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Welcome to the University of North Dakota!

This catalog is really a roadmap; it describes more than 150 possible pathways to a bright future. Because of the need to compress a lot of information in a small space, most of the catalog describes degree programs, courses, and the names of faculty and their qualifications. The narrative doesn’t begin to convey the dynamic nature of the learning environment at the University of North Dakota and the rich opportunities students have to work with highly qualified faculty in the active pursuit of learning.

This volume also outlines the basic framework of university policies and procedures and the structure of the curriculum. The catalog begins with general information about the student body — the kinds of students with whom you will learn and grow; to give you some important context, it goes on to describe the mission, scope, and history of one of America’s great universities. This catalog also contains important information about a host of special services designed to ensure student success in learning.

Be assured that the University of North Dakota is organized first and foremost to prepare its graduates for a lifetime of success, regardless of how the world changes — for it surely will. Welcome to the learning community of the University of North Dakota, and to the next important stage in your personal development as a life-long learner.

Sincerely,

Robert O. Kelley
# 2013-15 Academic Calendar

(Subject to Change)*

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<td>August 26</td>
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<td>Holiday, Labor Day</td>
<td>September 2</td>
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<td>Last day to add a full-term course or drop without record</td>
<td>September 4</td>
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<td>September 20</td>
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<td>Last day graduation candidates may apply for a degree</td>
<td>September 24</td>
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<td>Last day for instructors to submit Removal of Incomplete Grade form to Registrar</td>
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<td>Beginning of instruction, 4 p.m.</td>
<td>January 13</td>
<td>January 12</td>
</tr>
<tr>
<td>Last day for advancement to candidacy for all graduate students planning to graduate in May</td>
<td>January 13</td>
<td>January 12</td>
</tr>
<tr>
<td>Holiday, Martin Luther King Jr. Day</td>
<td>January 20</td>
<td>January 19</td>
</tr>
<tr>
<td>Last day to add a full-term course or drop without record</td>
<td>January 23</td>
<td>January 22</td>
</tr>
<tr>
<td>Last day to change to or from audit grading for a full-term course</td>
<td>January 23</td>
<td>January 22</td>
</tr>
<tr>
<td>Last day for students to submit incomplete work from Fall to instructors or petition for extension of incomplete</td>
<td>February 7</td>
<td>February 6</td>
</tr>
<tr>
<td>Last day graduation candidates may apply for a degree</td>
<td>February 11</td>
<td>February 10</td>
</tr>
<tr>
<td>Holiday, Presidents’ Day</td>
<td>February 17</td>
<td>February 16</td>
</tr>
<tr>
<td>Last day for instructors to turn in Removal of Incomplete Grade form to the Office of the Registrar</td>
<td>February 21</td>
<td>February 20</td>
</tr>
<tr>
<td>Spring recess</td>
<td>March 17-21</td>
<td>March 16-20</td>
</tr>
<tr>
<td>Last day to drop a full-term course or withdraw from school</td>
<td>April 11</td>
<td>April 10</td>
</tr>
<tr>
<td>Last day to change to or from S/U grading for a full-term course</td>
<td>April 11</td>
<td>April 10</td>
</tr>
<tr>
<td>Holiday, Easter</td>
<td>April 18-21</td>
<td>April 3-6</td>
</tr>
<tr>
<td>Last day to submit Thesis/Dissertation &quot;Preliminary Approval,&quot; &quot;Notice of Defense&quot; and format copy to the School of Graduate Studies</td>
<td>April 17</td>
<td>April 16</td>
</tr>
<tr>
<td>Last day for Thesis/Dissertation Defense</td>
<td>May 1</td>
<td>April 30</td>
</tr>
<tr>
<td>Last day for faculty to submit &quot;Final Report on Candidate&quot; form to the School of Graduate Studies</td>
<td>May 8</td>
<td>May 7</td>
</tr>
<tr>
<td>Last day to submit final copy of electronic Thesis/Dissertation for publishing</td>
<td>May 8</td>
<td>May 7</td>
</tr>
<tr>
<td>Reading and Review Day</td>
<td>May 9</td>
<td>May 8</td>
</tr>
<tr>
<td>Semester examination period</td>
<td>May 12-16</td>
<td>May 11-15</td>
</tr>
<tr>
<td>Spring Commencement and Official Graduation Day</td>
<td>May 17</td>
<td>May 16</td>
</tr>
<tr>
<td>Grades due from faculty to the Office of the Registrar at noon CST</td>
<td>May 20</td>
<td>May 19</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
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<td>-------------------</td>
</tr>
<tr>
<td>Beginning of instruction</td>
<td>May 19</td>
<td>May 18</td>
</tr>
<tr>
<td>Last day for advancement to candidacy for all graduate students planning to</td>
<td>May 19</td>
<td>May 18</td>
</tr>
<tr>
<td>graduate in August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to add a full-term course or drop without record</td>
<td>May 25</td>
<td>May 24</td>
</tr>
<tr>
<td>Last day to change to or from audit grading for a full-term course</td>
<td>May 25</td>
<td>May 24</td>
</tr>
<tr>
<td>Holiday, Memorial Day</td>
<td>May 26</td>
<td>May 25</td>
</tr>
<tr>
<td>Last day graduation candidates may apply for a degree</td>
<td>June 10</td>
<td>June 9</td>
</tr>
<tr>
<td>Holiday, Independence Day</td>
<td>July 4</td>
<td>July 3 (observed)</td>
</tr>
<tr>
<td>Last day to submit Thesis/Dissertation “Preliminary Approval,” “Notice of</td>
<td>July 10</td>
<td>July 9</td>
</tr>
<tr>
<td>Defense” and format copy to the School of Graduate Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to drop full-term course or withdraw from school</td>
<td>July 18</td>
<td>July 17</td>
</tr>
<tr>
<td>Last day to change to or from S/U grading for a full-term course</td>
<td>July 18</td>
<td>July 17</td>
</tr>
<tr>
<td>Last day for Thesis/Dissertation Defense</td>
<td>July 24</td>
<td>July 23</td>
</tr>
<tr>
<td>Last day for faculty to submit “Final Report on Candidate” form to the</td>
<td>July 31</td>
<td>July 30</td>
</tr>
<tr>
<td>School of Graduate Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to submit final copy of electronic Thesis/Dissertation for</td>
<td>July 31</td>
<td>July 30</td>
</tr>
<tr>
<td>publishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester examination period</td>
<td>August 8</td>
<td>August 7</td>
</tr>
<tr>
<td>Summer Commencement and Official Graduation Day</td>
<td>August 8</td>
<td>August 7</td>
</tr>
<tr>
<td>Grades due from faculty to the Office of the Registrar at noon CST</td>
<td>August 12</td>
<td>August 11</td>
</tr>
</tbody>
</table>

** All academic deadline dates apply to full-term, on-campus courses.
Satisfactory Progress

Any time you drop a course or withdraw from the University, you may be jeopardizing your federally funded student financial aid, now or in the future. You must successfully complete at least two-thirds of all the courses in which you enroll. Dropping after the first day of class may not affect your academic standing, but it may affect your ability to receive financial aid. Please review this policy and others pertaining to your financial aid in the Code of Student Life in the appendix section titled “A Summary of the Standards of Satisfactory Progress for Financial Aid Eligibility,” or contact the Student Financial Aid Office.

Policy on Affirmative Action-Equal Opportunity

It is the policy of the University of North Dakota that there shall be no discrimination against persons because of race, religion, age, color, sex, disability, sexual orientation, gender identity, genetic information, national origin, marital status, veterans’ status, or political belief or affiliation, and that equal opportunity and access to facilities shall be available to all. This policy is particularly applicable in the admission of students in all colleges and in their academic pursuits. It also is applicable in University-owned or University-approved housing, food services, extracurricular activities and all other student services. It is the guiding policy in the employment of students either by the University or by non-University employers through the University and in the employment of faculty and staff. Inquiries as to the equal opportunity, affirmative action, or disability policies for the University of North Dakota or coverage of state and federal civil or human rights statutes or regulations may be directed to the Affirmative Action Officer.

The Acting Affirmative Action Officer, Julie A. Evans (Office address: 101 Twamley Hall; mailing address: 246 Centennial Drive, Stop 7097, Grand Forks, ND 58202-7097; phone: 701-777-4171; email address: und.affirmativeactionoffice@und.edu) is assigned the responsibility to be the University’s designated coordinator for receiving complaints of discrimination or harassment under the following federal regulations: Title IX of the Education Amendments of 1972 (sex/gender discrimination); Title VI and Title VII of the Civil Rights Act of 1964 (race, color, national origin, discrimination); Age Discrimination Act of 1975 (age discrimination); Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act of 1991 (disability discrimination); the Genetic Information Nondiscrimination Act of 2008; and other equal opportunity statutes for which a coordinator is not required. Any complaint or concern regarding discrimination or harassment, not resolved by the University, may be filed with the Office of Civil Rights, U.S. Office of Education, 500 West Madison, Suite 1475, Chicago, IL 60611.

Discrimination or Harassment

The University of North Dakota does not tolerate harassment. Included in sexual harassment is sexual violence, such as rape, sexual assault, sexual battery, or sexual coercion. If you feel that you have been harassed, please report the incident to one of the following: If you are a student, contact the Dean of Students Office. If you are a graduate student and the harassment deals with academic issues, contact your academic advisor. If you are a graduate assistant, contact your advisor. If you are a graduate student and the harassment is sexual in nature, contact the Office of the Dean of Students. If you are a law student, contact the Office of the Dean of the School of Law. If the incident occurred in housing, contact the Housing Office. If you are a student or graduate student and the incident occurred during your employment as a student, contact the Financial Aid Office. If you are a staff member, contact Human Resources. Also, the Affirmative Action Office is always available to help. If University officials receive a report of harassment, the University will promptly investigate the matter and take disciplinary actions, when appropriate, in accordance with the University’s procedures—as detailed in the full harassment policy—for reporting incidents of possible harassment observed or which come to their attention. Retaliation in any form against any person who reports harassment, brings a complaint charging harassment, or participates in the harassment complaint process, is strictly prohibited. A provision identifying the range of penalties that may be considered when the University determines an individual engaged in harassment is included in the full harassment policy. The full harassment policy and grievance procedure may be found at: www.und.edu/dept/aoa/poli.htm, or in the University’s Code of Student Life at: und.edu/dept/csl.

UND Statement on Institutional Diversity and Pluralism

Approved by University Senate December 7, 2006

The University of North Dakota takes pride in its mission to meet the individual and group needs of a diverse and pluralistic society through education, research, and service. The peoples served by and associated with the University vary widely; all must be valued for the richness their different cultures, heritages, perspectives, and ideas bring to the community. The University is in part, a conduit through which individual perspectives and global interrelationships are enhanced by a learning and teaching environment that is aware of and sensitive to the diversity of its constituents. Diversity in the University is constituted by the full participation of persons of different racial and ethnic heritage, age, gender, socio-economic background, religion, and sexual orientation; of persons with disabilities; and of people from other countries. Of special and particular importance is the University’s longstanding commitment to the education of American Indian students and the cultures and heritages of the American Indian people. In addition, the University’s commitment to diversity extends to historically underrepresented populations such as African Americans, Latino Americans, and Asian Americans. Furthermore, the University embraces our international student population as they enhance the culturally rich learning environment of campus. The University is committed to providing learning and teaching experiences which enhance all students’ self-determination, educational advantages, and professional opportunities. Policies and procedures of the University oblige its students, faculty, staff, and alumni to foster the awareness and sensitivity necessary for acceptance and understanding of all people in society. The University of North Dakota strongly disapproves and does not tolerate acts of racism, sexism, bigotry, harassment, and violence in any form and actively uses its human and other resources to provide opportunities for its constituents and public to learn and appreciate the values of a diverse and multicultural world.

Disability Access On Campus

The University of North Dakota is committed to providing access to all people using its facilities, programs and services. UND invites people to report access barriers so that appropriate action can be taken to correct the problems. Call the Facilities Department 24-hour call line at 777-2591 (voice) or 777-2796 (TDD).

In addition, UND is responsible for making reasonable accommodations and adjustments to ensure there is no discrimination on the basis of disability, as established under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. For classroom accommodations, contact Disability Services for Students at 777-3425. Job accommodation requests should be directed to the employee’s supervisor or call 777-4171.

Code of Student Life

The University of North Dakota Code of Student Life is available online to all students. The Code outlines the rights and responsibilities enjoyed by the students, faculty, and staff who make up the University community. The purpose of the information contained in the Code of Student Life is to promote and maintain a learning environment appropriate for an institution of higher education and to serve as a basic guide to help prevent abuse of the rights of others. Members of the University community are expected to be familiar with the rules and regulations contained within the Code and to act in compliance with them at all times. Nothing within the Code is intended to limit or restrict freedom of speech or peaceful assembly. You can access the Code at: http://und.edu/student-affairs/code-of-student-life/.

