG 330 Advanced GIS and GPS (3 credit hours)

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. Prerequisite(s): GEOG 210

GEOG 340 Remote Sensing for Spatial Analysis (3 credit hours)

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.
Prerequisite(s): GEOG 210 or GEOG 250

HB 100 Human Behavior (3 credit hours)

This category is for the course substitutions approved to meet this category.

HCI 100 Historical and Contemporary Indigenous Issues (3 credit hours)

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

HIST 101 US History through the Civil War (3 credit hours)

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

HIST 102 US History Since the Civil War (3 credit hours)

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

HIST 110 Western Civilization I (3 credit hours)

Beliefs and values of Western civilization from the eighth century BC to the close of the eighteenth century, compared with the ideas central to American Indian cultural traditions.

HIST 112 Western Civilization II (3 credit hours)

Beliefs and values of Western civilization since the close of the eighteenth century, compared with ideas central to American Indian cultural traditions.

HSES 100 Personal Hygiene (2 credit hours)

Study of principles for developing and maintaining personal health. Emphasis on social, mental, emotional, and physical adjustments in personal relationships, drugs, alcohol, and marriage and the family cycle.

HSES 101 Wt Training/Cond (1 credit hour)

Specialized strength and conditioning programs.

HSES 103 Fund Cond/Basketball (1 credit hour)

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

HSES 104 Body Weight Control (1 credit hour)

Exercise class for students interested in nutrition and diet and exercise in weight control. Includes various methods of exercise for aerobic and physical conditioning.

HSES 105 Golf & Archery (1 credit hour)

Rules, techniques, and skills of golf and archery.

HSES 106 Racquetball (1 credit hour)

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

HSES 107 Jogging/Basketball (1 credit hour)

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

HSES 108 Begin Swimming (1 credit hour)

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

HSES 109 Intermediate Swimming (1 credit hour)

Skills, techniques, knowledge, and otherwise achieved basic skills. Prerequisite(s): HSES 108

HSES 110 Advanced Swimming (1 credit hour)

Instruction in water safety and lifesaving techniques. Open to students who have completed intermediate swimming or the equivalent. Prerequisite(s): HSES 109

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

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

HSES 124 Cultural Well-Being: Concepts and Practice to Living Well (3 credit hours)

This course is designed to provide students with concepts and practice to achieve holistic well-being. A medicine wheel approach will

focus on four primary concepts of wellness: physical, mental, emotional and spiritual. The knowledge and practical application will provide students with an understanding that they are active participants in not only their overall well-being, but that of their families, communities and nations.

HSES 126 Fitness for Life (3 credit hours)

Individualized total body fitness program designed to improve cardiovascular efficiency, joint flexibility and muscular strength. Current trends, topics and issues in personal fitness will be discussed.

HSES 131 Intro to Recreation Administration (3 credit hours)

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, fundraising objectives of different programs and facilities.

HSES 140 Introduction to Native Games and Activities (2 credit hours)

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

HSES 160 Basic Nutrition (3 credit hours)

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 credit hours)

This course is designed to address type 2 diabetes and its relationship to the physiological and psychological health of Native Americans. The course will address the prevention and treatment of diabetes from a Native American perspective. At the completion of the course, the learner will be able to comprehend the reasons why Native Americans are now suffering from an epidemic of Diabetes. The learner will have a better understanding of why Native Americans were healthier one hundred years ago. The learner will be able to state ways to reclaim the health history of Native Americans.

HSES 170 Gaelic Football (2 credit hours)

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

HSES 195 Wt Mgmt & Fitness in Young Adults (1 credit hour)

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

HSES 201 Personal Comm Health (3 credit hours)

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 credit hours)

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

HSES 203 Techniques of Officiating Basketball (2 credit hours)

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 credit hours)

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

HSES 205 Football/Wrestling (2 credit hours)

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

HSES 206 Intro to Coaching Basketball/Golf (2 credit hours)

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

HSES 207 Intro to Coaching Softball/Track & Field (2 credit hours)

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

HSES 208 Intro to Coaching Soccer/Volleyball (2 credit hours)

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

HSES 210 The Art and Science of Walking, Jogging and Running (3 credit hours)

This course introduces students to the cardiorespiratory impact of walking, jogging and running as a facet to achieving functional fitness throughout a lifetime. The course will focus on mechanics, strategies to create and implement plans for personal and competitive situations, the role of nutrition, and the physiological impact of walking, jogging and running for aerobic fitness. The course will utilize varied terrains and modalities to enhance student knowledge and understanding of alternative conditioning options.

HSES 225 Applied Anatomy (3 credit hours)

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(s): BIOL 103

HSES 230 Care & Prev of Ath Injuries (3 credit hours)

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(s): HSES 204 and HSES 230

HSES 231 Theory and Principles of Coaching (3 credit hours)

A course designed to serve as the foundation for the development of effective sport/athletic coaches. The focus is on theoretical approaches and principle applications associated with coaching as a profession; leadership, communication, compliance, individual and team dynamics, and sport and exercise scientific methods.

HSES 232 Coaching Baseball and Softball (3 credit hours)

A course designed for coaching development, strategies, and techniques for interscholastic and intercollegiate baseball and softball success; for individuals pursuing a degree in Health, Sport and Exercise Science.

HSES 233 Coaching Basketball (3 credit hours)

A course designed for coaching development, strategies, and techniques for interscholastic and

intercollegiate basketball success; for individuals pursuing a degree in Health, Sport and Exercise Science.

HSES 234 Coaching Cross Country and Track & Field (3 credit hours)

A course designed for coaching development, strategies, and techniques for interscholastic and intercollegiate cross country and track & field success; for individuals pursuing a degree in Health, Sport and Exercise Science.

HSES 235 Coaching Football (3 credit hours)

A course designed for coaching development, strategies, and techniques for interscholastic and intercollegiate football success; for individuals pursuing a degree in Health, Sport and Exercise Science.

HSES 236 Coaching Golf (3 credit hours)

A course designed for coaching development, strategies, and techniques for interscholastic and intercollegiate golf success; for individuals pursuing a degree in Health, Sport and Exercise Science.

HSES 238 Coaching Volleyball (3 credit hours)

A course designed for coaching development, strategies, and techniques for interscholastic and intercollegiate volleyball success; individuals pursuing a degree in Health, Sport and Exercise Science.

HSES 240 Sport in Society (3 credit hours)

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(s): SOC 101

HSES 245 Introduction to Sports Marketing and Promotion (3 credit hours)

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(s): ENGL 102

HSES 246 Stress Management (3 credit hours)

This course is designed to assist students in gaining stress management knowledge, help them to formulate perspectives on stress management techniques and apply the developing constructs in their lives with a sense of purpose and self-responsibility. Prerequisite(s): PSYC 101

HSES 247 Sport Media and Communication (3 credit hours)

This course is designed to examine the role of media and communications in the sport industry. Three major areas of interest for the course will focus on personal and organizational communication, social media, and sport communication services and support.

HSES 248 Sport Law and Ethics (3 credit hours)

This course is designed to explore basic concepts of both ethical and legal Sport

Management approaches. The course will concentrate on behavior of managerial personnel and the differences between ethical and legal behavior.

HSES 249 Sport Facilities (3 credit hours)

This course is designed to introduce students to concepts related to the planning, construction and operation of sport-related facilities. The course will provide the opportunity for students to study and observe these concepts both in the classroom and during organized site visits.

HSES 250 Practicum in Coaching Team Sports (2 credit hours)

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. Prerequisite(s): HSES 205 and HSES 206 or HSES 207

HSES 255 Administration of Sports Programs (3 credit hours)

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 & Prevention of Athletic Injuries (4 credit hours)

An independent study whereby students will gain first-hand experience in the introductory level of athletic training, care and prevention of athletic

injuries. Prerequisite(s): HSES 230

HSES 261 Internship in Health, Sport and Exercise Science (4 credit hours)

This course will serve to provide field experience in the area of Health, Sport and Exercise Science through practical application and experiential learning. Students will have an opportunity to enhance their knowledge, skills, and leadership capacity in various sub-disciplines in Health, Sport and Exercise Science. (i.e. allied health, exercise science, sports administration, etc.)

HSES 262 Internship in Community Health (4 credit hours)

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. Prerequisite(s): HSES 201 and Community Health major

HSES 263 Internship in Coaching (4 credit hours)

This course will serve to provide field experience in the area of coaching. The experience will provide for enhanced practical application of coaching techniques and tactics: program management, sport specific skill development, motivating your athlete, teaching diverse populations, and leadership strategies. Students will be supervised by a coach or coaches who are governed by a national body: National

Federation of High School Activities Association, National Junior College Athletic Association, National Association of Intercollegiate Athletics, National Collegiate Athletic Association, USA National Program or the like.

HSES 264 Internship to Recreation and Fitness Management (4 credit hours)

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. Prerequisite(s): HSES 131 and Recreation & Fitness Management major

IA 104 Intercollegiate Athletics (1 credit hour)

Instruction in individual fundamentals of movement, strength and physical condition, strategies for students competing in varsity athletic competition. To prepare students to compete on the varsity level of competition.

IA 105 Intercollegiate Athletics (1 credit hour)

Instruction in individual and team concepts that will include intermediate strategies for students competing in varsity athletic competition. This course will continue to the next level of skills and attributes that each athletic can develop for

competition.

IA 106 Intercollegiate Athletics (1 credit hour)

Instruction in individual and team strategies as it pertains to game situations and competitions, upper level strength and conditioning programs for the prevention of injuries.

IA 107 Intercollegiate Athletics (1 credit hour)

The athlete will get instruction in advanced game strategies and advanced personal physical development for students competing on the university level. There will be instruction in leadership and hands on experience by the fourth-year athlete that will include helping with the underclass players on certain occasions during parts of the program.

IA 114 Weight Training and Conditioning (1 credit hour)

Instruction in individual and team skills, fundamentals of movement, strength and physical condition and systems of play and strategies for student competing in varsity athletic competition. To prepare students to compete on the varsity level of competition.

IA 115 Weight Training and Conditioning (1 credit hour)

Advanced instruction strength techniques to improve skill and performance on the field of competition.

IA 116 Weight Training and Conditioning (1 credit hour)

Advanced instruction involving strength training

combined with explosion and accelerated training to specifically improved speed and agility skills.

IA 117 Weight Training and Conditioning (1 credit hour)

Advanced instruction in teaching weightlifting techniques at a level of competence so the student can prepare and supervise novice collegiate lifters in strength programs.

HUM 100 Humanities and Arts (3 credit hours)

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

JOUR 101 Media and Society (3 credit hours)

LAHS 201 Leadership Haskell (2 credit hours)

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

LANG 101 Cherokee I (5 credit hours)

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

LANG 102 Cherokee II (5 credit hours)

A continuation of Cherokee I. Intermediate level of vocabulary skill and increased emphasis

on reading and writing. Prerequisite(s): LANG 101

LANG 110 Choctaw I (5 credit hours)

Introduction to the Choctaw language, basic Choctaw sentence structure, and the structure and form of Choctaw words, their function, and pronunciation; conversational practice, vocabulary building, and the history and culture of the Choctaw speech community are emphasized.

LANG 111 Choctaw II (5 credit hours)

Continuation of Choctaw I. Primary emphasis on reading, writing, and basic translation. Includes review of elements of Choctaw I. Prerequisite(s): LANG 110

MATH 014 Pre & Introductory Algebra (5 credit hours)

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, percentages, 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 credit hours)

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(s): MATH 014 and GPA 2.0

MATH 101 College Algebra (3 credit hours)

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(s): MATH 100

MATH 103 College Trigonometry (3 credit hours)

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(s): MATH 101

MATH 207 Statistics (3 credit hours)

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(s): MATH 101

MATH 215 Applied Calculus I (3 credit hours)

Single variable calculus involving functions, limits, derivatives, applications of derivatives, exponential growth and decay and an introduction to integration. This course is not intended for students who plan to study mathematics or engineering. This course is offered every spring semester. A Texas Instrument graphing calculator (non-symbolic) is required for this course. Prerequisite(s): MATH 101

MATH 221 Calculus and Analytic Geometry I (5 credit hours)

This course is the first in the calculus sequence. This course consists of the review of functions and graphs, limits, the definition of the derivative, differentiation and its various techniques, application of the derivative, and an

introduction to the definite and indefinite integral. Designed to provide students majoring in science, technology, engineering, or mathematics related fields with a strong background in the fundamentals of analysis. A Texas Instruments TI-84, or TI 89 graphing calculator is required for this course. Prerequisites: MATH 103 GPA 2.0 and MATH 104

MATH 222 Calculus and Analytic Geometry II (5 credit hours) This course is a continuation of MATH 221-Calculus and Analytic Geometry I, and is designed to provide students majoring in science, technology, engineering, or mathematics related fields with a strong background in techniques and applications of integration, the algebra and calculus of parametric equations and polar coordinates, and infinite sequences and series. A Texas Instrument TI-84, or TI-89 graphing calculator is required for the course. Prerequisite(s): MATH 221

MATH 223 Calculus and Analytic Geometry III (3 credit hours) 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(s): MATH 222

MATH 226 Introduction to Linear Algebra (3 credit hours)

This course will cover the fundamentals of linear algebra including matrix algebra, systems of linear equations, reduction to diagonal form, determinants, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and applications. A Texas Instruments TI-84, TI-89 graphing calculator or equivalent is required for this course. Prerequisite(s): MATH 221 and GPA 2.0

MATH 227 Differential Equations (3 credit hours)

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(s): MATH 222 and GPA 2.0

MCOM 115 Video Production I (3 credit hours)

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

MCOM 116 Video Production II (3 credit hours)

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 postproduction will be done on a non-linear system. Exclusive knowledge of the postproduction system will be tested on at the end of the semester.

MCOM 131 Digital Photography I (3 credit hours)

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

MCOM 150 News Writing I (3 credit hours)

This course is an introduction to news reporting techniques with an emphasis on basic journalistic writing principles. Students will examine various news writing styles and will learn the journalism ethics, interviewing, and research techniques necessary for writing feature and human interest news articles. Prerequisite(s): ENGL 101 and GPA 1.0

MCOM 212 Television News Production (3 credit hours)

The news production class will teach students to write, edit, report and broadcast a student-run TV news show, "Haskell News." Students are responsible for all reporting, producing, studio management, editing, and broadcasting of the student-produced show. Prerequisite(s): MCOM 113

MCOM 215 Internship in TV Production (3 credit hours)

Instruction provided in this course will be given in a professional broadcast environment. Students will work with a wide variety of video production tools. Prerequisite(s): MCOM 114

MCOM 231 Introduction to Mass Communication (3 credit hours)

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

MGMT 301 Management and Organizational Behavior (3 credit hours)

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 SOC101 and Junior standing

MGMT 311 Human Resources Management (3 credit hours) This course introduces students to the process of personnel selection (hiring and training of employees), testing, and employment practices in business management. It also includes modern methods of selection and assessment of employees, solving personnel problems, and applying management principles to the work place. Prerequisite(s): Junior standing

MGMT 333 Records and Information Management III (3 credit hours) 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. Prerequisite(s): AIS 331 and AIS 332

MGMT 334 Management and Preservation of Archival Material (3 credit hours) This course will examine the basic concepts and management of preservation of archival materials, including factors that lead to deterioration, environmental control, storage, care and handling, emergency preparedness and funding sources. Upon completion, participants will be able to design appropriate storage environments for paper-based collections, designate preservation priorities, explain the basic elements of an emergency plan, and assess preservation conditions, offering options for improvement. Discussion and hands-on activities will be used throughout the class. Prerequisite(s): AIS 332

MGMT 401 Production and Operations Management (3 credit hours) 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. Prerequisite(s): ECON 201 and ACCT 202 and CIS 250 and BUS 320 and MGMT 301

MIL 103 HEALTH EDUCATION (4 credit hours)

Military credit.

MUS 100 Haskell Band (1 credit hour)

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

MUS 101 Haskell Band (1 credit hour)

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 credit hours)

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 credit hours)

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(s): MUS 104

MUS 121 Haskell Chorus (1 credit hour)

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

MUS 122 Haskell Chorus (1 credit hour)

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 credit hour)

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

MUS 132 Elementary Keyboard Skills II (1 credit hour)

A continuation of material introduced in MUS 131. Instruction covers major scales, chord inversions, secondary triads and seventh chords. Prerequisite(s): MUS 131

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

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

MUS 138 Music Appreciation: through Contemporary Times (3 credit hours)

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

MUS 141 Private Voice Instruction (1 credit hour) Instruction in voice for students interested in acquiring techniques for performance.