Required Measles/Mumps/Rubella Immunization

Students enrolled in a course offered for credit at North Dakota University System (NDUS) institutions must provide documentation of vaccines received as described in North Dakota State Board of Higher Education (SBHE) Policy 505.1. Students enrolled only in distance learning courses and others as
defined in the policy are exempted. Additionally, a student may apply and be considered for exempt status under the following circumstances:

1. the required immunization is contraindicated by a medical condition;
2. a student’s beliefs preclude participation in an immunization program; or
3. other reasons as defined under current SBHE policy.

Required Tuberculosis Screening

ND SBHE Policy 506.1 requires tuberculosis (TB) testing of new students from all countries except those classified by U.S. health officials as “low risk for tuberculosis.” All UND students, regardless of country of origin, will be required to complete a TB screening form to determine their level of risk. If a student qualifies as “high risk,” he/she is required to have testing done or provide documentation of a tuberculin skin test or evidence of immunological (antibody) testing performed within the U.S. within the last six months. All UND International students who have arrived in the U.S. within the past five years from countries where TB is endemic will also be required to have TB testing or provide documentation of a tuberculin skin test or evidence of immunological (antibody) testing performed within the U.S. within the last six months.

Security Compliance

The University of North Dakota is in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) formerly known as the Crime Awareness and Campus Security Act of 1990. For more information, contact the UND Police Department at (701) 777-3491, visit the UND Police Department web page at: http://www.police.und.edu, or e-mail: undpolice@und.edu.

Email Policy

Electronic mail or “email” is considered an official method for communication at UND because it delivers information in a convenient, timely, cost effective, and environmentally aware manner.

A University assigned student email account shall be the University’s official means of communication with all students on the UND campus. Students can expect to receive official information regarding deadlines, policy/procedure changes, changes in degree requirements, special events, course schedule changes, regulatory changes, emergency notifications, as well as other useful information from the Registrar, Office of Financial Aid, Student Account Services, the Provost’s Office, Dean of Students, the School of Graduate Studies, academic departments, and other entities affiliated with the University. Students are responsible for all information sent to them via their University email account. For additional information, please visit the CIO website at: http://cio.und.edu/.

Tobacco-Free Campus Policy

The University of North Dakota is a tobacco-free campus. Tobacco use is prohibited within University buildings, parking structures, walkways, arenas, in University or state vehicles, and on UND property. UND provides comprehensive tobacco cessation and prevention services. See http://www.tobaccofree.und.edu for more information.

Catalog Content Non-Binding, Subject-to-Change Statement

Catalogs and bulletins of educational institutions are usually prepared by faculty committees or administrative officers for the purpose of furnishing prospective students and other interested persons with information about their institution. Information contained in such printed material is subject to change without notice, and it is not to be interpreted as creating a binding obligation on the institution and the State. In times of changing conditions, it is especially necessary to have this understood.

Suggestions and Complaints

The University welcomes suggestions and/or complaints from students, faculty, and staff, which should be directed to the unit or personnel most directly involved. It is only in this way that the institution can become aware of potential problems and take appropriate action. Also available are anonymous hot lines which deal with general concerns and scientific or ethical misconduct. The URLs are respectively: http://www.und.edu/dept/fraudhotline/index.html and http://www.und.edu/dept/rdc/reporting%20scientificmisconduct.html. The University may review with accrediting agencies a log of anonymously tracked written student complaints.

Access to Records (Family Educational Rights and Privacy Act)

In compliance with the Family Educational Rights and Privacy Act of 1974 as amended, the University of North Dakota has developed policy guidelines for access to the education record with respect to the rights of eligible students and parents of dependent eligible students. All information contained in University records is considered confidential, except for directory information, which may be released publicly in printed, electronic, or other form. Directory information is defined in the Code of Student Life in “Section 8-2: Student Records/Directory Information.” Students who wish to restrict their directory information from public release should restrict their information as early in the term as possible. To insure restriction of directory information from the printed material, the process should be completed by the tenth day of classes in the fall semester. To restrict directory information, students should go to the Office of the Registrar, Room 203, Twamley Hall.

UND Graduation Rate Information

The University of North Dakota graduation rate information is available online at: www.und.edu/academics/registrar/graduation-rates.cfm. A paper copy of this report is also available by calling the Office of the Registrar at (701) 777-2711.

THIS CATALOG was published by the University of North Dakota Office of the Registrar, Suzanne Anderson, Registrar, and the UND School of Graduate Studies, Wayne Swisher, Dean.
University Information

The University: Scope, History, Mission, Accreditation

The Scope of the University

Classified as a high research activity, doctoral/professional and engaged university by the Carnegie Foundation for the Advancement of Teaching, the University of North Dakota is a coeducational, state-supported institution which recorded an enrollment of 15,250 students in the fall of 2012. UND is located in Grand Forks, a city of 50,000 situated across the Red River from East Grand Forks, Minnesota, about 300 miles northwest of Minneapolis and 150 miles south of Winnipeg.

This university is characterized by a solid foundation of the liberal arts, a manageable size, high-quality students and faculty, a comprehensive curriculum, a widely recognized program of graduate education and research, law and medical schools praised for quality and innovation, rich cultural resources, and an outstanding record of alumni support.

The University's undergraduate and graduate programs are offered in 210 fields through the College of Arts and Sciences (which includes a major division devoted to music, theater and art), Odgen School of Aerospace Sciences, College of Business and Public Administration, College of Engineering and Mines, College of Nursing and Professional Disciplines, College of Education and Human Development, School of Law, School of Medicine and Health Sciences, and School of Graduate Studies (offering the doctorate in 26 programs, the specialist’s degree in one program, the master’s degree in 56 programs).

In the fall of 2012, about 39 percent of UND’s students were residents of North Dakota and about 35 percent were from Minnesota, with the remainder representing every other state, Canada, and about 50 other countries. Some 78 percent were enrolled in UND’s undergraduate programs. The University awarded 2,760 degrees in 2011-2012, including 1,709 undergraduate degrees, 647 master’s degrees, 115 doctoral degrees, 89 law degrees, 59 M.D. degrees, 140 certificates, and 1 specialist degree.

A total of $119.3 million in research and sponsored program activities was received in fiscal year 2012.

Faculty at the University number 823, with a total workforce of 2,874.

UND’s 550-acre campus, regarded as one of the most beautiful in the region, includes 240 buildings and more than 6 million square feet of space. Facilities include the Gorecki alumni center, the gateway to campus, and the Ralph Engelstad Arena, home of the University’s NCAA Division I ice hockey program. The Alerus Center, a 22,000-seat events and conference facility, joins such venues as the Fire Hall Theatre, Empire Arts Center, and North Dakota Museum of Art, as well as UND’s Chester Fritz Auditorium, Burtess Theatre, Josephine Campbell Recital Hall, and Hyslop Sports Center, in bringing cultural, entertainment, and athletic programming to the community.

Brief History of UND

The University of North Dakota at Grand Forks was founded in 1883 by the Dakota Territorial Assembly, six years before North Dakota became a state. The cornerstone for the first building was laid that autumn. Four faculty members met the 11 students who entered the University on opening day, September 8, 1884. The first class was graduated in 1889. Unlike most state institutions of higher education west of the Mississippi, UND did not begin as an agricultural school or only as a teachers college. Organized initially as a College of Arts and Sciences, with a Normal School for the education of teachers, UND soon evolved into a full-fledged multi-purpose university. Instruction of graduate students (the first master’s degree was awarded in 1895) and the conducting of research were under way before the end of the 19th century. Depressions, drought, wars and financial crises have more than once threatened its future, but the University has been able to withstand these challenges and to prosper as an institution of national caliber.

The University today would be recognizable to its founders. UND was the only institution of higher education in the state to be originally established as a university, with all of the implications of that title. A university has an obligation to preserve knowledge, to disseminate knowledge, and to create new knowledge. The University of North Dakota has served as a capstone for the entire system of public education in the state, and from its earliest year has embraced all levels of higher education—undergraduate, professional and graduate—and maintained an active program of research and service. The University has created a tradition in instruction, research, and service which has served as a model for other institutions. Consistent with the intent of the founding legislators, the University has served as a standard-bearer and leader for higher education in the state.

Mission of the University

The following mission statement is on file with the State Board of Higher Education:

The University of North Dakota, as a member of the North Dakota University System, serves the state, the country and the world community through teaching, research, creative activities, and service. State-assisted, the University’s work depends also on federal, private, and corporate sources. With other research universities, the University shares a distinctive responsibility for the discovery, development, preservation and dissemination of knowledge. Through its sponsorship and encouragement of basic and applied research, scholarship, and creative endeavor, the University contributes to the public well-being.

The University maintains its legislatively enacted missions in liberal arts, business, education, law, medicine, engineering and mines; and has also developed special missions in nursing, fine arts, aerospace, energy, human resources and international studies. It provides a wide range of challenging academic programs for undergraduate, professional, and graduate students through the doctoral level. The University encourages students to make informed choices, to communicate effectively, to be intellectually curious and creative, to commit themselves to lifelong learning and the service of others, and to share responsibility both for their own communities and for the world. The University promotes cultural diversity among its students, staff, and faculty.

In addition to its on-campus instructional and research programs, the University of North Dakota separately and cooperatively provides extensive continuing education and public service programs for all areas of the state and region.

Accreditation

The University of North Dakota has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since the Association was organized in 1913. UND received its most recent NCA accreditation in 2004. Many individual colleges, schools, and departments are members of accrediting associations in their respective fields. The address and telephone number of the North Central Association are: Higher Learning Commission, 230 S. LaSalle St., Suite 7-500; Chicago, IL 60604-1411; telephone numbers are (800) 621-7440 or (312) 263-0456; fax number is (312) 263-7462; website address is: http://www.hlcommission.org/; e-mail address is info@hlcommission.org.

Assessment, the Academic Year, Programs of Study

Assessment

The University of North Dakota is committed to assessment of student learning as part of an on-going effort to improve teaching and learning in courses and programs across campus. Every degree-granting program offered at UND has identified goals for student learning within the program. Learning outcomes are identified in several areas outside the major as well, including the institution as a whole, the Essential Studies program, and many student services programs. Each program with identified learning outcomes has also developed a plan for assessing learning in relation to those goals; assessment activities are carried out yearly and reported in the departmental annual report, as described in the University Assessment Plan. For more information about assessment planning, activities, and findings, or to see assessment plans for various programs or...
the University Assessment Plan, please see the website of the University Assessment Committee at: http://www.und.edu/university-senate/assessment/.

The Academic Year
The academic year is divided into two semesters, each approximately 16 weeks in length: the first, beginning near the end of August and ending prior to Christmas; the second, beginning in mid-January and extending to mid-May. A Summer Session begins in May and concludes in August. The UND Summer Session offers a variety of courses, workshops, institutes and special programs of various lengths. See the academic calendar (p. 6).

Programs of Study
The University of North Dakota’s academic programs are described elsewhere in this catalog. Please see the listings of the colleges and schools and listings of the undergraduate and graduate departments and program areas. See also the A-Z index (http://und.edu/a-z) or the Fields of Study list on the web at: www.und.edu/academics/registrar/fields-of-study.cfm.

Visitor Information
Visitors are always welcome at the University of North Dakota. See www.und.edu for maps and other information.

Office Hours
8 a.m. to 4:30 p.m. Monday through Friday, although some buildings such as the libraries, Museum, and Memorial Union are open extended hours, including weekends.

Visitor Information
Stop at the Info Center desk in the Memorial Union or the main desk in Wilkerson Hall. Please schedule your campus visit online at: www.go.und.edu. To provide you with the best experience possible, please schedule your visit a minimum of seven days in advance. If you need to schedule a campus visit with less than seven days in advance, please call 1.800.CALL.UND (1.800.225.5863) to make arrangements.

Telephone Numbers
Call 701-777-3000 for administrative or academic office numbers. If you are calling long distance, call 1-800-CALL-UND.

Event Information
Call the Info Center at 701-777-4321, watch UND Television Cable Channel 3, stop at the Visitor Information locations listed above, consult UND's online calendar at: und.edu, or write or call the Office of University Relations, 777-2731.

Tickets
Athletics tickets are available at the Ralph Engelstad Arena box office, hours 10 a.m. to 6 p.m., Monday-Friday and 10 a.m. to 2 p.m., Saturday (telephone 777-4689). Tickets are also available at the Chester Fritz box office, their hours are 8:30 a.m. to 4:00 p.m. Tickets for all athletic events can also be purchased by using Ticketmaster, telephone 1-800-745-3000, or at any Ticketmaster outlet; Burtness Theatre (site of Theatre Arts Department and touring productions) Box Office open approximately two weeks prior to each production, 2 to 5 p.m., Monday through Friday (telephone 777-2587 for tickets; 777-3446 for information). Chester Fritz Auditorium Box Office open from 8:30 a.m. to 4:00 p.m., Monday through Friday (telephone 777-4090 for information, 772-5151 to purchase tickets or visit any Ticket Master outlet). Alerus Center Box Office is open 10 a.m.-4 p.m., Monday-Friday, 792-1420.

Prospective Student Tours
Please schedule your campus visit online at: www.go.und.edu. To provide you with the best experience possible, please schedule your visit a minimum of seven days in advance. If you need to schedule a campus visit with less than seven days in advance, please call 1.800.CALL.UND (1.800.225.5863) to make arrangements.

Campus Police and Emergency Services
Call 777-3491 for UND’s 24-hour a day police desk. For all emergencies, dial 911 from both on and off campus phones. The University Police Department provides statistical information upon request in accordance with the Clery Act. This information is also available on the UND Police website: www.police.und.edu.

Dining Facilities
Parents and visitors are welcome to dine in the three dining centers with their student (guest meal prices are available or students may use their guest passes). Residence hall dining centers are in Wilkerson Hall, Squires Hall and the Memorial Union (Terrace). The Twamley Snack Bar offers some breakfast fare, full noon lunches, and convenience store food items. It is open from 8:30 a.m. to 3:00 p.m., Monday – Friday. Convenience store service is also available in Wilkerson Hall, 3:00 p.m. to 11:00 p.m., Monday-Sunday, the Walsh Convenience store, main level of Walsh Hall, hours vary, and the U-Snack at the Memorial Union, 7:00 a.m. to 7:00 p.m., Monday-Thursday and 7:00 a.m. – 7:00 p.m., Friday. The food court at the Memorial Union, Old Main Marketplace, features A&W Express, Sbarro Pizzeria, Dakota Deli, and World Market, as well as grab n’ go options. Hours are 10:00 a.m. to 9:00 p.m., Monday-Thursday, 10:00 a.m. to 8:00 p.m., Friday, 11:00 a.m. to 8 p.m., Saturday and noon to 9 p.m., Sunday. Stomping Grounds coffee shop in the Memorial Union and University Place serve coffee, espresso, specialty coffee drinks and features fresh baked items from the UND Bakery. University Place proudly serves Starbucks coffee. The Memorial Union location hours are 7:00 a.m. to 9:00 p.m., Monday-Thursday and 7:00 a.m. – 5:00 p.m. Friday; the University Place location hours are 7:30 a.m. to 5:00 p.m. Monday-Friday and noon to 5 p.m., Saturday and Sunday.

Other eating facilities include: Wings (Airport) Café, UND Administrative Aerospace Center, Airport, 8 a.m. to 3:00 p.m., Monday - Friday, providing subs, sandwiches, hot meal entrees, and various other offerings. The food cart in the Medical School lower level offers breakfast and lunch choices, including sandwiches and beverages, 8:00 a.m. to 3:00 p.m., Monday - Friday during the academic year (hours may vary). For more information visit the Dining Services website at: http://und.edu/Student-life/dining.

Parking
Visitors are always welcome on campus. All motor vehicles parked in a designated parking area on University property must have a permit or pay the established fee as designated in one of the following locations:

1. Parking Ramp. The ramp is located at the corner of Columbia Road and 2nd Avenue North.
2. Visitor Pay Lot. The visitor lot is located at 236 Centennial Drive.
3. Metered Parking. Metered parking is available at several locations across campus.
4. Temporary Parking Pass. Purchase a temporary parking pass at Parking Services in Twamley Hall, Room 204.

Parking regulations apply to all visitors. Visitors should not park in reserved parking (permit required areas) or Service/Maintenance Vehicle areas.

For parking information, call 701-777-3551 or visit http://www.und.edu/student-life/parking/.

Books and Memorabilia
The University Bookstore, operated by Follett Higher Education Group, is located on the Bronson Property north of the main campus (725 Hamline Street).

Golf
The Ray Richards Golf Course, south of the main campus, is open to the public.
Gorecki Alumni Center

The Gorecki Alumni Center provides a welcome center for campus; an event venue for students, faculty, staff, and community; and a showcase of the University’s traditions, successes and future while celebrating our distinguished alumni and friends. It houses UND Admissions and the UND Alumni Association and Foundation. Call 701-777-4408 to schedule a tour, 701-777-2611 to reach the Alumni Association and Foundation, or 701-777-3000 to speak with someone in Admissions.

Athletic Hall of Fame

The colorful and accomplished past of UND sports will be recalled by a visit to the UND Athletic Hall of Fame display area, where plaques and descriptions recognizing the more than 200 former UND athletes are included. It is located in the Ralph Engelstad Arena on the south end of the upper concourse.

North Dakota Entrepreneur Hall of Fame

North Dakota entrepreneurs and innovators are recognized for their long-standing entrepreneurial contributions to the state and nation. Located on the second level of the atrium area in the Skalicky Technology Incubator on the west end of campus, the Entrepreneur Hall of Fame includes about 70 inductees.

Performer Hall of Portraits and Posters

The large and eclectic array of internationally famous performers who have appeared in the Chester Fritz Auditorium over the years since its opening in 1972 are reflected through interesting displays of their portraits, photographed specifically for their appearance at the Auditorium. Also displayed are promotional posters, some of which are prize winners created by UND graphic designers specially for the UND shows. The dozens of portraits and posters are located in the Auditorium lobby areas.

Campus Visits for Prospective Students

The school you attend can be one of the most important investments in your life, so you will want to learn as much as possible about the colleges and universities you are considering. Brochures and catalogs can tell you much, but a visit to the campus can go beyond that in providing the mood and the atmosphere of an institution and its people. A campus visit gives you the opportunity to experience the total environment, including the host community. After all, you will not be spending all your time in the classroom.

During a visit you can meet with campus personnel in a variety of situations. You can talk to an Admissions representative, faculty members, and to students. You can also eat in campus dining facilities and participate in a residence hall tour.

Tell us when you want to come and we will work out the details. If special accommodations are needed, let us know in advance. Please schedule your campus visit online at: www.go.und.edu. To provide you with the best experience possible, please schedule your visit a minimum of seven days in advance. If you need to schedule a campus visit with less than seven days advanced notice, please call 1.800.CALL.UND (1.800.225.5863) to make arrangements.

Parking Regulations

All parking on campus is permit parking. Students who drive a vehicle on campus are encouraged to purchase a parking permit before or upon arrival.

Permits can be purchased online via Campus Connection. Temporary Parking Permits are sold in Twamley Hall, Room 204. The navigation in Campus Connection is: Self Service>Parking Permits. If a permit is not purchased, parking is available in the Parking Ramp, Visitor Pay Lot, or metered parking at several locations across campus.

Parking regulations apply to all individuals. It is the responsibility of the individual to properly display the permit and comply with University Motor Vehicle Regulations at all times. For parking information, visit http://www.und.edu/student-life/parking/.

If you are a visitor on campus, please refer to the Visitor Information Section (p. 11) or visit the Parking website at http://www.und.edu/student-life/parking/.

Student Records

The student records maintained by the University fall into two general categories—public directory information and educational records. As the custodian of student records and in compliance with the Family Educational Rights and Privacy Act of 1974 as amended, the University assumes the trust and obligation to ensure the full protection of these student records. The University practices the policy of maintaining the confidentiality of educational records. It also guarantees that all records pertaining to a student (with the exception of those specifically exempted in the Code of Student Life) will be produced, with reasonable notice, for inspection by that individual student. The administrative procedures on student records as outlined in the Code of Student Life are adhered to by University personnel who have or accumulate educational records which are in a personally identifiable form.

Public Directory Information

Directory information, which may be released publicly in printed, electronic, or other form, is defined to include the following: name (all names on record); address (all addresses on record); e-mail address (all electronic addresses on record); phone number (all phone numbers on record); height, weight and photos of athletic team members; date of birth; place of birth; major field of study (all declared majors); minor field of study (all declared minors); class level; dates of attendance; enrollment status; names of previous institutions attended; participation in officially recognized activities and sports; honors/ awards received; degree/s earned (all degrees earned); date degree earned (dates of all degrees earned); and photographic, video or electronic images of students taken and maintained by the institution.

The student may request directory information not be made public by completing an appropriate form in the Office of the Registrar. In order to effectively suppress release of directory information, students should restrict their information as early as possible.

Educational Records

Educational records are those documents, records, files, and other materials which contain information directly related to a student and are maintained by the University of North Dakota or a person acting on behalf of the University. Educational records include more than academic records. Educational records, with the exception of those designated as public directory information, may not be released without written consent of the student to any individual, agency or organization other than authorized personnel. Directory Information may be released publicly in printed, electronic, or other form. See the Code of Student Life, section 8, for details on the various ramifications of the Family Educational Rights and Privacy Act (FERPA), its implementing federal regulations, and UND policies. Students have a right to file a complaint regarding a violation of FERPA with the Affirmative Action Office, 101 Twamley Hall, P.O. Box 7097, Grand Forks, ND 58202-7097, or with the Family Policy Compliance Office, U.S. Department of Education,400 Maryland Avenue SW, Washington, D.C. 20202-5920.

Research

Research is a critical component of the mission of the University of North Dakota. As a result of research and scholarly activities conducted by faculty, undergraduate and graduate students have expanded opportunities to broaden and enrich their educational experiences. The involvement of both faculty and students in research and scholarly work enhances learning by students, keeps faculty current in their fields, and creates new knowledge that is a public good. In addition to research conducted by graduate students and postdoctoral research associates, UND has a strong record of undergraduate participation in research and scholarly work, and plans to build this participation to even greater levels.

Financial support for research and scholarly work comes from both external and internal sources. In FY2012, $87.2M of external grants and awards was received for such activities. Internal support from various university
Research in CEM focuses on sense-and-avoid devices for Unmanned Aerial Systems is also an important part of the SEM research enterprise, including areas such as law, business, and environmental studies. In addition to competing successfully for NSF funds, faculty at UND have received similar infrastructure-building funding from the National Institutes of Health, from the Department of Energy, from the National Aeronautics and Space Administration and from other agencies.

Research and scholarly activity at UND span all of the disciplines represented at the university from anthropology and anatomy to zoology. For science and engineering, major areas of focus are energy research, biomedical research, and research related to Unmanned Aerial Systems (or Remotely Piloted Aircraft, as they are also known). In the arts and humanities, much of UND’s scholarly work focuses on our geographic location in the Northern Great Plains and on the indigenous languages, arts, cultures and histories of North Dakota. Projects in digital humanities are one way that scholarly work in arts and humanities are taking form in addition to more traditional forms of scholarship. Musical and dramatic performances and the creation of works of art are also forms of creative scholarly work. Some of UND’s major research activities are described below.

Energy and Environmental Research Center

The EERC is a research, development, demonstration, and commercialization facility that is recognized for its work in developing cleaner, more efficient energy technologies, as well as environmental technologies to protect and clean our air, water, and soil. The EERC provides practical, cost-effective solutions to today’s most critical energy and environmental issues and challenges. The EERC’s research portfolio consists of a wide array of strategic energy and environmental solutions, including clean coal technologies, CO2 sequestration, energy and water sustainability, hydrogen technologies, air toxics and fine particulate, mercury measurement and control, alternative fuels, wind energy, biomass, water management, flood prevention, global climate change, waste utilization, energy-efficient technologies, and contaminant cleanup. The EERC’s staff is a multidisciplinary team of 350 highly skilled scientists, engineers, and support personnel. Much of EERC’s work is contract work for the private sector.

College of Engineering & Mines (CEM) and the Institute for Energy Studies

Research in the College of Engineering and Mines touches on a diverse portfolio of energy sources: petroleum, natural gas, coal, wind, and biofuels. The SUNRISE (Sustainable Energy Research, Infrastructure, and Supporting Education) project, which is driven by faculty in Chemical Engineering and the Department of Chemistry in the College of Arts and Sciences, has goals of advancing key areas of energy sustainability and exploring new and novel energy alternatives, while increasing the research competitiveness of the university and the development of the state. Three key areas of focus for SUNRISE are the invention, development, and commercialization of transportation fuels, chemicals, and polymers from oil seed crops; research focused on developing technologies to assist in the long-term environmentally acceptable use of coal; and wind, hydrogen, and solar energy. SUNRISE involves both undergraduate and graduate students in research.

The Institute for Energy Studies is a new program in CEM that is meant to broaden the energy research portfolio, and in particular, to emphasize multidisciplinary opportunities for education and research on energy topics, including areas such as law, business, and environmental studies. Collaborative research between CEM and the John D. Odegard School of Aerospace Studies is also an important part of the SEM research enterprise. Research in CEM focuses on sense-and-avoid devices for Unmanned Aerial Systems (UAS’s) and new and lighter-weight sensor payloads for UAS’s.

Weather, Climate, and Atmospheric Sciences

Within the John D. Odegard School of Aerospace Sciences, exciting research is presently being conducted in a wide array of areas that include cloud and climate change, satellite remote sensing of the atmosphere, radar meteorology, data assimilation and mesoscale modeling, and transportation weather. The Department of Atmospheric Sciences houses the Regional Weather Information Center and the Surface Transportation Weather Research Center. Other research involves tornados and other severe weather systems. Multidisciplinary research on weather and climate also involves faculty from the School of Geology and Geological Engineering in the College of Engineering and Mines.