MUS 142 Private Voice Instruction (1 credit hour)

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

MUS 223 Haskell Chorus (1 credit hour)

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

MUS 224 Haskell Chorus (1 credit hour)

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

MUS 233 Intermediate Keyboard Skills I (1 credit hour)

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(s): MUS 132

NATRS 105 Introduction to Natural Resources Management (3 credit hours)

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(s): ENGL 101

NATRS 201 Introduction to Soils (4 credit hours)

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

PHYS 102 Physics II (5 credit hours)

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

PHYS 211 College Physics I (5 credit hours)

The first course in a two-course sequence in introductory physics. Units, motion in one, two, and three dimensions, rotational motion, Newton's laws, and conservation laws, mechanics of solids and fluids, and waves are covered. Prerequisites: MATH 215 or MATH 221

PHYS 212 College Physics II (5 credit hours)

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(s): PHYS 211

PSCI 100 Physical Science (5 credit hours)

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(s): MATH 100

PSYC 101 General Psychology (3 credit hours)

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.

SOC 101 Intro to Sociology (3 credit hours)

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.

SW 110 Chem Dep/Native Am Indian (3 credit hours)

This course introduces students to the field of addictions and examines abuse and dependency. Factors contributing to spiritual effects on the individual, the family and

community will be explored. Major theories of causality, their effects on treatment approaches, scholarship, research, and treatment approaches to chemical abuse and dependency will be examined throughout the course. Fulfills social science requirement, part A, or native citizenship requirement.

SW 201 Social Welfare/Society (3 credit hours)

This course introduces students to the social welfare system and its functioning within the social structure of the United States. The historical development and forces impacting the social welfare system and its relationships to other social institutions will be examined. Historical content on the social structures traditionally found within American Indian communities, the function and effectiveness of these systems (historically and contemporarily) and approaches being used to respond to social issues in American Indian communities today will be examined. Not opened to first semester freshman. Fulfills social sciences requirement, part A.

SW 215 Basic Research in Social Work (3 credit hours)

This course will introduce students interested in social work with the basic research principles associated with the social discipline.

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.

TMGMT 101 Introduction to Tribal Management (3 credit hours) 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 credit hours)

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(s): ENGL 101

TMGMT 202 Introduction to Casino Management (3 credit hours)

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 credit hours)

Advanced study of managing a tribal casino.

Course will involve bring practical application of textbooks theory into the classroom through lecture by practicing managers of various tribal casino gaming operations. Prerequisite(s): TMGMT 202

TMGMT 321 Indian Law and Legislation I (3 credit hours)

Students are introduced to federal Indian policy through United States Supreme Court decisions and federal laws that affect American Indian nations and individuals. Students study federal case law that both recognizes and impairs Indian Nation sovereignty. Prerequisite(s): TMGMT 201 and AIS 101 and Junior standing

TMGMT 325 Indian Law and Legislation II (3 credit hours)

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. Prerequisite(s): TMGMT 321 and Junior standing

TMGMT 330 Fundamentals of Tribal Sovereignty (3 credit hours)

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 credit hours)

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

UNIV 101 AIHEC Knowledge Bowl (1 credit hour)

This elective course is for students who are

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

UNIV 105 Haskell Seminar (3 credit hours)

This course is designed to help first-year students adjust to the university, develop a better understanding of the learning process, and acquire essential academic success skills. The course provides a general orientation to the functions and resources of the university and also provides a support group for students transitioning to college by examining problems common to the first-year experience. However, any transfer student who has completed a previous orientation with a "C" or higher and has an earned cumulative or combined GPA of 2.75 or higher, will receive credit for this course - provided the additional hours will be made-up with elective hours within their respective degree plan; or any transfer student with an earned associate's degree will be exempted from this course - provided the additional hours will be made-up with elective hours within their respective degree plan.

HOW TO APPLY TO HASKELL

Office of Admissions

Official supporting materials should be mailed or hand delivered, by the deadline date, to the following address:

Mailing 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

Office Location:

Haskell Indian Nations University
 Office of Admissions
 Navarre Hall, Room 112A

The following chart is a quick-reference guide on what needs to be submitted by an applicant including methods on how to send these documents.

Item Required	NEW STUDENT Required?	TRANSFER STUDENT Required?	READMITTED STUDENT Required?	Notes
Application	Yes	Yes	Yes	All applications must be in original form with original signatures
Tribal Verification	Yes	Yes	Yes	Any method is acceptable as long as we have an enrollment number on this document. Note: Cherokee Nation requires a CDIB (Certificate of Degree of Indian Blood) and a Registry card.
Official High School Transcript or GED Certificate with scores	Yes	No	No	Document must be in official form, cannot accept faxed documents. We do accept electronic transcripts.
ACT/SAT scores	Yes	Maybe See Note	No	Note: If a Transfer Student did not take English & Math classes while in college, we may require ACT/SAT scores for placement. ACT/SAT scores must be in official form received either directly from ACT or on an official high school transcript.

Official College Transcripts	Maybe See Note	Yes	Yes	Note: New students who took college classes while in high school must submit an official college transcript
Immunization records	Yes	Yes	Yes	MMR I and MMR II inoculations required. Complete immunization records include all inoculations received.
Application Processing Fee	Yes	Yes	Yes	\$10.00 non-refundable per semester.

Application Deadlines

Deadlines for all applicants are:

Fall Semester: June 1st

Spring Semester: November 15th

If the deadline date falls on a weekend, the following Monday is the deadline. Faxed or e-mailed applications are not accepted.

New Student Application Process

Admission Information – New Students

New Student Definition: Students graduating from high school and attending college for the first time or non-traditional students who have never been to college after high school. This also includes students who take college classes while in high school.

Admissions Standards: New Students

1. Priority Acceptance – Students with a composite score of 19 ACT/1010 SAT or above, who have submitted ALL required application materials, qualify for immediate acceptance.
2. Regular Acceptance – Students with a composite score of 18 ACT/970 SAT or below must meet two of the following three criteria as well as completing ALL required application materials;

A Grade Point Average (GPA) of 2.0 or above on a 4.0 scale;

A composite score of 15 ACT/850 SAT or above;

A high school ranking of 50% or better or proof of military

Admission Materials Required: New Students

1. Application – All students must submit an application to the University. Haskell does not accept copies or e-mailed 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 for admission to attend Haskell must either be an enrolled member of a federally recognized tribe eligible for education benefits from the Bureau of Indian Affairs (BIA), or at least one-fourth total degree Indian blood direct descendant of an enrolled member of a tribe eligible for BIA education benefits. Verification of tribal enrollment can be presented in either of the following methods:
 - A. Student is an enrolled member of a federally recognized tribe. Provide an official Certificate of Degree of Indian Blood (CDIB) card or other official tribal enrollment information with the student's name, other identifying information such as date of birth or social security number, and an enrollment (membership) number from the BIA agency or federally recognized tribe.
 - B. Direct Descendant of an enrolled member of a tribe eligible for BIA education benefits. Provide official documentation of at least

one-fourth degree Indian blood descendant of an enrolled member of a federally recognized tribe eligible for BIA education benefits, signed by the appropriate BIA agency or federally recognized tribe.

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 <https://www.federalregister.gov/documents/2018/01/30/2018-01907/indian-entities-recognized-and-eligible-to-receive-services-from-the-united-states-bureau-of-indian>

Haskell Indian Nations University does not research, or obtain membership verification on behalf of student applicants. The student is responsible for providing official verification of tribal enrollment from the BIA agency or federally recognized tribe. Haskell reserves the right to verify official tribal enrollment documents with the BIA agency or federally recognized tribe.

3. High School/GED requirements – All students must have a high school diploma. An official high school transcript must be submitted. 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.

General Education Development (GED) Diploma – minimum score required of 145 on each test subject.

Haskell does not accept faxed transcripts or GED scores.

4. ACT/SAT Scores – These scores are an important tool in evaluating a student’s readiness for college mathematics, English and academic advising. Students under the age of 21 years, or who have not earned college credit for mathematics or English, must submit either ACT or SAT scores. The ACT writing score is optional. These scores are official if scores are posted on an official high school transcript or sent directly from ACT/SAT. If scores need to be obtained, the student should contact ACT.org or collegeboard.org. The school codes for sending scores directly to Haskell Indian Nations University are:

ACT – 1415 and SAT – 0919

No copies, facsimiles, or reproductions of test scores are acceptable.

5. OFFICIAL College Transcript(s) – Dual Enrollment students who took college courses during high school must submit official transcripts from each technical, junior or community college, or universities in which they were enrolled.

Failure to report all prior academic work, either through attending a technical, junior or community college, or universities, is grounds for disqualification of your application or suspension if accepted into the University.

6. Immunizations – All students must have current immunizations on file and should include Measles, Mumps, and Rubella (MMR I and II) immunizations. Documentation of immunizations or an exemption form should be signed and submitted.

7. Fee - All students must submit a nonrefundable \$10 application fee to the University.

Admission Decisions: New Students

All applicants will be given a decision of "accepted," "accepted on probation," "denied," or "incomplete-no decision."