Other Physical Science Research

Research in the physical sciences encompasses the departments of Chemistry, Physics, Atmospheric Sciences, and the entire College of Engineering and Mines. Some areas of focus, such as nanoscience, also include interdisciplinary collaboration with the life sciences, particularly the Department of Biochemistry and Molecular Biology. The general area of materials science is also growing within the university; this work spans topics such as better composite resins for uses in making blades for wind turbines, and extending the life of metal aircraft parts. In addition, the Department of Chemistry has a significant research focus on theoretical and computational chemistry. This expertise, together with complementary interests in the Department of Atmospheric Sciences in the John D. Odegard School of Aerospace Sciences, has been heavily involved in High Performance Computing on this campus.

Life Sciences

Research in the life sciences takes place both within the School of Medicine and Health Sciences (SMHS) and in Biology and other departments in the College of Arts and Sciences. Researchers from several disciplines within SMHS have a special focus on neuroscience, especially Parkinson’s disease and multiple sclerosis. There is also a growing program in microbiology, immunology, and infectious disease that involves collaboration with private sector life science companies in the Red River Valley. Research in Biology on parasites and vector-borne diseases, embryonic development, and genomics complements work in the medical schools. Several departments are also involved in the development of a program in forensic science.

Centers of Excellence

The state of North Dakota has funded several research Centers of Excellence that are funded in order to create collaborative research between university faculty and private sector companies in order to take the fruits of research to create new jobs and other economic impact. The Centers of Excellence at UND include the following:

- Center for UAS Research, Education and Training
- SUNRISE BioProducts Center of Excellence
- Petroleum Research, Education, and Entrepreneurship Center of Excellence
- Center of Excellence in Space Technology and Operations
- Center of Excellence for Gas Utilization
- Center for Research Excellence for Avian Therapeutics for Infectious Diseases

Human Nutrition

The United States Department of Agriculture has its Grand Forks Human Nutrition Research Center at the edge of the UND campus. This center has a research mission focused on understanding obesity. It offers many opportunities for faculty and students to interact with federal researchers, ranging from the genomics of obesity to behavioral sciences.

UND Research Foundation

The UND Research Foundation (UNDRF) is a private organization that exists to support research at the University of North Dakota. UNDRF owns and operates the REAC1, a technology accelerator building for life science and engineering projects on the west edge of campus. REAC is a facility where small tech-based companies can find laboratory space and assistance to grow their businesses. Some of these companies are spin-offs created as the result
Learning Communities at UND

There are programs at UND that purposefully offer students the opportunity to participate in academic programs while developing lasting relationships with a small group of students and faculty. These programs afford students a relatively small “community” for pursuing their academic studies, although each community varies in its structure and methods.

The Integrated Studies Program, one of these learning communities, is a nationally-known, award-winning program. Integrated Studies (ISP) provides a unique way to take the Essential Studies classes which UND requires. Each semester of ISP includes credit from each of the four Essential Studies categories: Communications; Social Sciences; Arts and Humanities; and Math, Science, and Technology. To emphasize and build connections between disciplines, all class activities and discussions are organized around a central theme; class meeting time includes a variety of small group settings in which discussion among students is emphasized. For more information, refer to the Integrated Studies catalog listing, call (701) 777-3622, or visit our website at: http://und.edu/integrated-studies.

The Honors Program is a learning community designed for students with an interest in intellectual and creative pursuits. Students usually enroll in an Honors class each semester as part of their undergraduate program of study. Honors courses offer an alternative way to fulfill Essential Studies requirements. Other educational, social, and service activities extend learning beyond the classroom experience. Honors Housing allows students the option of carrying the learning community into Johnstone/Fulton Residence Halls. For information on Honors housing, contact the Housing Office at (701) 777-4251. Students in any college of the University may apply for admission to this learning community. For more information, call (701) 777-2219 or visit our website at: http://und.edu/honors-program/

The Wellness Community focuses on living a balanced lifestyle within the college environment. As members of the Wellness floor in Brannon Hall, students have the opportunity to develop healthy practices, and incorporate the seven aspects of wellness: emotional, intellectual, physical, occupational/vocational, environmental, social and spiritual. For information on the Wellness Community, contact the Housing Office at 701-777-4251.

The Engineering Living Community is designed for new and returning students with an academic major within the College of Engineering and Mines. Members of this community combine the scholarly and social aspects of student life. The Resident Assistant (RA) on this floor is an engineering student who works to build a connective community of students with similar academic interests. Residents have tutoring in their residence hall lead by upper-class engineering students, advising sessions by faculty, and special opportunities to interact with professionals in the field. Members of this community will live on the 4th floor of McVey Hall. For additional information, contact Janet Honke at 701-777-5799 or Joel Ness, Ph.D. at 701-777-6149 in the College of Engineering and Mines.

The Aviation Community welcomes first-year students with an Aviation major in the John D. Odegard School of Aerospace Sciences Department of Aviation. Together, students who share a passion for aviation live and learn together in Noren Hall. Students have the chance to focus on academic achievement in a productive and supportive setting and gather for social events to meet friends and faculty. Student activities include tutoring, advising, and lunch/dinner with various department faculty and staff. For more information, contact Leslie Martin at lmartin@aero.und.edu or Elizabeth Bjerke at ebjerke@aero.und.edu.

The UND First-Year Seminar Program

Courses in the First-Year Seminar (FYS) Program aim to engage new UND students in the academic life of the university, and to empower them to succeed with their transition to college life. Grounded in the Essential Studies Program, these unique small classes enable students to discover a passion for learning, to connect with faculty and peers around academics, and to establish the foundation to become a more reflective, confident, and effective learner. FYS courses are offered on a variety of different topics and academic areas, and are listed as either UNIV 110 First Year Seminar or UNIV 115 First Year Research. More information on the types of courses being offered, as well as who to contact if you have questions, can be found on the FYS website at http://und.edu/provost/fye.cfm.

Introduction to University Life

UNIV 101 Introduction to University Life is a course for freshmen students, designed to enhance the transition and adjustment of first-year students attending the University of North Dakota. The intent of the course is to acquaint students with higher education and to provide specific skills that will maximize students’ opportunity for academic success. Topics include (but are not limited to): campus resources and support, university involvement, health and wellness, University information, effective communication, understanding diversity, critical thinking, and building relationships with faculty members. A common reading provides a context for academic, personal, and social investigation by students. For additional information, visit the Student Success Center website at http://und.edu/student-affairs/student-services/.

The Honors Program

http://und.edu/honors-program

I. General

The Honors Program serves motivated, accomplished students by nurturing creativity, critical thinking, and scholarship beyond the usual academic frameworks. Through classes, co-curricular activities, service projects, and advisement, the Honors Program creates a learning community that emphasizes intellectual exploration. Students may participate in the Honors Program throughout their undergraduate career. High school graduates are encouraged to apply at the time of their initial registration at the University. Students may also enter the Program after the first year, and inquiries from interested students are welcome. Please phone (701) 777-2219 or email: honors@und.edu. Students in any college of the University may enroll in the Honors Program.

II. Administration

The Program is administered by a Director and a University Honors Committee. The Honors Program can adjust its academic program to fit the needs and goals of individual students. In response to this flexibility, Honors Program students are expected to demonstrate intellectual excellence and to pursue learning independently. Opportunities to do so are offered in Honors colloquia, other special classes, Honors sections of regular courses, and regular courses taken in Honors mode. Most students graduate from the Program as “Scholars in the Honors Program” while also fulfilling a major in one of the Colleges; however, the Honors Program also offers the option of creating an individually designed program of study through Honors. This option may result in either a B.A. or a B.S. degree earned through the College of Arts and Sciences.

III. Means

For beginning students, special introductory courses are available to familiarize students with the nature of the Program and to acquaint Honors students with faculty. Advanced courses and colloquia introduce students to the full range of the disciplines which make up the University.

The requirements to graduate as a Scholar in the Honors Program are:

1. a minimum of 24 credits in Honors work including 8 credits of colloquia;
2. a Sophomore Honors Portfolio accepted by the Honors Committee; and
3. a senior thesis and oral presentation (with a grade no lower than “B”) in a chosen field.
After successful completion of 9 Honors credit hours and submission of the Sophomore Honors Portfolio, the student will be considered for full membership in the Honors Program. Students who complete all Honors requirements, including the senior thesis, may substitute Honors requirements for the Essential Studies Requirements. To graduate with an Honors major alone, students are additionally required to develop, in conjunction with an Honors advisor, an academic program based around individual needs. This program of study must be approved by the Honors Program. The colloquia mentioned above are topical and, usually, interdisciplinary discussion courses, one semester in length, on topics chosen according to student and faculty interests. The Honors mode entails an extra credit of work in a regular course so a greater than usual depth and/or breadth of knowledge can be achieved in that course.

In addition, Honors Program students are expected to maintain a solid academic performance. A student should attain a 3.2 grade point average by the sophomore year and maintain it. If this does not occur, the Honors Committee reviews the standing of the student.

**IV. Advantages**

Students in the Honors Program have many opportunities to develop their own ideas and their writing and research skills; they also benefit from close association with faculty and other students who share their intellectual interests. Honors Program courses encourage students to think independently, creatively, and critically; to express their thoughts clearly, orally and in writing; to expand their perspectives on the world; to develop as citizens; to understand the nature of scholarly inquiry; and to forge connections among disciplines. Successful completion of the Program is a clear signal to prospective employers and graduate or professional schools that the graduate is a serious, well-prepared, accomplished student.

The Senior Honors Thesis

http://und.edu/honors-program/

Through the Senior Honors Thesis (including Departmental theses), students of marked ability may pursue, in their senior year, a voluntary program of supervised independent study, leading to the bachelor’s degree with honors in the major field of study. The purpose of this program is twofold: first, to give public recognition to the superior student; and second, to enable the student to broaden, deepen, and enrich the educational experience.

In order to be eligible, a student must have completed 75 credit hours by the end of the first semester of the junior year with a general grade point average of at least 3.2. Students must apply for admission to pursue honors work by April 1 of their junior year. If he or she is certified by the chairperson of his or her major department, Academic Dean, and the Honors Committee, the student and his or her supervisor will then plan a course of independent study for the following year.

The credits in independent study shall total nine credits. At the discretion of the department and of the Honors Committee, these credits may be either in addition to major requirements or in place of some requirements. Such a study may consist of Honors Program courses, laboratory research, seminars, creative work, or any combination of these which the department and the Committee may approve. This study, whatever its nature may be, will appear on the student’s record with the number 489 and the title “Senior Honors Thesis.” The study may be either departmental or interdepartmental. To qualify for Senior Honors, the student must receive a grade no lower than a “B” for this work. Theses will be bound and deposited in the University Library. The student will be expected to meet the nominal charge involved.

The student must maintain a GPA of at least 3.2, make satisfactory progress in his or her course of independent study, and submit a progress report to the supervisor at the end of the first semester of the senior year. At that time, the student, the department or the Committee may decide to terminate the student’s honors work. At or near the end of the senior year, if the work is continued, the student will participate in the Honors Undergraduate Research Conference or take a comprehensive oral examination at which a member of the Honors Committee shall be present.

An unsuccessful candidate for Senior Honors will receive the bachelor’s degree with the usual General Honors if his or her record meets the grade-point requirements. A successful candidate for Senior (Departmental) Honors will receive the same distinction; the additional notation “Departmental Honors” will appear on the Commencement program and transcript.

**Tuition and Fees**

Tuition and Fees, as of Spring 2013*

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Minnesota</th>
<th>Contiguous</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$3,627.04</td>
<td>$4,012.04</td>
<td>$5,111.54</td>
<td>$8,585.04</td>
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<td>Graduate</td>
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<td>$5,449.04</td>
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<tr>
<td>Law</td>
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<td>$413.43</td>
<td>$693.15</td>
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<td>Medicine</td>
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<tr>
<td>Physical</td>
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<td>$8,760.04</td>
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<tr>
<td>Therapy</td>
<td></td>
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</tr>
</tbody>
</table>

**** Law tuition is charged per credit hour and is not subject to the 12 credit cap. Since the University of North Dakota is supported by legislative appropriations, tuition and fees paid by students constitute only a part of the actual cost of the student’s education. An individual registration is not complete until all tuition/fees are paid. Tuition for North Dakota’s institutions of higher education is determined annually by the State Board of Higher Education. In addition, the Board authorizes the individual institutions to collect certain other mandatory fees, which in 2012-13 totaled $658.04 per semester at UND (and is included in the above table). These include the student fees which support, among other functions, Student Government, Student Health, Bonds, Wellness, Memorial Union, Career Services, Substance Abuse Prevention Programming, Multicultural Student Services, Athletics, Student Success Center and the Judicial/Crisis Team, $526.68; the NDUS Fee, which supports functions that are managed at the N.D. University System level, $81.36; and the Technology fee, which supports technology needs, $50. Most student fees were approved by votes of the student body. All tuition and fee charges become the responsibility of the student when the student enrolls in courses at the University of North Dakota.

The student accepts responsibility for payment of tuition and fees when he/she enrolls in classes at the University of North Dakota.

No paper bills are sent from UND. Students are required to check their account balances on Campus Connection. Log into Campus Connection->Account Summary.

For more current information on tuition and fee rates, visit the Student Account Services website at: www.und.edu/finance-operations/student-account-services/index.cfm.

* All fees are subject to change without notice; contact the Office of Enrollment Services for up-to-date cost estimates. Contiguous states and provinces include South Dakota, Montana, Manitoba and Saskatchewan.

**Part-time students taking 11 or fewer hours are billed on a per-credit hour basis.**

Online courses are charged at the resident rate and are not subject to the 12 credit cap. See schedule in Office of Extended Learning section of catalog.

* In addition to this tuition/fee schedule, program fees are assessed in the College of Business and Public Administration, Engineering, Law, Nursing, Teacher Education, Social Work, Recreation, Anesthesia and Dietetics.

**Other Fees**

New Student Fee $20

Application Fee (Undergraduate) $35 Payable by all undergraduate students applying for admission.

Application Fee for Graduate Students $35
<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee for Readmission for Graduate Students</td>
<td>$35</td>
<td>Non-refundable</td>
</tr>
<tr>
<td>Application Fee for Medical Students</td>
<td>$50</td>
<td>Non-refundable</td>
</tr>
<tr>
<td>Application Fee for Housing (residence halls and apartments)</td>
<td>$35</td>
<td>Non-refundable</td>
</tr>
<tr>
<td>Auditing Fee</td>
<td></td>
<td>Auditing fees will be 50% of the regular, per hour tuition charge for the same course.</td>
</tr>
<tr>
<td>College of Business and Public Administration Program Fee</td>
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<td>A program fee will be charged to all students in the College of Business and Public Administration. The program fee will be $150 per semester for full-time students and will be pro-rated for part-time students.</td>
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<tr>
<td>Engineering Program Fee</td>
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<td>A program fee of $25 per credit hour (to a maximum of 12 credit hours) will be assessed to undergraduate and graduate students in engineering.</td>
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<tr>
<td>School of Graduate Studies Enrollment Fee</td>
<td>$15</td>
<td>Payable by each student registering for 996 (Continuing Enrollment).</td>
</tr>
<tr>
<td>School of Graduate Studies Continuing Enrollment Fee</td>
<td>$100 per credit</td>
<td>Payable by each student registering for 996 (Continuing Enrollment).</td>
</tr>
<tr>
<td>Graduate Student Thesis Fee</td>
<td>$20</td>
<td>Charged for binding and microfilming the original copy of a thesis.</td>
</tr>
<tr>
<td>Graduate Student Dissertation Fee</td>
<td>$85</td>
<td>Charged for binding and microfilming a dissertation and publishing the abstracts in Dissertation Abstracts.</td>
</tr>
<tr>
<td>Graduate Student Copyright Fee</td>
<td>$65</td>
<td>Charged for securing copyright to a dissertation.</td>
</tr>
<tr>
<td>Late Payment Fee</td>
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<td>Students with an unpaid balance after the established payment deadline will be assessed a late fee of 1.75% of their unpaid balance.</td>
</tr>
<tr>
<td>Law Program Fee</td>
<td></td>
<td>A program fee of $53.33 per credit hour, maximum of $800 per semester ($1,600 per academic year), will be charged to all law students.</td>
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<tr>
<td>Nursing Program Fees</td>
<td></td>
<td>For all students newly admitted to Nursing, a program fee of $45 per credit, maximum $500 per semester will be charged to all undergraduate students enrolled in the professional nursing education programs that lead to a Bachelor of Science degree and eligibility for licensure as a Registered Nurse. A program fee of $500 per semester (prorated for part-time students) will be charged to all graduate students. Anesthesia graduate students have a program fee of $2,000 per semester. Family Nurse Practitioner has three semesters and will be charged $1,500 per academic year.</td>
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<tr>
<td>Nutrition &amp; Dietetics Program Fee</td>
<td></td>
<td>A program fee of $45 per credit hour or $500 full-time.</td>
</tr>
<tr>
<td>Outreach Programs Courses (see schedule in Office of Extended Learning section of catalog)</td>
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<td>Permits are payable at the beginning of the fall semester for the entire year by students who own or operate a motor vehicle on campus. Permits are subject to availability, and fees are subject to change.</td>
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<tr>
<td>Parking Permit</td>
<td>$155</td>
<td>Permits are payable at the beginning of the fall semester for the entire year by students who own or operate a motor vehicle on campus. Permits are subject to availability, and fees are subject to change.</td>
</tr>
<tr>
<td>Student Ramp Parking Permit</td>
<td>$300</td>
<td>Permits are payable at the beginning of the fall semester for the entire year by students who own or operate a motor vehicle on campus. Permits are subject to availability, and fees are subject to change.</td>
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<tr>
<td>Recreation and Tourism Studies/Rehab and Human Services</td>
<td></td>
<td>A program fee charged per semester, pro-rated for part-time students, charged to all students admitted to these programs.</td>
</tr>
<tr>
<td>Social Work (Undergraduate)</td>
<td>$225 per semester</td>
<td>A program fee charged per semester, pro-rated for part-time students, charged to all undergraduate students admitted to the program.</td>
</tr>
<tr>
<td>Social Work (Graduate)</td>
<td>$300 per semester</td>
<td>A program fee charged per semester, pro-rated for part-time students, charged to all graduate students.</td>
</tr>
<tr>
<td>Special Examination for Credit Fee per Semester Hour</td>
<td>$100 per semester</td>
<td>A program fee charged per semester to all students admitted to the Teacher Education Program.</td>
</tr>
</tbody>
</table>

* Non-refundable
All fees subject to change

## Estimated Yearly Expenses

The following table gives an estimate of the expenses of a single, undergraduate student residing on campus during the nine month, 2012-2013 college year. Detailed information about the cost of attending the University is available from the Office of Enrollment Services.

<table>
<thead>
<tr>
<th></th>
<th>North Dakota</th>
<th>Minnesota</th>
<th>Contiguous &amp; Non-Resident WUE States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
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<td>$8,024</td>
<td>$10,223</td>
</tr>
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</tr>
</tbody>
</table>
Legal residence in the State of North Dakota includes, but is not necessarily limited to the following responsibilities and rights:

1. To vote in general or special elections in the State.
2. To obtain a North Dakota driver’s license.
3. To obtain a North Dakota license for any motor vehicle owned.
4. To file a North Dakota resident income tax return.
5. To obtain a ND resident game or fishing license after 6 months residency.
6. To file a North Dakota resident income tax return.
7. To obtain a North Dakota license for any motor vehicle owned.
8. Any other person who was a legal resident of North Dakota for at least three consecutive years within six years prior to the beginning of the academic term;
9. A child, spouse, widow, or widower of a veteran as defined in NDCC section 37-01-40 who was killed in action or died from wounds or other service-connected causes, was totally disabled as a result of a service-connected cause, died from service-connected disabilities, was a prisoner of war, or was declared missing in action.

Electronic applications for residency are available online at: http://www.und.edu/finance-operations/student-account-services/residency.cfm.

Regulations Regarding Non-Resident Fees

TUITION FOR NON-RESIDENT STUDENTS (Requirements subject to change without notice. Please visit Student Account Services’ website at: http://www.und.edu/dept/studentaccounts/html/residency.htm for the most current information.) Non-resident students seeking to declare North Dakota residence for tuition purposes must submit an affidavit of residency online to Student Account Services for the term in which they are currently enrolled within 30 days from the first day of regular term classes. For purposes of determining residency, a resident student is defined by law as follows:

1. A person whose custodial parent, guardian, or parents have been a legal resident of North Dakota for 12 months immediately prior to the beginning of the academic term;
2. A person 18 years of age or older who has been a legal resident of North Dakota for 12 months immediately prior to the beginning of the academic term;
3. A person who graduated from a North Dakota high school;
4. A full-time active duty member of the armed forces or a member of a North Dakota national guard unit;
5. A spouse or dependent of a full-time active duty member of the armed forces or a member of a North Dakota national guard unit;
6. A spouse or dependent of a benefitted employee of any institution of higher education in the state;
7. The spouse of any person who is a resident for tuition purposes;
8. Any other person who was a legal resident of North Dakota for at least three consecutive years within six years prior to the beginning of the academic term;
9. A child, spouse, widow, or widower of a veteran as defined in NDCC section 37-01-40 who was killed in action or died from wounds or other service-connected causes, was totally disabled as a result of a service-connected cause, died from service-connected disabilities, was a prisoner of war, or was declared missing in action.

Applications must be submitted within the established due date provided on the Student Account Services website located at: http://und.edu/finance-operations/student-account-services/residency.cfm.

Refunds

Refund of Institutional Charges for Withdrawn Students

1. A student who withdraws from the University under normal conditions and after the beginning of instruction will be granted a refund of tuition/fees after the beginning of instruction will be granted a refund of tuition/fees according to a schedule approved by the Chancellor that provides for a percentage refund, which approximates the amount the institution must return to the Title IV financial aid programs.
2. Institutional charges shall be refunded according to a schedule approved by the Chancellor that provides for a percentage refund, which approximates the amount the institution must return to the Title IV financial aid programs.
3. A student must withdraw officially from the University within the stated refund period to be eligible for a refund of tuition and fees. No refund will be made to a student who is suspended, dismissed, or expelled for breach of discipline. Please visit this link for more detailed information: http://www.und.edu/dept/studentaccounts/html/withdrawal.htm.
Four different types of financial aid are offered:

1. employment,
2. loans,
3. scholarships, and
4. grants.

Employment enables recipients to work and earn money. Loans are borrowed money which must be repaid with interest. Scholarships are gifts awarded on the basis of academic performance and potential. Grants are gifts of money which do not have to be repaid.

Refunds for Dropped Classes

Any student that drops a class within the first 9% of the period of enrollment for that class shall receive a 100% refund for the credit hours attributable to the class. After 9% of the period of enrollment for a class is completed, no refund shall be made for a class which is dropped. However, classes of the same number of credits, within the same semester, may be substituted for the dropped class at no additional tuition and fee charge, unless the added class requires a special fee or change in tuition. Correspondence, online, and collaborative courses are not eligible for exchange. The refund dates for dropped courses can be located on the Student Account Service’s web page: http://und.edu/finance-operations/student-account-services/.

Students in Debt to the University

A student who is in debt to the University will not be permitted to enroll in classes at the University and will not be entitled to receive a transcript of credits or a diploma until the indebtedness has been paid in full.

Satisfactory Progress

Any time you drop a course or withdraw from the University, you may be jeopardizing your federally-funded student financial aid, now or in the future. You must successfully complete at least two-thirds of all courses in which you enroll. Dropping after the first day of class may not affect your academic standing, but it may affect your ability to receive financial aid. Please review this policy and others pertaining to your financial aid in the Code of Student Life in the appendix section titled “A Summary of the Standards of Satisfactory Progress for Financial Aid Eligibility,” or contact the Financial Aid Office.

Student Financial Aid

Financial aid is available to students who, without such help, would be unable to attend the University of North Dakota.

The primary responsibility for financing a college education rests with the student and family. UND financial aid is viewed as a supplement to family support.

Most student aid is awarded on the basis of need. “Need” is the difference between cost of education (tuition, fees, room, board, books, supplies and related educational expenses) and the Expected Family Contribution, which is the amount the student and family is expected to contribute, as determined by a standard formula. In determining family contribution, four major sources are considered:

1. family income,
2. family assets,
3. student’s income, and
4. student’s assets.

If cost exceeds the family contribution, need will exist; and every effort will be made to provide adequate financial aid. To offer maximum assistance, awards are often made in the form of a financial aid “package” combining two or more different types of aid (loans, scholarships, grants, or employment).

The final determination regarding the type(s) and amount of aid awarded is based upon an evaluation of the applicant’s eligibility for a particular type of aid and upon the availability of funds under the various aid programs.

Types of Aid

Four different types of financial aid are offered:

1. employment,
2. loans,
3. scholarships, and
4. grants.

Financial Aid Procedures and Award Policies

April 15 is the priority deadline at the University of North Dakota. To receive top consideration for all programs, students are advised to complete the FAFSA by April 1. Students must submit the FAFSA or Renewal FAFSA each year.

The Student Financial Aid Office awards aid to the neediest students who have a complete file by April 15. After that date, students’ files are considered by the date the FAFSA was received for processing until all funds are awarded. Late applicants, as well as those who incorrectly fill out their application materials, may experience a considerable delay in receiving notification of their eligibility and subsequent delivery of any remaining financial aid funds.

All students whose files are complete will be notified by early summer regarding the action taken on their application. Recipients of financial aid must accept or reject the aid within 30 days after receiving notice of the award.

Coursework that does not count toward the graduation requirements at UND, i.e., all audited coursework, also does not count toward enrollment requirements for financial aid eligibility.

Verification

The Department of Education or UND may ask students to prove the information they provided on their applications for financial aid is correct. If students are selected, they may be asked to verify such information as income, federal income tax paid, household size, number in college, status as a dependent or independent student, and citizenship. As part of this process, students must provide the Student Financial Aid Office with their and/or their parents’ Federal Income Tax Return and in some cases, statements from Social Security Administration, Veterans Administration or other agencies to verify benefits the student and/or the student’s family has received. If information on any of these documents conflicts with the information reported on the student’s application, they may be required to provide additional information. Failure to provide proof may result in the cancellation of aid from all of the Title IV programs and may also result in the cancellation of aid from other sources.