Students who received an "incomplete-no decision" determination are not eligible to appeal, however; submitted materials will be kept on file for at least 3 years.

Denial Appeal Process: New Students

Students who have submitted complete packets and were denied admission can appeal the decision.

Write a letter to the Admissions Office. Applicants wishing to appeal should submit a typewritten letter on why they feel they should be considered for acceptance. All appeals will be reviewed by an academic official outside of the Office of Admissions. This process may take up to 2-3 weeks therefore appeals should be submitted as soon as possible.

Transfer Student Application Process

Admission Information – Transfer Students

Transfer Student Definition: A transfer student is degree seeking and has college experience which may include dual enrollment in high school. Examples include students who have attended other technical, junior or community colleges, universities or other institutions of higher learning. If a student enrolled and withdrew from an institution, the student will fall under

this category.

Admissions Standards: Transfer Students

If an applicant has, at minimum, a 2.0 GPA on a 4.0 GPA scale at their previous college, as well as completed ALL required application materials, they are eligible for acceptance as a transfer student.

Admission Materials Required: Transfer Students

3. Application – All students must submit an application to the University. Haskell does not accept copies or e-mailed 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.
4. 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. This documentation can be presented in either of the following two methods:
 - A. Student is an enrolled member of a federally recognized tribe. Provide an official Certificate of Degree of Indian Blood (CDIB) card or other official tribal enrollment information with the student’s name, other identifying information such as date of

birth or social security number, and an enrollment (membership) number from the BIA agency or federally recognized tribe.

- B. Direct Descendant of an enrolled member of a tribe eligible for BIA education benefits. Provide official documentation of at least one-fourth degree Indian blood descendant of an enrolled member of a federally recognized tribe eligible for BIA education benefits, signed by the appropriate BIA agency or federally recognized tribe.

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 <https://www.federalregister.gov/documents/2018/01/30/2018-01907/indian-entities-recognized-and-eligible-to-receive-services-from-the-united-states-bureau-of-indian>

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

- 5. OFFICIAL College Transcript(s) – *Important: You will NOT be considered for admission to Haskell if you cannot provide an official transcript. This is not an option.*

Students who took college courses during high school or students transferring from other colleges or universities must submit official transcripts from each technical, junior or community college, or universities in which they were enrolled. If a student enrolled and

withdrew at any of these types of institutions, they must submit an official transcript or statement from the Registrar's Office confirming they do not have an academic record.

Failure to report all prior academic work, either through attending a technical, junior or community college, or universities, is grounds for disqualification of your application or suspension if accepted into the University.

6. ACT/SAT Scores – Students under the age of 21 years, or who have not earned college credit for mathematics or English, must submit either ACT or SAT scores. The ACT writing score is optional.
7. Immunizations – All students must have current Measles, Mumps, and Rubella (MMR I and II) immunizations. Documentation of immunizations or an exemption form should be signed and submitted.
8. Fee - All students must submit a nonrefundable \$10 application fee to the University.

Admission Decisions: Transfer Students

All applicants will be given a decision of "accepted," "accepted on probation," "denied," or "incomplete-no decision."

Transfer Denial Appeal Process

Students who have submitted complete packets and were denied admission can appeal the decision.

Write a letter to the Admissions Office. Submit a typewritten letter on why they should be considered for acceptance. All appeals will be reviewed by an academic official outside of the Office of Admissions. This process may take

up to 2-3 weeks therefore appeals should be submitted as soon as possible.

Four-Year Program Acceptance Required

Four-year program acceptance is required for transfer students with an associate degree or earned minimum of 45 college credit hours and/or completed English I, English II, and College Algebra with a minimum of C grades or better.

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:

- Business Administration
- Elementary Teacher Education
- Environmental Science
- Indigenous and American Indian Studies.

Admission Information - Re-Admitted Students

Readmitted Student Definition: Readmitted students are students who have attended Haskell previously and want to return to continue their education. If a student has attended another college after Haskell, please refer to Transfer Student section. Please note, files are periodically moved to national archives and if you have not attended Haskell within the past three (3) years or more, you may be asked to re-build your file. See Admission Materials Required below.

Admissions Standards: Re-Admitted Students

If an applicant has, at minimum, a 2.0 GPA on a 4.0 GPA scale on their Haskell transcript, as well as completed ALL required application materials, they are eligible for acceptance as a re-admitted student.

If the Re-admitted applicant left on Academic Suspension, a typewritten essay is required addressing the following questions:

1. What led to the problem?
2. How have you addressed this problem?
3. What is your plan for academic success?

Important Information for Re-Admitted Students

Re-Admitted students will, upon a favorable admissions decision, be subject to the successful resolution of any outstanding Bursar Office (finance) holds and/or unresolved issues from the Office of Student Rights and Conduct *before* they can continue with orientation, registration, or enrollment.

Admission Materials Required: Re-Admitted Students

9. Application – All students must submit an application to the University. Haskell does not accept copies or e-mailed applications. Please note, there is no longer an application specifically for Re-admitted students. 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.

10. 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. This documentation can be presented in either of the following two methods:

- A. Student is an enrolled member of a federally recognized tribe. Provide an official Certificate of Degree of Indian Blood (CDIB) card or other official tribal enrollment information with the student's name, other identifying information such as date of birth or social security number, and an enrollment (membership) number from the BIA agency or federally recognized tribe.
- B. Direct Descendant of an enrolled member of a tribe eligible for BIA education benefits. Provide official documentation of at least one-fourth degree Indian blood descendant of an enrolled member of a federally recognized tribe eligible for BIA education benefits, signed by the appropriate BIA agency or federally recognized tribe.

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 <https://www.federalregister.gov/documents/2018/01/30/2018-01907/indian-entities-recognized-and-eligible-to-receive-services-from-the-united-states-bureau-of-indian>

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.

8. Immunizations – All students must have current Measles, Mumps, and Rubella (MMR I and II) immunizations. Documentation of immunizations or an exemption form should be signed and submitted.
9. Fee - All students must submit a nonrefundable \$10 application fee per application submitted to the University.
10. If you have not attended Haskell in at least 3 years, in addition to the above items, you must also submit the following official document.

Official college transcript(s) - students transferring from other colleges or universities must submit official transcripts from each technical school/junior or community college/university in which they were enrolled. If a student enrolled and withdrew at any of these types of institutions, they must submit an official transcript or statement from the Registrar's Office confirming they do not have an academic record.

Admission Decisions: Re-Admitted Students

All applicants will be given a decision of "accepted," "accepted on probation," "denied," or "incomplete-no decision."

Students who received an "incomplete-no decision" determination are not eligible to appeal, however; submitted materials will be kept on file for at least 3 years in the event the student re-applies.

Denial Appeal Process: Re-Admitted Students

Students who have submitted complete packets and were denied admission can appeal the decision.

Write a letter to the Admissions Office. Submit a typewritten letter on why they should be considered for acceptance. All appeals will be reviewed by an academic official outside of the Office of Admissions. This process may take up to 2-3 weeks therefore appeals should be submitted as soon as possible.

Four-Year Program Acceptance Required

Four-year program acceptance is required for Re-Admitted students with an associate degree or earned minimum of 45 college credit hours and/or completed English I, English II, and College Algebra with a minimum of C grades or better.

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:

- Business Administration
- Elementary Teacher Education
- Environmental Science
- Indigenous and American Indian Studies.

Haskell Rights

All official documents become the property of Haskell Indian Nations

University and cannot be returned to applicant.

Haskell reserves the right to verify official tribal enrollment documents with the BIA agency or federally recognized tribe.

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.

Enrollment, Housing and Student Financial Aid Services

Once you begin the application process, remember to contact financial aid and housing to complete these applications. These offices are ready to help with your transition to Haskell!

Financial Aid

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

Office of Financial Aid

133 Stidham Union

155 Indian Avenue

Haskell Indian Nations University

Lawrence, Kansas 66046 -4800

(785) 749-8468

<faoffice@haskell.edu>

www.haskell.edu/financial-aid

Housing

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

Office of Residential Housing

Haskell Indian Nations University

Lawrence, KS 66046-4800

(785) 749-8460

www.haskell.edu/housing

Register, Enroll, and Attend Orientation!

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

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

Lou Hara, Registrar

119 Navarre Hall

(785) 749-8440

<registrar@haskell.edu>

www.haskell.edu/registrar

ACADEMIC POLICIES

Key academic policies are summarized beginning on the next page. These summaries are based upon current policies at the time of this Catalog's publication. However, the University reserves the right to update policies. For more information about academic policies, please consult the *Student Handbook*, the *Student Code of Conduct Handbook*, and your academic advisor.