Federal financial aid received because a student reported incorrect information will have to be repaid. Any person who intentionally makes false statements or misrepresentations on a Federal financial aid application is violating the law and is subject to a fine or imprisonment or both, under provisions of the U.S. Criminal Code.

Satisfactory Academic Progress for Financial Aid Eligibility

To be eligible to receive financial aid, students must meet the following minimum standards as established by the University:

Academic Standard:

1. Undergraduate Students
   A. All students must have a minimum cumulative grade point average of 2.00. All other undergraduate students who meet the University’s minimum academic standards as defined in the UND Undergraduate Catalog meet this standard.

2. Graduate Students
   A. Graduate students must have a minimum 3.0 institutional cumulative grade point average.

3. All students must be eligible to re-enroll in the next term in order to meet this standard. The student’s institutional cumulative grade point average will be reviewed at the end of each regular period of enrollment.
Rate of Progress Standards:

1. Maximum Time Frame
   A. Undergraduate Students
      Undergraduate students shall be making satisfactory progress for financial aid purposes if their program of study is completed within 150% of the length of the program (a maximum of 187 attempted credits for all programs).
      Post-baccalaureate students (not admitted to graduate, law, or medical programs of study) enrolled in an educational program that leads to an undergraduate degree or teacher certification are also subject to the undergraduate maximum time frame standard.
   B. Graduate Students
      Students admitted to the School of Graduate Studies shall be making satisfactory progress for financial aid purposes if their program of study is completed within a maximum of 135 attempted credits.
   C. The maximum time frame standard will be reviewed at the end of each regular period of enrollment.

2. Minimum Percentage of Completed Hours
   A. In order to earn enough credits to graduate within the above maximum number of attempted hours, students are required to successfully complete two-thirds (66.67%) of the cumulative credit hours at tempted.
   B. The percentage of completed hours standard will be reviewed at the end of each regular period of enrollment.


Repayment of Financial Aid

Financial aid funds can be used only for educational expenses. Therefore, repayment may have to be made if a student officially or unofficially withdraws from the University. If withdrawal is before first day of classes, or if the student fails to pay tuition, all cash disbursements are overpayments and must be repaid in full. If withdrawal is on or after the first day of classes, the University will determine the amount of "unearned aid" to be repaid according to a federal formula. To officially withdraw, a student must complete a withdrawal form at the Registrar’s Office, 201 Twamley Hall. If a student does not officially withdraw, the unofficial withdrawal date will be the student’s last documented date of attendance or the midpoint of the semester, whichever is later.

Access to Records

In compliance with the Family Educational Rights and Privacy Act of 1974 as amended, the University of North Dakota has developed policy guidelines for access to the education record with respect to the rights of eligible students and parents of dependent eligible students. All information contained in University records is considered confidential, except for directory information, which may be released publicly in printed, electronic, or other form. Directory information is defined in the Code of Student Life in “Section 8-2: Student Records/Directory Information.” Students may restrict the release of directory information no later than the tenth class day of the semester, in person, at the Registrar’s Office, Room 203, Twamley Hall, or online through the UND campus connection available at: www.und.edu.

Student Employment

Student employment provides financial assistance and reduces students’ loan indebtedness. There are several student employment programs which complement the students’ learning and give the University the opportunity to utilize student skills.

Federal Work-Study (FWS) is a form of federal aid based on financial need, and is awarded to students as part of their total aid package. A FWS award indicates a student’s eligibility to seek available FWS jobs. Wages are paid primarily from federal funds allocated to the University.

Wages for institutional (INST) employment are paid from funds allocated to individual University departments. Financial need is not a requirement.

All students who work through FWS and/or INST employment will be hired at least at the federal minimum wage rate. Wage rates vary, depending upon the skills required and job responsibilities.

The grievance procedure for student employees is described in the Code of Student Life.

Job Location and Development (JLD) is a cooperative effort with Job Service North Dakota to secure part-time work for students with area businesses. Although financial need is not a requirement, jobs secured through JLD can be part of a financial aid package.

Veterans Work-Study is a program for veterans attending school full-time and receiving VA benefits. Veterans can work up to 250 hours a semester and be paid at the minimum wage. Eligibility is determined by the Veteran Services office on campus.

Information concerning Head Resident, Resident Assistant, Cooperative Education Program, and/or departmental internships is available by contacting individual departments responsible for selection.

Loans

Student loan funds can be categorized into two classifications: long and short term loans. Long term loans are generally low-interest loans administered by the federal Department of Education. Interest rates, eligibility, repayment terms, deferment, and cancellation provisions vary with the specific loan program.

Some of the federal loan programs in which the University of North Dakota participates are: Perkins Loan, Direct Loan, PLUS, Grad PLUS, Nursing Student Loan, Primary Care Loan. Canadian Higher Education Loan Program (CanHELP) and private educational loans are also available at UND. Many of the private education loan programs are available to students who are not degree-seeking or are enrolled less than half-time. A more complete listing of private education loans is available at: und.edu/financial-aid.

Federal requirements require all first time borrowers at UND to attend an Entrance Loan Counseling session prior to receiving loan funds. Exit Loan Counseling is also required at the time a student graduates or drops below half-time enrollment at the University. These requirements must be completed on the internet at: und.edu/financial-aid.

The short-term emergency educational loan program derives its funds from different sources provided primarily by private donations. Short-term loans are to be paid back within 30 days or the end of the semester, whichever comes first. Students are limited to one short-term loan at a time. The availability of these loans may be restricted based on the amount of funds remaining.

Scholarships

The scholarship program at the University of North Dakota is one of the best at public institutions of its size. Scholarships are supported by gifts from UND alumni and friends.

Because high educational quality comes less expensively at UND than at most other academic institutions, scholarships can significantly help students in their financial preparation for college.

Past academic excellence and the expectation of continued achievement determine the recipients of more than 4,400 undergraduate scholarships totaling over $8.40 million per year. These vary in amounts up to $5,000 per academic year.

Each of the awards is based upon a number of variable factors stipulated by the donors. UND awards scholarships to the most worthy, promising applicants who meet the qualifications of the particular scholarship. Most of the undergraduate scholarships are awarded on the basis of past academic performance.

Scholarships to entering freshmen are usually limited to students who have exceptional ACT or SAT scores and who have a high school grade point average (GPA) or GED score commensurate with their ACT or SAT score. Transfer students and returning UND undergraduate students receiving 4.0 (straight A) averages are awarded scholarships first, and the rest of the
scholarships are awarded to students with the next lower grade point average until all of the money is exhausted.

New students are considered for undergraduate scholarships at the time of admission to UND. Visit und.edu/financial-aid for more details. Current students should complete the Returning Student Scholarship Application form which is available at: und.edu/financial-aid.

Cultural Diversity Tuition Waivers
UND awards several tuition waivers to broaden the cultural diversity on campus. Cultural diversity, for this waiver, is defined as individuals who come from historically under-represented groups (African American, American Indian, Asian American, Hispanic American, and the economically disadvantaged). Application information is available at: und.edu/financial-aid. The priority date for top consideration is April 15.

Grants
The largest of the grant programs, the Federal Pell Grant entitlement program, provides grants to those students who meet the eligibility and need criteria established by Federal regulations. For the 2012-2013 school year, grants range from $550 to $5,550. The exact amount of a Pell Grant depends upon the student’s need and the money appropriated by Congress to fund the program in any given year. Students can receive this grant for the period required for completion of the first undergraduate baccalaureate degree.

Supplemental Educational Opportunity Grants (SEOG) are available to undergraduate students who qualify for the Pell Grant and meet the priority date of April 15. Eligible students enrolled at least half-time (6 credits) may receive grants up to $800 per year.

The Teacher Education Assistance for College and Higher Education (TEACH) Grant/Loan Program provides up to $4,000 per year in grants to undergraduates and graduate students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. Students can receive up to $4,000 per year and the grant is available to students who are enrolled less than half-time. Students who fail to complete the 4-year teaching obligation within 8 years of completing or ceasing their program of study will have to repay the grant with interest (it will become a Federal Direct Unsubsidized Loan). More information on the application and eligibility requirements for this program are available at: und.edu/financial-aid.

The North Dakota Student Financial Assistance Program provides non-repayable grants to North Dakota residents to aid undergraduate students in need of financial assistance. The Free Application For Federal Student Aid (FAFSA) serves as the application for the State Grant Program. To ensure that your FAFSA will be received by the State Grant Program and be considered as an application for the Program, you must list at least one eligible North Dakota college code on the FAFSA. The deadline for priority consideration is April 15. For 2012-2013, students awarded a Student Financial Assistance Grant will receive $1,200 for the academic year. Additional information may be obtained from:

The Student Financial Assistance Program
North Dakota University System
600 E. Boulevard
Bismarck, ND 58505

Other Sources of Aid
The United States Army and U.S. Air Force provide scholarships to students pursing studies in the Army ROTC program. Four year scholarships are offered on a competitive basis to outstanding students entering college for the first time. ROTC also offers two and three year scholarships to students who have successfully completed one or two years of college and have been selected as the most qualified applicants for the available awards. Enrollment in ROTC is not a prerequisite to applying for a two or three year scholarship. For information, contact the Military Science Department.

American Indian students should contact their local tribal agency concerning their eligibility for BIA/Tribal Scholarship funds. The awarding of BIA/Tribal Scholarships will be dependent upon the availability of funds.
American Indian Student Services

315 Princeton Street
Phone (701) 777-4291

American Indian Student Services (AISS) are designed to promote and foster the academic and personal success of American Indian and other students enrolled at the University of North Dakota. AISS works directly with the UND Enrollment Services Office to actively recruit American Indian high school and community college students and introduces these new students to UND by serving as an information and resource center.

Services are provided to assist students in their transition to the University through the student support and student academic service components at AISS. The student support component provides both academic and personal advisement. AISS will also assist new and transfer students with University orientation, the early registration process, academic advisement, financial aid and scholarship information, general information and referral resources.

The AISS Student Success Program is a student success program for American Indian freshman and transfer students at UND that monitors their academic progress, gives guidance and direction, provides tutoring, etc. The program was created to support, guide, and encourage American Indian students to successfully achieve academic goals, foster career goals, develop personal life skills, and attain leadership skills.

The student academic services component strives to meet the scholarly needs of American Indian students at UND. Students are encouraged to utilize the tutoring services, free of charge. Tutors are available Sunday through Thursday evenings in Math, Natural Sciences, Physics, Chemistry, and college level writing. AISS also sponsors study skills, time and money management, and writing workshops in addition to a wide range of tutor learning activities. The American Indian Student Learning Lab provides opportunities for students to enhance their computer skills.

The American Indian Center houses AISS and the Student Learning Lab. The American Indian Center serves as an academic and social gathering area for American Indian and other students, while providing the students “a home away from home.” American Indian student organizations and programs, faculty, and staff host a variety of cultural activities, meetings, academic enhancement workshops, etc., at the Center. All UND students are welcome and encouraged to utilize the American Indian Center and AISS services.

Center for Instructional & Learning Technologies (CILT)

Robertson-Sayre Hall/Memorial Union 3rd Floor
Main Office: 701-777-2129
Tech Support 707-777-6305
http://und.edu/academics/cilt/

The Center for Instructional & Learning Technologies’ (CILT) mission is to collaborate with the University community to provide support for students, faculty and staff in the pursuit of innovation and excellence in teaching and learning with technology. CILT is located in Robertson-Sayre Hall and the Memorial Union. CILT models a support environment where innovation is encouraged to discover and explore new ideas, acquire new skills and develop materials to enrich instruction. Service and support areas include: Instructional Design, Learning Management System (Blackboard), Training & Development (workshops, forums and seminars), Tech Support (desktop, instructional/application, helpdesk and service desk), Classroom Services (equipment, classroom design and support), and Collaboration Services (web/video conferencing, collaboration stations, and multimedia production). Contact and more information can be found at: http://und.edu/academics/cilt/.

Ceremonies and Special Events, Office of

407 Twamley Hall
Phone (701) 777-6393

The Office of Ceremonies and Special Events is responsible for the planning and coordination of Commencement ceremonies and a select slate of official events of the University of North Dakota. In addition to UND’s Commencement ceremonies, these special events include Founders Day, the Statewide Bus Tour for New Faculty and Administrators, Student Graduation Expo, and groundbreaking and dedications of campus buildings. The Office also provides leadership for planning activities held to celebrate special UND milestones and traditions. The Office coordinates special projects as requested by the President or Vice President for University and Public Affairs. The staff of the Office of Ceremonies and Special Events is available to serve in a consulting role to UND units upon request.

Chester Fritz Auditorium

Phone (701) 777-3076

The Career Services office coordinates activities such as on-campus interviews, provides specialized workshops, and holds three Career Fairs annually.