NOTE

Academic Achievement

Graduating students can earn honors for the associate and baccalaureate degrees based upon their grades in all coursework undertaken as an enrolled Haskell student. These graduation honors are based upon the following cumulative GPAs:

Summa Cum Laude: 3.95 to 4.00

Magna Cum Laude: 3.50 to 3.94

Cum Laude: 3.00 to 3.49

Official transcripts contain notations of these accomplishments.

Academic Classification: College-Level

The following are the standards for college-level academic classification of students:

A. *First Year Student:* A student who has completed 0 - 30 credit hours.

B. *Sophomore:* A student who has completed 31 – 60 credit hours.

C. *Junior:* A student who has completed 61 – 90 credit hours.

D. *Senior:* A student who has completed 91 – 120 credit hours.

Only college-level credit hours (100 or above) are used to determine college-level classification.

Academic Classification: Student Load

The following are the student load classifications for enrolled students:

A. Full Time: 12 or more credit hours

B. Three Quarters Time: 9 - 11 credit hours

C. Half Time: 6 - 8 credit hours

D. Less than Half Time: 1 - 5 credit hours

The student load academic classification is based on total number of all enrolled credit

hours each semester.

Academic Credits

Generally, academic credit is 1 credit represents a total student time commitment of 50 minutes in class each week. At Haskell, a class that meets 50 minutes once a week will yield one credit hour; a class that meets 50 minutes three times a week will yield three credit hours. A class requiring laboratory time or skill practice normally meets another day for a longer time per week.

Academic Course Load

A minimum course load of 12 credit hours is considered a full load for fees, although 15 credit hours are recommended. A minimum of 12 credit hours for undergraduate students is considered a full load for financial aid. The normal full-time load for summer session is 6 credit hours. Students enrolling in 17 or more credit hours (or 9 or more for summer) require a cumulative grade point average of 3.00 or higher and the approval of the appropriate dean.

Academic Dismissal

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

Academic Eligibility

Intercollegiate Athletics Students who wish to participate in a varsity sport at Haskell need

to contact the Faculty Athletic Representative and Registrar to determine eligibility. Most academic requirements are mandated by an outside governing athletic institution or league.

Academic Forgiveness

Academic forgiveness provides students the opportunity to have their academic standing reflect 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 to students who meet these requirements:

- Have had a break in attendance of at least two years from Haskell.
- Have earned at least 12 credit hours since returning
- Have earned 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.

Academic Honor Roll

President's Honor Roll

Students who achieve a semester grade point average of 4.0 in a minimum of twelve college-level credit hours and who have no incomplete grades will earn a place on the President's Honor Roll.

Dean's Honor Roll

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

Academic Integrity

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.

Academic Misconduct

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.

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

For information concerning student appeals of academic misconduct penalties, refer to Academic Review Board in this catalog.

Academic Boards

Haskell's academic boards serve to assist faculty and students with grade appeals and academic decisions.

There are three academic boards: department review board composed of faculty from the college or school in question.; academic appeal board; and the academic review board.

Academic Boards: Appeals

Departmental Review Board

A student who wants to appeal a grade or any other academic decision made within a course in which he or she or they are enrolled will first need to meet with the course's instructor. If the

instructor is unable to grant a xxx, then the student can request a Department Review Board with the dean of the college in which the course is offered. Student initiate this Review Board in writing, which includes all pertinent information, documentation, as well as desired outcome. The faculty member will be notified and will be asked to submit documentation, too, to the dean.

The dean shall then convene a Departmental Review Board. This Board will review the student's appeal 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. 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.

Academic Appeal Board:

Students may initiate an Academic Appeal to the Vice-President for Academics for decisions affecting their grades, enrollment, readmission, or academic status if they are not satisfied with a decision reached by Department Review or Admissions Review Board. The deadline for submitting an Academic Appeal is 30 calendar days after the student was notified of the adverse decision of the Departmental

Review or Admissions Review Board. Students are responsible for documenting extenuating circumstances which may have affected academic performance. Students are responsible for providing all documentation that they wish to be considered for review. The Academic Review Board reviews these appeals. A decision will be issued within 30 calendar days after the Academic Appeal was submitted to the VPA. In certain cases, if needed, the VPA may reasonably increase the timeline for making a decision.

Academic Review Board:

Students requesting a review of academic decisions adversely affecting their grades, enrollment, readmission, or academic status may submit an appeal to the Academic Review Board. The Vice President of Academics (VPA) will convene this body as necessary. The Academic Review Board will consider the original appeal and the rationale for the decision of the Departmental Review Board. The decision of the Academic Review Board is binding and will be forwarded to the Vice President for Academics, who will notify students and the appropriate college or school in writing concerning the Board's decision. All students are guaranteed appropriate due process in all matters of appeals. All appeals must be in writing and must be addressed to the appropriate review board. Appeals must clearly explain the problems contributing to inadequate achievement and a statement explaining how these might be resolved. Students are responsible for documenting

extenuating circumstances, if any, which may have affected academic performance. The appeal, which may contain recommendations from instructors, if appropriate, should clearly state the student's academic and career intentions and provide a strong educational rationale. Students successful in appealing admission or academic status may be subject to special conditions imposed by the Academic Review Board.

Academic Sessions

The academic year is divided into two semesters of approximately 16 weeks each. Summer sessions, when available, are provided in sessions of varying length (normally six weeks).

Academic Standing

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

President's Honor Roll: Students who achieve a semester grade point average of 4.00 in a minimum of twelve college-level credit hours and who have no incomplete grades.

Dean's Honor Roll: Students who achieve a semester grade point average of 3.50 in a minimum of twelve college-level credit hours, have no grade lower than a "B", and no incomplete grades.

Good Standing. Entering students who meet certain admission standards begin with academic good standing. First-time college students attain academic good standing when their first-semester Grade Point Average (GPA) is 2.0 or higher. Students' maintain academic good standing when their semester and cumulative GPA's are 2.00 or higher. Part-time and special students are expected to meet the same academic standards as full-time students. Students are advised that baccalaureate programs may require a 2.50 or higher GPA for admission.

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

Academic Suspension. Dismissal of students for failing to meet cumulative GPA requirements, to improve cumulative GPA when placed on probation and impact of academic suspension on re-admissions. The university will place students on academic suspension if one or more of the following occurs: failure to fulfill minimal requirements of the institution; a semester and cumulative GPA below 2.00 for a student already on academic probation;

withdrawal from the university of a student on academic probation; completion of the first semester by a freshman with a GPA less than 1.00; or failure to complete a semester by failing all courses in a semester. Students placed on academic suspension will not be considered eligible for readmission before the completion of the suspension period, normally one semester. Students may be subject to suspension or dismissal if they fail to provide official transcripts from colleges previously attended or fail to meet any other condition for enrollment.

Incomplete. When a student has been provided with an opportunity to successfully complete a course and an Incomplete Contract has been approved. This standing will remain until the completion of the contract requirements or conclusion of the following semester.

Official Withdraw. The university allows withdrawal from a course and withdrawal from the university without penalty under certain conditions. A "W," indicating an authorized administrative withdrawal, may be sought for any number of reasons, ranging from schedule conflicts or changes in a student's academic plan to special problems such as illness or unusual personal or family problems. The designation will be recorded on the transcript for courses from which a student has withdrawn before the end of the tenth week of the semester, or after the tenth week in exceptional cases usually involving medical problems or extreme hardship; normally an F

will be recorded for withdrawals after the tenth week. Withdrawals must be completed through the Registrar. Students who are in a course without officially withdrawing from it will receive a grade of WF. For appeals, see Academic Review Board.

Assessment

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

Students, faculty, and staff are required to participate in assessment activities during their studies at Haskell. Data is collected when students enter the University; additional data may be gathered each semester, prior to graduation, and after graduation. Assessment activities include surveys, essays, tests, and portfolios. Student responses are confidential and do not affect grades. Present assessment activities focus upon effective communication of the university's institutional, citizenship, and general education requirements. Additional student learning outcomes will be measured in accordance with the university's mission and objectives.

Attendance

Regular class attendance is required to maintain eligibility for on-campus housing, student financial aid, athletic eligibility, student club participation, and most scholarships. Regular class attendance is crucial to the

development of student knowledge and skills. Students are expected to attend all classes. Class attendance is a student responsibility. Instructors will record attendance and provide this information to the Financial Aid Office when needed to calculate a refund and repayment of financial assistance.

Instructors will inform students of the attendance policy, including policies on grades for late assignments, tardiness, make-up work, and referral to counseling or Haskell Student Success Center in 131 Sequoyah Hall.

Absences for officially documented illnesses, emergency situations, school sponsored activities, or participation in significant cultural responsibilities in the student's community may be helpful in assessing reasons for absences, but are not considered to be excused absences from exams, or approved to not submit class material, or assigned work.

A documented illness requires a signed doctor's statement and does not include appointments that may be made at other times. Emergency situations and cultural responsibilities are verified by the Counseling Center only.

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

Change of Course

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

Classifications

New Student: A student who has not previously attended college.

Transfer Student: A student who attended another college.

Re-admitted Student: A student whose last college attended was Haskell.

Continuing Student: A student who attended Haskell the previous semester.

Non-Degree-Seeking Student: A student who wishes to attend classes but is not seeking a degree.

Credit Hours

Estimates of the time required for a typical student to complete course expectations are as follows:

In-Class: $3 \text{ days} \times 50 \text{ minutes} \times 15 \text{ weeks} = 2250 \text{ mins}$
(37.5 hrs)

Readings: $15 \text{ chapters} \times 3 \text{ hours each} = 45 \text{ hrs}$

Assignments: $8 \text{ assignments} \times 2 \text{ hours each} = 16 \text{ hrs}$

Group Projects: $3 \times 4 \text{ hours each} = 12 \text{ hrs}$

Final project and oral presentation = 25 hrs

Total = 135.5 hours

The above is a sample. Your syllabi will contain

formation about the amount of time estimated for each course.

Commencement

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

Course Evaluation

Students have an opportunity to provide feedback on faculty effectiveness. At the end of each semester, including summer school, each student will complete a Student Evaluation of Course form approved by Faculty Senate for each class. The survey results can be used for areas of improvement for the following semester. An evaluation of student learning and instructional effectiveness is a priority of Academics. Assessing the teaching/learning process must be systematically conducted and reviewed.

Course Numbering

Lower division college courses are numbered 100 to 299. Upper courses are numbered 300 to 499. Generally, freshman courses are 100 to 199; sophomore courses are 200 to 299; junior courses are 300 to 399; and senior courses are 400 to 499. Freshmen and sophomores who have satisfied the

prerequisites or equivalents and have consulted with their academic advisors may enroll in upper division courses not restricted by program entry requirements.

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

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. 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.

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.

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. 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.

Courses granted as elective transfer credit will count toward the total number of academic credits required for a degree but are normally not applicable toward the General Education curriculum or major requirements.

Transfer Students from Tribal Colleges and Universities

Transfer students who have completed associate degrees at tribal colleges and universities, but who have not completed general education degree requirements may be admitted to Haskell on a probationary basis for up to two semesters. Upon successful completion of required courses, applications for admission into a baccalaureate program

will be reconsidered. Students who have used up financial aid eligibility in an associate's 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. Students should consult the instructor before registering to determine whether the course(s) or experience they present will justify waiver of the stated prerequisite(s) and/or co-requisite(s).

Degree Check and Petition to Graduate

A formal degree check is required of all students the semester before the expected graduation date to ensure that all degree requirements will be met. The academic advisor must submit a signed copy of the degree checklist along with the student's written request for the degree check to the Office of the Registrar. The completed formal petition to graduate from the university must be submitted to the Registrar the semester prior to the expected date of graduation. The petition must be submitted and approved before the degree is awarded and the student is allowed to participate in the commencement ceremony.

Directed Study

Haskell students may enroll in directed study to earn elective credit in their major fields of study; it is designed to benefit students who show academic promise and interest in a certain discipline.

Students wishing to enroll in a directed study program should initiate the process with their academic advisor.

Diplomas

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

Final Examinations

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

Grade Appeals

Students must initiate grade appeals for the previous semester within the first four weeks from the first day of classes the following semester. Changes, if approved, must be completed and filed with the Office of the Registrar within six weeks from the first day of classes. Student grade appeals will not normally be accepted beyond the above indicated time frame.

Grade Changes

Grades and designations of Incomplete ("I") recorded by the Office of the Registrar at the end of a semester will not be changed except in the following cases:

when a letter grade is submitted to replace the Incomplete, when a grade resulting from an error in computation is corrected by the instructor,

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, when a student's grade appeal has been successful, and when a student fails to complete the incomplete contract, the grade will be changed to an "F".

Grade – Incomplete Course

Students may request an Incomplete ("I") when circumstances beyond their control prevent completion of requirements for a course.

Students must have the consent of the

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

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

All grades received for college credit will appear on the transcript and will be calculated in the student's grade point average (GPA). A student's grade point average is obtained by dividing the grade points earned by the hours for which the student has registered, excluding courses from which the student has withdrawn or which the student has taken for no credit. A "semester GPA" is the average numerical value of grades earned for a semester. A "cumulative GPA" or CGPA is the average numerical value of all college-level grades earned during a student's academic career. Academic preparation (remedial) courses — those courses with a course number less than 100 — are not included in the CGPA although they are counted as institutional

credit for the purpose of determining full-time student status.

Grade Reports

Grade reports will be sent to students at their local addresses as soon as possible after the conclusion of each semester.

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

Grades

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

Grades	Points/Cr Hour	Performance Level
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A	4.0	Superior
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B	3.0	Above Average
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C	2.0	Average
---	-----	---------

D	1.0	Below Average
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F	0.0	Failure
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WF	0.0	Failure awarded administratively for defaulting in a class because of nonparticipation, absenteeism, disruptive behavior, or cheating
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AU	(Not calculated)	Audit (Note: Calculated as 0.00 for financial aid purposes.)
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W	(Not calculated)	Withdrawal (Note: Calculated as 0.00 for financial aid purposes.)
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I	(Not calculated)	Incomplete (Note: Calculated as 0.00 for financial aid purposes.)
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Haskell-KU Course Exchange Program

Through a cooperative agreement between Haskell and the University of Kansas (KU), selected courses are offered for credit from either institution to students of the other. Applications are available during pre-enrollment each semester from the Office of the Registrar. Further information can be obtained from that office or from the dean of the appropriate college or school. Freshmen are not eligible until a GPA has been established. Students must be a full-time student and in good academic standing in order to participate in the Haskell-KU exchange program. See website for more information

<http://www.haskell.edu/registrar/ku-exchange.php>.

Majors-Declaring a Major

All students must declare a major at the time of enrollment. New students must select from the associate level programs. At the baccalaureate level, declaring a major means being officially accepted into one of the four-year degree programs at Haskell. Students can declare a baccalaureate major earlier if the following apply:

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

bachelor's degrees

- Students who intend to pursue a baccalaureate program must apply to that program when one of the following applies:
- No later than the end of their sophomore year (with at least 60 earned credits)
- They have exceeded 90 attempted credit hours
- The first month of their sixth (full-time) semester

Military Service

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

Student's responsibility to work with the instructor to make-up assigned work and tests in a timely manner

Students who are called to active duty training must furnish a copy of their letter (orders) to the Office of Vice-President for Academics, who will notify instructors of the active duty training or service and the length of training, if available.

In the event a student is called to active duty for longer than 2 weeks or deployed during an academic semester at any time, such students may withdraw with "W" for all classes regardless if the deadline for doing so has passed.

Official Academic Transcript

An official transcript is one that has been received directly from the issuing institution. It must bear the college seal, date, and an appropriate signature. Transcripts received that

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

Placement

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

New students over the age of 25 years old who do not have ACT scores

Transfer students who do not have transferrable English and mathematics courses.

English and Speech Requirements

New and transfer students placed in English I are normally required to complete English I and II (ENGL 101 and 102), and either Speech Communications (COMS 131) or Public Speaking (COMS 151) by the end of the third semester of enrollment.

Students who begin their English composition sequence with Basic Composition (ENGL 090), a remedial course, must maintain continuous enrollment in the sequence and must

complete ENGL 102 and COMS 131 or COMS 151 by the end of their fourth semester. Students failing to meet these completion requirements are placed on academic probation and are subject to academic suspension and eventually dismissal if they fail to satisfactorily complete the courses. Students who strongly wish to take a course lower or higher than their initial placement must sign a waiver excusing the university from any advisement responsibilities relating to their placement in English.

Students may withdraw once from ENGL 101, ENGL 102, COMS 131, or COMS 151 within the prescribed time limit without being placed on academic probation.

Mathematics Requirements

Beginning students will be placed into a specified level of mathematics based on a review of their ACT scores, placement examinations, and previous mathematics coursework. Students are required to begin the mathematics sequence with the course in which they are placed. However, a beginning student may be moved to a different level at the mutual discretion of the instructor and student within the first three weeks after instruction begins. Students who strongly wish to take a course lower or higher than their initial placement must sign a waiver excusing the university from any advisement responsibilities relating to their placement in mathematics. Students are required to remain enrolled in the mathematics sequence until satisfactory completion of their general

education math requirement. Students may repeat mathematics courses a maximum of three times.