Students in all disciplines are encouraged to register on Career Connect. Registration is done online via the Career Services homepage. Once registered, students will have access to job openings, become available to employers searching the data base, and be able to sign up for Cooperative Education opportunities and on-campus interviews.

Students seeking on-campus, off-campus and Work Study employment can receive assistance with their job search from a Student Employment Coordinator.

Career Services

www.und.edu/careerservices

Career Services’ goal is to guide students in planning for and carrying out their career goals and to provide students with opportunities to apply the learning environment beyond the classroom through employer partnerships. This is accomplished through individual and/or group assistance in job search techniques, resume/cover letter writing, and interviewing skills. Cooperative Education, a component of Career Services, works with employers and academic departments to provide opportunities for students to combine course work with practical, professional employment in their chosen fields.

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Chester Fritz Auditorium

Phone (701) 777-3076
The 2,400-seat Chester Fritz Auditorium is used for a variety of events. It is the site for graduations, symphony concerts, lectures, workshops, Broadway shows, and concerts by major stars.

The auditorium, an integral part of the University intellectual and social environment, has a three-fold mission:

1. As a cultural and educational resource for the University and community;
2. For general entertainment, ranging from contemporary performers, the art of dance, and the literature of theatre; and
3. As a public facility to be used by both University and non-university programming groups.

Community Engagement, Center for
317 Cambridge Ave.
Phone (701) 777-0675
www.communityengagement.und.edu

The Center for Community Engagement's mission is to link academic resources with community needs. The Center coordinates and supports opportunities for faculty and students to learn from and with nonprofit organizations, rural communities, tribal communities, and other public partners in the state. It works with departments, faculty, and students across campus, coordinates activities with other units with relevant teaching, research, and service missions, and develops relationships with public and community partners. This Center houses two main activities:

- **Experiential Learning** takes academic learning for credit out of the traditional classroom. Students apply their disciplinary knowledge or they serve communities and nonprofit organizations while learning civic responsibility. The Center assists students and faculty with the development of experiential learning opportunities in the curriculum.
- **Public Scholarship** includes scholarly and creative work in the public interest, scholarship planned and carried out in cooperation with community partners, and academic work that produces a “public good” such as exhibits, performances, and broadly accessible research results. Financial, technical, and promotional support is provided for a variety of research projects enabling UND to address public needs in North Dakota that might not yet be addressed.

The Center for Community Engagement is home to several projects with ties to communities locally and statewide and welcomes student involvement. The LINK program, through a partnership with the Grand Forks Economic Development Corporation, brings together UND students and faculty with local professionals in a given field for networking and discussions of internships and the job market. Community Connect is a public communication program designed to improve communication between and among community members and UND students, faculty and staff, which includes an annual community-university forum, an annual scholarly journal published, and an interactive website of research, resources, projects, and events. The Neighborhood Initiative provides opportunities for students to connect to a neighborhood in Grand Forks by assisting with the implementation and evaluation of projects.

Continuing Medical Education and Outreach

School of Medicine and Health Sciences
Phone (701) 777-3201

The Office of Continuing Medical Education and Outreach mission is to foster and support continuing professional development of health care professionals within the state of North Dakota and the High Plains region. The office includes program offerings to physicians, faculty, nurses, physician assistants, and other health care professionals by conferences, workshops, seminars, review courses, symposia, lecture series, grand rounds and distance education. Last year the OCMEO office had more than 6,500 participants in over 222 programs throughout North Dakota. The program is an important link for lifelong continuing medical education opportunities.

Counseling Center
200 McCannel Hall
Phone (701) 777-2127

The University Counseling Center (UCC) offers a variety of programs and services for University students. It is a resource which provides assistance in solving personal problems, making career choices, addressing substance use or abuse issues, developing educational skills, and reaching academic goals.

You can request UCC services by calling (701) 777-2127 or by visiting 200 McCannel Hall during regular business hours: 8 a.m. to 4:30 p.m., Monday through Friday. Initial appointments are typically set within one week. You can also walk-in for a one-time appointment on urgent matters from 8 a.m. to

Chief Information Officer, Office of

Phone 701.777.3231
http://cio.und.edu

UND’s use of information technology (IT) is dynamic, pervasive, and is provided for all campus members; students, faculty and staff. Services include: Enterprise Services – Application Administration, Programming and Web Development, Integrated Services, Technical Services – Database Development, Network Services, Production Control/Operators, and Server Administration, and Telecommunications. These service areas provide high quality, reliable and timely services for unified communications, web content management system, security, wireless and wired network, server administration and data storage. In collaboration with the office of the Vice President for Research, staff provide cyber infrastructure — high performance computing, related storage, visualization facilities and necessary support and consulting.

Telecommunications (www.telecom.und.edu/) in Carnegie Hall provides telephone services and support of the campus cable plant to the university community. Telephone services include: dial tone, telephone repair service, long distance, voicemail, cellular phones (faculty and staff), video and audio conferencing and campus emergency phones. Training and assistance with telephone etiquette and effective use of services is also provided.

UND also receives services through the North Dakota University System System Information Technology Services (NDUS SITS). NDUS SITS provides UND with Campus Solutions, Finance and Human Resources (Oracle PeopleSoft) administrative systems, Wimba interactive video systems, wide area network resources, ODIN library services, and facilities and housing management systems.

Children's Center, University

525 Stanford Rd.
Phone (701) 777-3947
www.housing.und.edu/ucc

The University Children’s Center offers child care to parents who are UND students or employees and also to parents of the greater Grand Forks community. The Center serves children ages 18 months to 12 years old. The Center is open five days a week from 7:00 a.m. to 5:30 p.m. during the UND academic year and summer session. Daily attendance is limited to a full-time equivalency of 103 children.

The Center provides quality care and education to children from a variety of ethnic, cultural, socio-economic, and educational backgrounds and to children with special needs. Teachers have four-year degrees and work with an Early Childhood Education student teacher or teaching assistant to develop programming for children.

The University Children’s Center provides experiential learning opportunities for UND students. All Early Childhood Education majors utilize the Center for their student teaching experience. Other academic areas also use the Center for field experiences and observations focusing on Early Childhood Education.

For more information, call (701) 777-3947 or visit our website at: www.und.edu/centers/childrens, or write to the University Children’s Center, 525 Stanford Road, Stop 9026, Grand Forks, ND 58202-9026. You are also welcome to visit and tour the Center.
4:30 p.m., Monday through Friday. Limited evening hours and services are also available at the UCC, the Apartment Community Center, and Wilkinson Dining Service Center. Please call the main number for current office hours. If you have an emergency after our normal weekday business hours or on the weekend, please call FirstLink at 701-777-2127 and press “1” to be connected to the crisis line.

Most UCC services are covered by your student fees. Exceptions will be brought to your attention; they typically apply to testing fees. All contacts are confidential. Specific UCC services include the following:

**Group Counseling Services**

The University of North Dakota Counseling Center is taking an active role in assisting students who wish to address issues related to excessive worry, chemical abuse or dependency, high stress, body image concerns, relationship issues, co-dependency, identity issues, as well as a variety of other issues. Obviously, these topics are often addressed in the individual counseling session; however, the University of North Dakota Counseling Center has found group counseling to be very effective and helpful for the student. The University Counseling Center offers a variety of process and support groups and a list of these offerings can be obtained by visiting the University Counseling Center website at: www.ucr.und.edu, or by calling 777-2127 for more information.

**Individual Counseling and Therapy**

UCC offers counseling for individuals and couples in an effort to meet a variety of personal-social, career, and academic needs. Students seek assistance for a number of reasons: developing a sense of competence in a new environment, meeting increased academic or social demands, making career decisions, resolving interpersonal conflicts, adjusting to the University, and follow-up counseling to past trauma. Specialized counseling is available through our Suicide Intervention Team (SIT) as well as the Eating Disorders Interdisciplinary Team (EDIT).

**Career Counseling Services**

Career Counseling Services offers assistance to help UND students make informed and satisfying decisions about career and educational goals. Counselors are available for students who want personal, on-going career counseling. Students may opt for individual career counseling for a variety of reasons including increasing stress or anxiety about career decision making, returning to school, making a career change, and balancing multiple roles and responsibilities.

**Testing Services**

The College Level Examination Program (CLEP), DSST and numerous graduate or professional school entrance examinations (GRE, LSAT, etc.) are administered by Testing Services. In addition, the administration and interpretation of career, self-assessment, or interest inventories is available through UCC. There may be a charge for some of the tests and assessment instruments. Prometric Testing is available to students and patrons from the Grand Forks and surrounding communities.

**Internship Training**

The UCC is committed to the training of future counselors and psychologists through its comprehensive training programs. UCC is a training site for Counseling masters interns and Clinical and Counseling Psychology doctoral fieldwork students. The University of North Dakota Psychology Internship Center (UNDPIC), administered through the UCC, provides doctoral internship training of psychologists from APA psychology programs across the nation. UNDPIC is an APA accredited site. Each trainee is supervised by a senior staff counselor or psychologist while at the University Counseling Center. Trainees also work in a supervisory capacity to one another through case conferences, training seminars, and individual supervision. It is the aim of the University Counseling Center training program to assist each trainee to develop professionally, ethically and therapeutically, so that she or he becomes a competent service provider.

**Outreach**

The UCC staff will provide presentations on a variety of mental health topics. Any campus group or class (including the cultural centers, housing and Greek organizations) may request an event by calling 777-2127. Please call at least two weeks in advance.

**Dean of Students Office and Associate Vice President for Student Services**

180 McCannel Hall
Phone (701) 777-2664

The Dean of Students Office assists current and prospective students in meeting various needs and also serves as a liaison among the diverse populations of students, faculty, staff, the UND community, the state, and the region. The Dean of Students Office personnel enhance and support the educational experience of students by identifying needs and providing tools and opportunities for students to learn and grow in a community which honors scholarship and respects differences in thought and appreciation of individual differences. The Dean of Students Office personnel provide support of the various constituencies through consultation with faculty, students, and staff. Students are treated as responsible citizens capable of making decisions for themselves and taking responsibility for their actions and decisions. The Associate Vice President for Student Services provides assistance to the Vice President for Student Affairs in areas of planning, budgeting, and professional development and training for the Student Services Division.

The Dean of Students Office provides the following services:

- General advisement and campus consultation
- Provides student disciplinary services
- Coordination of referrals and services for students in crisis or in need
- Assistance in problem solving or identifying appropriate and available services
- Special Circumstance Late Drop/Withdrawal from UND

**Dining Services**

(see Residence Services (p. 28))

**Disability Services for Students**

190 McCannel Hall
Phone (701) 777-3425 (Voice or TTY)

UND recognizes its responsibility for making reasonable accommodations/adjustments to ensure there is no discrimination on the basis of disability, as established under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Disability Services for Students (DSS) assists students by arranging disability accommodations, collaborating with faculty on providing accommodations, and consulting with UND personnel about making all UND programs and services accessible.

Students planning to use accommodations register with DSS and submit current documentation of disability. DSS will verify their eligibility and identify the accommodations they will be authorized to use on a semester by semester basis. For more information, contact DSS or check the DSS web site at: http://www.und.edu/dept/dss/.

**Extracurricular Opportunities**

These opportunities complement classroom instruction, individual colleges and departments, residence halls, fraternal organizations, Student Government, University Program Council, and other groups sponsor programs of social, cultural, educational and physical activities which contribute to the personal growth of students at the University. Involvement activities provided by various departments and organizations include games and sports, social functions, dramatics, dances, music, films, lectures, and other programs throughout the year. In addition, students may choose to participate in over 275 recognized activities.
student organizations, which are formed around academic pursuits, politics, cultural, religion, service and other interests.

Believing that such participation contributes to the total development of the student, the University encourages students to participate in the extracurricular programs. Complete information about student activities and volunteer opportunities are available from the Student Involvement and Leadership Office on the main level of the Memorial Union.

Financial Aid Office
(see Student Financial Aid Office (p. 29))

Food Service
(see Residence Services (p. 28))

Fraternity and Sorority Membership

Thirteen national social fraternities and six national social sororities have recognized chapters at the University of North Dakota.

Eligibility for membership in a fraternity or sorority is a mutual selection process between the individual chapters and individuals seeking membership. All individuals meeting certain minimum standards are eligible to join a group. Membership recruitment typically occurs at the beginning of the Fall and Spring semesters.

Fraternity and sorority life affords students a small group experience with opportunities for learning about interpersonal relationships, leadership, informal contact with administrators and faculty, and social relationships.

For further information, please contact the Office of Student Involvement and Leadership in the Memorial Union by calling (701) 777-4200 or by emailing und.studentinvolvement@und.edu, or check out our website at: http://und.edu/student-life/student-involvement/fraternity-and-sorority-life/.

General Counsel, Office of

O'Kelly Hall, Room 104
221 Centennial Drive, Stop 8196
Phone (701) 777-6345

The Office of General Counsel is comprised of General Counsel, Associate General Counsel, and Assistant General Counsel. As the chief legal advisors to the President, officers, faculty, and staff of the University, members of the Office of General Counsel are responsible for handling all legal matters affecting the University. The office is also responsible for approving all requests for the use of off-campus legal counsel and the supervision thereof. Requests for outside legal services should be routed through the appropriate vice president. Services are not available to students.