Repeating a Course

Students may repeat for credit only those courses in which the earned grade is a D or F. All repeated course grades appear on the transcript along with the D or F previously earned. When a course is repeated, all grades earned will be shown on the transcript. Only the latest grade may satisfy part of the hour requirements for a degree, but both grades will be calculated in the cumulative GPA. Students who wish to repeat a course should consult with the Financial Aid Officer since their financial aid status may be affected.

Satisfactory Academic Progress - Academic

Students are considered to be making satisfactory academic progress if they have completed the minimum number of hours that will permit them to graduate with an associate degree in 6 semesters or with a baccalaureate degree in 12 semesters. The 12-semester limit for completing a baccalaureate includes work done for an associate degree. Satisfactory academic progress for part-time students (those taking fewer than 12 hours) will be prorated accordingly. Students in baccalaureate programs requiring additional semesters may appeal to the respective departments, schools, and Academic Review Board. A separate policy describes Satisfactory Academic Progress for purposes of Financial Aid. Please check with the Financial Aid to discuss Satisfactory Academic Progress.

Withdrawal from a Course or the University

The university allows withdrawal from a course and withdrawal from the university without penalty under certain conditions. A "W," indicating an authorized administrative withdrawal, may be sought for any number of reasons, ranging from schedule conflicts or changes in a student's academic plan to special problems such as illness or unusual personal or family problems. The designation will be recorded on the transcript for courses from which a student has withdrawn before the end of the tenth week of the semester, or after the tenth week in exceptional cases usually involving medical problems or extreme hardship. Students who withdraw prior to the tenth week may be required to repay a portion of their financial aid. Withdrawals must be completed through the Office of the Registrar. Students who do not attend course(s) and who do not officially withdraw will receive a grade of F. For appeals, see Academic Review Board.

CONSUMER DISCLOSURE

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

Substance Abuse Policy

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

Campus Violence Policy

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

25 Code of Federal Regulations (CFR)

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

Title IX Policy

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

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

Privacy Rights

Access to Student Information: The Family Educational Rights and Privacy Act (FERPA), 20 U. S.C.

§1232g, 34 CFR Part 99 guarantees the privacy of student records, the right of students to challenge the

content of their student records, and the right to file complaint of University non-compliance with federal officials. FERPA protects the privacy of students by assuring student's specific rights including, but not limited to, the following:

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

Haskell's procedures for protecting the privacy and accuracy of student records are found in institutional documents such as the Haskell Catalog and the Academic Policies and Procedures Manual. It is the responsibility of the Office of the Registrar to ensure compliance, by, in summary:

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

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

- Name, address, telephone number, and e-mail address;
- Photograph;
- Place and date of birth;
- Major field of study, enrollment status, and academic standing;
- Last school attended;
- Participation in university sports and activities;

- Height and weight of members of university athletic teams;
- Dates attended;
- Degrees and awards received;
- Name and address of parent or guardian in press release or other publicity for student academic or athletic achievement.

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

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

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

- Each type of student record is the responsibility of a designated university official, and only that person or the dean, director, or vice-president to whom that person reports has authority to release the record. The responsible officials are:
 - Academic records: Registrar (Office of the Registrar), Navarre Hall.
 - Admissions records: Office of Admissions, Navarre Hall.
 - Financial aid records: Student Financial Aid Office, Navarre Hall.
 - Business records: Bursar Office, South Navarre Hall.
 - Traffic records: Campus Parking and Traffic, North Winnemucca Hall.
 - Medical records: Director, Haskell Health Center.
 - Counseling records: Director, Counseling Center.
 - Academic Appeals, Academic Review Board, or School/Department Review Board, Office of the Vice-President for Academics, Navarre Hall.
 - Non-academic disciplinary records: Student Conduct, Minoka Hall.
 - Safety violations: Campus Safety Officer, Winnemucca Hall
 - Housing records: Director of Housing, Osceola-Keokuk Hall.
 - Special academic programs: Office of the Vice-President for Academics, Navarre Hall.
 - Mailing addresses or mailbox combinations: Haskell Mail Center, Navarre Hall.
- Confidential educational records and personally identifiable information from those records will not be released without the written consent of the student involved, except to other university personnel, or in connection with the student's application for financial aid; or by submitting proof of dependency; or in response to a judicial order or subpoena; or in a bona fide health or safety emergency; or, upon request, to other schools in which the student seeks or intends to enroll; or to the U.S. comptroller general, the secretary of H.E.W., the U.S. commissioner of education, the director of the National Institute of Education, and the assistant secretary for education.
- The responsible official may release records to university officials who have a legitimate need for the

information in order to carry out their responsibilities.

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

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

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

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

GLOSSARY

This glossary provides a brief overview to commonly used terms at Haskell. Please check with your Academic Advisor if you are uncertain about a term.

ACADEMIC ADVISING — the process of selecting the appropriate courses with assistance from an academic adviser; this process ensures that one is making timely progress toward either a degree or to transfer to another university.

ACADEMIC ADVISOR – sometimes referred to simply as “advisor,” this is a faculty member who is officially designated to assist assigned students in course selections.

ACADEMIC CATALOG — an official publication listing degree programs.

ACADEMIC DISMISSAL – see “Academic Dismissal” in the Academic Policies section of this *Catalog*.

ACADEMIC PROBATION – a student is placed on academic probation if her/his/their semester or cumulative GPA falls below 2.00. See the Academic Policies section of this *Catalog* for more information.

ACADEMIC SUSPENSION – refers to the dismissal of a student from the University who fails to meet GPA requirements. See the “Academic Policies” section of this *Catalog* for more information.

ACCREDITATION — Accreditation is a process that ensures students are earning a quality education. Haskell is accredited by *The Higher*

Learning Commission of the North Central Association of Colleges and Schools.

ADD/DROP — a period of time set aside where students can change their class schedules by adding a course, dropping a course, or both. The add/drop period is listed on the *Academic Calendar*.

AIHEC – The American Indian Higher Education Consortium advocates for tribal colleges and universities at the state and federal levels. Other activities include the annual AIHEC student conference, which Haskell students attend each Spring.

ATTEMPTED HOURS — total number of all credit hours in which a student enrolls and earns an A, B, C, D, F, or W.

ASSOCIATE DEGREE – The first college degree available after a high school diploma or GED. Haskell offers XXX associate degrees. (While recommended, they are not required to earn a baccalaureate degree).

A.A. – Associate of Arts, this degree provides a framework for a basic understanding of the discipline and skills for further study at the bachelor’s degree level or serves as an initial academic credential required for career advancement.

A.S. – Associate of Sciences, this degree is similar to the AA, but has more math and science requirements.

BACCALAUREATE DEGREE — a degree awarded for the successful completion of an approved undergraduate program.

B.A. — Bachelor of Arts, the baccalaureate degree at Haskell is awarded in the social sciences.

B.S. — Bachelor of Science, the baccalaureate degree at Haskell is awarded in the sciences and business

BACHELOR'S DEGREE — see BACCALAUREATE DEGREE.

COLLEGE — an academic unit of the university, headed by a dean, offering instruction and granting degrees in several areas of study. Haskell has three colleges.

COMMENCEMENT — the ceremony at which degrees are conferred

CONFER (a degree) — award, upon successful completion of requirements.

COREQUISITE — a requirement that one course must be taken at the same time as another course. At Haskell, these are the science labs

COURSE — a unit of study for a semester.

CREDIT HOUR — the unit of credit for one hour of lecture per week for a semester or the equivalent.

DEAN — the chief administrative officer of a college, library, and student services.

DEGREE — a title conferred upon one who has successfully completed an approved program

of study. There are numerous degrees available including (but not limited to):

AA/AS – Offered at Haskell. See ASSOCIATE DEGREE.

BA/BS – Offered at Haskell. See BACCALAUREATE DEGREE.

DEGREE CHECKLIST — a concise, one-page description of graduation requirements for a specific undergraduate major.

DIPLOMA — an official document certifying a degree earned.

EARNED HOURS — total number of college-credit hours awarded for completed courses in which the student has earned a passing grade of A, B, C, D,

ELECTIVES — courses taken for credit and grade but not to meet specific major course requirements for graduation.

ENROLLMENT — the process of choosing and officially registering in a set of courses for a semester or term.

FACULTY ADVISER — see ACADEMIC ADVISOR

FIRST Year Student - undergraduate student with fewer than 30 credit hours.

FRESHMAN — see FIRST YEAR STUDENT

FULL-TIME STUDENT — an undergraduate student enrolled in 12 or more hours in a semester or six or more hours in a summer term.

GENERAL EDUCATION REQUIREMENTS — common categories of courses that are

required of all undergraduate students to complete a degree.

GOOD STANDING — status accorded students who meet certain grade point average requirements.

GPA — grade point average. There are many types of GPAs:

GRADE POINT AVERAGE — total grade points divided by total grade point hours.

GRADE POINT HOURS — credit hours attempted for letter graded courses (A, B, C, D, F).

HASKELL CUMULATIVE GPA — grade point average based on all courses attempted at Haskell.

GRADE POINTS — four points for each credit hour of A, three for each hour of B, two for each hour of C, one for each hour of D, zero for each hour of F.

GRADUATION GPA — grade point average computed excluding those courses repeated or reprimed, in accordance with the academic forgiveness policy, as well as remedial and PE activity courses and used to determine a student's eligibility to enroll in classes and to graduate.

COMBINED CUMULATIVE GPA — grade point average based on all courses attempted, both Haskell and transfer.

HOURS, ATTEMPTED – see *ATTEMPTED HOURS*

HOURS, COMPLETED – see *COMPLETED HOURS*

INCOMPLETE (I) — a grade that may be given to a student who has not completed all of the requirements for a course prior to the end of the semester or term.

JUNIOR — undergraduate student with between 60 and 89 credit hours.

LETTER GRADE — a grade of A, B, C, D or F.

LOWER-DIVISION COURSEWORK — 100- and 200-level courses.

MAJOR — the subject matter declared for in-depth study.

PETITION — a formal, written request, which, if approved, will allow modification or waiver of a specific requirement.

PETITION TO GRADUATE — the official form used in applying for a degree. This form may be obtained in the Registrar's office or online. Deadlines are listed on the Academic Calendar,

PLACEMENT EXAMINATION — a non-credit examination taken to determine the level in which a student should enroll in a sequential series of courses. This examination does not award college credit.

PREREQUISITE — a requirement, usually credit in another course, which must be met before a particular course can be taken. You can find pre- and corequisite requirements in the *Course Descriptions* section of the current catalog

PROBATION — an academic warning that a student is in academic difficulty, which could

lead to suspension from the University. Undergraduate students may be placed on academic probation for an indefinite period of time by the university if they do not meet the requirements outlined in Haskell's academic policies.

PROBATIONARY ENROLLMENT — enrollment on probation.

REGISTRATION — consists of academic advisement, enrollment in courses, and payment of fees.

SEMESTER — a 16-week academic session.

SEMESTER CREDIT HOUR — see CREDIT HOUR.

SEMESTER GPA — grade point average based on all courses attempted during a single semester at Haskell

SENIOR — undergraduate student with 90 or more credit hours.

VICE PRESIDENT of ACADEMICS — the chief academic administrative officer of the campus, reporting directly to the university president.

VICE PRESIDENT Of University Services — the chief academic administrative officer of the campus, reporting directly to the VPA.

SOPHOMORE — undergraduate student with between 30–59 credit hours.

TRANSCRIPT — a written report of a student's academic record. An "official transcript" must bear the seal of the university and the signature of an authorized university official.

TRANSFER COURSE EQUIVALENT — a Haskell course that substantially matches the content and credit hours of a transfer course.

TRANSFER COURSE SUBSTITUTION — a transfer course that, while not equivalent to a specific course at Haskell, is similar enough in content that it may be used to fulfill the requirement that the Haskell course fulfills. Substitutions are student specific and must be approved by the dean's office of the student's degree-recommending college.

TRANSFER CREDIT EVALUATION — an assessment of a student's transfer credit, generally performed at the time of admission, in which Haskell course equivalencies are established (if possible) for individual transfer courses. This evaluation is used by academic advisers in degree checks and student advisement.

TRANSFER CUMULATIVE GPA — grade point average based on all transfer courses attempted.

TRANSFER WORK — credit earned at another institution.

UNDERGRADUATE — a student enrolled in courses leading to a baccalaureate degree.

UPPER-DIVISION COURSEWORK — courses numbered 300 and 400.

WITHDRAWAL (W) — an official act to terminate a student's total enrollment for a semester. Also, a neutral grade that may be given to a student who withdraws from a course with a passing grade.

ACADEMIC CALENDAR

FALL 2019

AUGUST 2019	
August 12	Faculty and Staff Return to Campus
August 14	Orientation Check-In; Students who participated in Early Enrollment must pick up schedules by 4:00 PM (or classes will be dropped)
August 15 – 16	Enrollment & Orientation for New, Transfer, and Readmitted Students; Students are required to participate
August 16	Enrollment for Continuing Students
August 18	Pre-Enrolled Continuing Students Pick-Up Schedule from Office of the Registrar by 4:00 PM (or classes will be dropped)
August 19	Haskell Classes Begin
August 19 – 30	Add/Drop Period
August 27	Haskell Fall Campus Convocation (Auditorium – 4:00 PM)
August 30	Add/Drop Ends at 4:00 PM
SEPTEMBER 2019	
September 2	Labor Day – Federal Holiday (No Classes/Campus Closed)
September 6	Last Day to Change English/Math Enrollment
September 19	Petitions for Spring 2020 Graduation Due at 4:00 PM (Registrar's Office)
September 27	Last Day for Faculty to Submit "Change of Grade Form" for Prior Semester's Grade Changes

Fall 2019

Academic Calendar

OCTOBER 2019	
October 10 – 11	Haskell Board of Regents Family/Alumni Visit Day
October 11 – 12	Haskell Homecoming Weekend
October 14	Indigenous People's Day – Federal Holiday (No Classes/Campus Closed)
NOVEMBER 2019	
November 1	Last Day to Withdrawal from a Class or from the University with a "W"
November 4 – 15	Pre-Enrollment and Pre-Assignment/Housing for Spring 2020
November 11	Veterans Day – Federal Holiday (No Classes/Campus Closed)
November 14	Haskell Awards and Scholarship Recognition Ceremony (4:00 PM – Auditorium)
November 28	Thanksgiving Federal Holiday and Campus Break (No Classes/Campus Closed)
November 29	Campus Break (No Classes)
DECEMBER 2019	
December 6	Classes End
December 9 – 12	Final Exams Week
December 13	Fall 2019 Graduation Ceremony (10:00 AM – Coffin Sports Complex)
December 17	Final Grades & Incomplete Contacts Due (4:00 PM, Office of the VPA)
December 16 – January 3	Campus Break

Spring 2020 Academic Calendar

JANUARY 2020	
January 6	Faculty and Staff Return to Campus
January 8	Orientation Check-In; Students who participated in Early Enrollment must pick up schedules by 4:00 PM (or classes will be dropped)
January 9 – 10	Enrollment & Orientation for New, Transfer, and Readmitted Students; Students are required to participate
January 10	Enrollment for Continuing Students
January 12	Pre-Enrolled Continuing Students Pick-Up Schedule from Office of the Registrar by 4:00 PM (or classes will be dropped)
January 13	Haskell Classes Begin
January 13 – 17	Add/Drop Period
January 20	Martin Luther King Jr. – Federal Holiday (No Classes/Campus Closed)
January 23	Haskell Spring Campus Convocation (Auditorium – 4:00 PM)
January 24	Add/Drop Ends at 4:00 PM
January 31	Last Day to Change English/Math Enrollment
FEBRUARY 2020	
February 7	Petitions for Fall 2020 Graduation Due at 4:00 PM (Registrar's Office)
February 15	Application Deadline for Fall 2020 Admission into Baccalaureate Programs: <ul style="list-style-type: none"> • School of Education (Parker Hall 150)
February 17	Presidents Day - Federal Holiday (No Classes & Campus Closed)
February 21	Last Day for Faculty to Submit "Change of Grade Form" for Prior Semester's Grade Changes and Incomplete Contracts

Spring 2020 Academic Calendar

MARCH 2020	
March 9 – 13	Spring Break (No Classes)
March 16	Haskell Classes Resume
March 23–April 3	Pre-Enrollment and Pre-Assignment/Housing for Fall 2020
APRIL 2020	
April 3	Last Day to Withdraw from a Class or from the University with a “W”
April 9	Awards and Scholarship Recognition Ceremony (4:00 PM, Auditorium)
MAY 2020	
May 1	Classes End
May 4 – 7	Final Exams
May 6 – 7	Spring Board of Regents Meeting
May 8	Haskell Spring 2020 Commencement (10:00 AM)
May 8 – 9	Haskell Commencement Pow-Wow
May 12	Final Grades Incomplete Contacts Due (4:00 PM, Office of the VPA)
May 13 – 15	Professional Development, Assessment, and Fall Preparation