Health Service
(see Student Health Service (p. 29))

Health and Wellness Hub

Main Level of the Memorial Union
Phone (701) 777-2097
und.edu/hwhub

The Health and Wellness Hub answers health related questions and assists students, faculty, and staff in accessing health and wellness services through a newly added interactive information station. A self-care station is available to check height, weight, blood pressure, and health risks. Free cold care kits, sexual protection items, quit tobacco kits and a comprehensive selection of health materials are provided. Peer education programs are available on the following topics: alcohol and other drugs, sexual health, general health, mental health, nutrition, tobacco, and physical activity.

Honor Societies

Alpha Eta Rho (1966) is an international aviation fraternity.

Alpha Kappa Delta (1966) is open to all students who have an interest in current social issues and a willingness to discuss feasible solutions and participate in activities which address those issues.

Alpha Lambda Delta (1950) aims to interest freshmen in the pursuit of learning and in high scholastic achievement.

Alpha Phi Omega (1947) is a National Service fraternity.

Alpha Phi Sigma is the only criminal justice honor society which is a certified member of the Association of College Honor Societies. It is also affiliated with the Academy of Criminal Justice Sciences.

Alpha Tau (1921) is the student organization of industrial technology.

Beta Alpha Psi (1923) elects from junior, senior and graduate students in accounting. Election is based on scholarship and promise in the field.

Beta Gamma Sigma (1926) elects to membership a limited number of academically outstanding students from the primary disciplines in Business Administration.

Delta Theta Phi promotes awareness of the role of the lawyer in the community and to further the objectives of the fraternity.

Epsilon Pi Tau is the international honorary professional fraternity for education in technology.

Eta Kappa Nu (1962) elects to membership a limited number of academically outstanding students in electrical engineering from the College of Engineering and Mines.

Gamma Sigma Alpha is a national greek honor society which recognizes juniors and seniors with a GPA greater than 3.5.

Gamma Theta Upsilon (1948) a professional fraternity, has for its purpose the recognition of merit among those enrolled in the study of geography.

International Honor Society for Leaders in University Apartment Community (IHLUAC) recognizes exceptional apartment leaders.

Magna Iota provides social as well as academic outlet for graduate students in the counseling department.

Mortar Board (1932) aims to foster the ideal of service and to promote leadership and scholarship.

National Residence Hall Honorary (NRHH) recognizes and elects to membership the top 1% of the most involved residence hall student leaders.

Omicron Delta Epsilon confers distinction for academic excellence in economics.

(The) Order of the Coif (1925) elects its members from the upper 10 percent of the third-year class in Law School.

Order of Omega (1984) is a society which recognizes service to community and academic achievement among members of the Greek system.

Phi Alpha (1962) elects to membership academically outstanding students of at least junior status who are majoring in social work.

Phi Alpha Delta (1911) is a fraternity in the School of Law.

Phi Alpha Theta (2004) is an international honor society for students in the field of history.

Phi Beta Kappa (1913) elects to membership a limited number of academically outstanding students from the College of Arts and Sciences.
Phi Beta Lambda (1970) is a national organization for students enrolled in business, office, or business teacher education programs.

Phi Delta Kappa (1924) elects those in Teacher Education on the basis of scholarship, personality, and professional ability.

Phi Eta Sigma (1929) elects to membership sophomores on the basis of high scholastic achievement as freshmen.

Pi Alpha Alpha (2006) aims to encourage and recognize outstanding scholarship and accomplishment in public affairs and administration.

Pi Sigma Alpha (1982) is an honorary society for political science and public administration.

Pi Theta Epsilon (1968) junior and senior students majoring in occupational therapy selected on the basis of scholarship.

Psi Chi is an honorary society in psychology.

Sigma Gamma Epsilon (1950) is a professional fraternity dedicated to the advancement of its members in the earth sciences, geology, mining, metallurgy, ceramics, and petroleum engineering.

Sigma Iota Epsilon (1996) is a national honorary society for students in the field of management.


(National) Society of Collegiate Scholars recognizes scholastic achievement and promotes community service.

(National Student) Speech-Language-Hearing Association (1966) for majors in the area of speech pathology and audiology.

Tau Beta Pi (1974) (formerly Sigma Tau) elects to membership a limited number of academically outstanding students from the College of Engineering and Mines.

Tau Sigma (2005) is a national honorary that recognizes academic excellence of transfer students.

Upsilon Pi Epsilon (1987) elects to membership a limited number of outstanding students in computer science.

Housing
(see Residence Services (p. 28))

Human Resources and Payroll Services, Office of

313 and 312 Twamley Hall
Phone (701) 777-4361 (HR) and (701) 777-4226 (Payroll)

The Office of Human Resources and Payroll Services supports the teaching, learning and advancement of knowledge and community service efforts of the University by providing advisement on policies and procedures on wages, employment and fringe benefit regulations; accurate and timely compensation for work performed ensuring all benefits are correctly deducted and reported to the appropriate agency; management and development training to supervisors and staff; maintenance of employees’ employment records; a fair and effective salary administration program; a broadbanding program including market data information; effective performance management and staff recognition programs, and ensuring compliance with all UND, SBHE, State and Federal rules and regulations.

The Office of Human Resources and Payroll Services operates University Within the University, which is designed to coordinate the planning and delivery of campus professional development and training activities for UND employees through an integrated approach to planning, marketing and program delivery. Additional information can be obtained by calling 701.777.3000 or toll-free 1.800.CALL.UND.

The Office of Human Resources and Payroll Services adheres to the University’s equal opportunity/affirmative action policy. Additional information on employment, wages and benefits at the University may be obtained from the Office of Human Resources and Payroll Services, 264 Centennial Drive, Stop 8010 (for HR) or Stop 7127 (for Payroll), Grand Forks, ND 58202; email at: und.humanresources@und.edu or und.payroll@und.edu; or visit our websites at: www.humanresources.und.edu or www.und.edu/dept/payroll. UND Career Services should be contacted by students seeking part-time employment.

Information Technology
(See Chief Information Officer, Office of (p. 22))

Instructional Development, Office of

Room 300 O’Kelly Hall, 221 Centennial Drive, Stop 7104
Phone (701) 777-3325, FAX (701) 777-2925
und.oid@und.edu
www.oid.und.edu

The Office of Instructional Development (OID) is dedicated to enhancing the quality of teaching and learning at the University of North Dakota. Through its various activities, programs, and resources, OID promotes campus-wide conversations about teaching, fosters innovation in curriculum and instruction, recognizes excellence, and encourages the continued professional development of faculty as teachers.

In addition to providing grant support for teaching-related faculty travel and instructional projects, OID coordinates the Alice T. Clark/UND Foundation Mentoring Program for new faculty, sponsors faculty workshops and lunch discussion groups, offers consulting to individual faculty and departments, and provides other teaching-related services to UND faculty. OID also serves as the administrative home of the University Writing Program.

Intercollegiate Athletics

Room 120 Hyslop Sports Center
Phone (701) 777-2234

A program of men’s intercollegiate athletic competition is offered in football, baseball, basketball, hockey, track and field, golf, cross country, swimming and diving, and tennis. The women’s program includes competition in basketball, cross country, golf, track and field, swimming and diving, soccer, hockey, softball, tennis, and volleyball. Many club and intramural activities are also available.

General policies are determined by the president and the faculty and students of the university. In establishing athletic policies, the administration is mindful of the contributions that athletic participation, at an advanced level, can make toward achievement of the fundamental goal of a liberal education. Every effort is made to keep the athletics program compatible with that goal.

The program not only provides a powerful motivating force, encouraging the development of bodily strength, skill and agility, but also affords opportunity for invaluable experience in self discipline and cooperation. The competitive events themselves provide recreation and entertainment for the entire student body and contribute toward the development of student loyalty and morale.

International Programs, Office of

International Centre, 2908 University Avenue
Phone (701) 777-6438, FAX (701) 777-4773
und.internationalprograms@und.edu
und.edu/academics/international-programs

The UND Office of International Programs (OIP) supports and develops academic programs on campus and abroad. Our goal is to help prepare students to deal effectively with the growing interdependence of the world, as well as provide UND’s international population with a variety of immigration and student services. The OIP works to encourage global understanding through
education abroad, cultural programming, and support of international students and scholars.

To achieve its goal, the OIP provides the following services:

- Advising international students, faculty, and staff on immigration, personal, and acculturation needs;
- Sponsoring intercultural events and promoting International Organization activities;
- Advising students, faculty and staff on international exchange opportunities;
- Coordinating UND education abroad programs with more than 45 universities in 20 countries, as well as a number of affiliated program providers;
- Providing information on Fulbright grants and other international faculty exchanges and development programs.

The Office of International Programs is composed of a director, an associate director, two education abroad program managers, three international student advisors, an office manager, and a finance associate.

The Office of International Programs is located in the International Centre. Office staff is available Monday through Friday from 8 a.m. to 4:30 p.m. The International Centre is open Monday through Friday from 8 a.m. to 8 p.m.; closed on weekends; holiday hours may vary. Computers, comfortable study space, coffee, and tea are available. All are welcome.

Legal Counsel

(see General Counsel (p. 24))

Libraries

The University of North Dakota supports the largest and oldest library system in the state of North Dakota. With holdings numbering over 3 million items, the UND libraries are dedicated to providing access to and information about scholarly resources in many different formats. The UND libraries are a major resource for students and researchers on campus, within the University’s distance education network and throughout North Dakota. The University’s library system includes the Chester Fritz Library and branch libraries (Energy & Environmental Resource Center, Geology and Music), plus the Thormodsgard Law Library and Harley E. French Library of the Health Sciences which serve the graduate professional schools of law and medicine.

The University libraries provide scholarly information and publications in print, microform, audio-visual and digital formats. Many of the digital resources are available through computer networks allowing access from campus, home, office and off-campus locations. The Chester Fritz Library’s holdings support research and learning in the diverse fields of study within the University. The libraries serve as a major depository for state and federal documents and the Chester Fritz Library administers the only U.S. Patent and Trademark collection in North Dakota. The Elwyn B. Robinson Department of Special Collections includes published works, records and manuscripts documenting state and regional history and the history of the University of North Dakota.

The UND libraries are major contributors to the Online Dakota Information Network (ODIN), a statewide online catalog of library collections and resources. Through ODIN, students and researchers may conduct computer-assisted searches for information about materials held in the University of North Dakota libraries and in other libraries throughout the state.

The University’s libraries are members of many national and regional library consortia. Through these cooperative arrangements, the UND libraries are able to access and acquire informational resources not held locally.

The libraries provide educational services including reference assistance, classes in information literacy and consultations on specialized research topics. Librarians also team with faculty in presenting information in the classrooms.

Access to additional information about the libraries is available through the University of North Dakota homepage: http://und.edu/libraries.cfm.

Memorial Union

Phone (701) 777-3926

Info Center (701) 777-4321
TTY (701) 777-4482

The Memorial Union’s mission can be stated in two words: “Serve Students.” As the “Heart” of UND, the Memorial Union is the gathering place of campus and provides services and conveniences that members of the campus community need in their daily lives. As an integral part of the educational mission of the University, the Union complements the academic experience by providing students a wide range of opportunities to balance coursework and free time as cooperative factors in their personal development and college experience. Overall, the Memorial Union is a source for programs, activities, events, services, and facilities that, when taken together, represent a well-considered plan for the community life of the university.

The Memorial Union is one of the busiest buildings on campus, open over 5,000 hours each year and serving a campus population of more than 15,000 students, faculty, staff, alumni and guests. Over 4,000 meetings and events are held in the Union each year, serving more than 200,000 participants. As a result, the Union is a vibrant center for campus life. As a “one stop shop” for a number of essential services, the Union accommodates about 30 institutional and commercial activities that employ over 300 full-time staff and student employees.

The Administrative Office, 777-3928, located on the third level, offers notary public services and is the focal point for scheduling and reserving meeting rooms, AV equipment, 3D display cases, and main-level table space.

Food services throughout the Union include Old Main Marketplace food court, Stomping Grounds coffee shop, Terrace Dining Center, U-Snack convenience store, and a variety of vending machines.

The Union also has a computer lab for student use. It is the University’s largest and busiest computer lab, open seven days a week during the school year. The Memorial Union also provides students access to technology via a wireless network and network ports on all levels.

The INFO Center, located on the main level of the Memorial Union, provides information about campus/community events and services, telephone numbers for faculty and staff, visitor information and lost and found services. Contact us at 777-4321.

Union Services, 777-3643, located on the main level, offers newspapers, discounted movie gift cards and a KODAK photo kiosk. Services also include black and white or color copies (available papers for copy services include various colored and resume), scanning, transparencies, laminations, send and receive FAX services, promotional buttons, and binding services.

The Sign & Design Studio, 777-3810, located on the main level, offers a full range of graphic design services: full color large-format printing of posters; canvas prints; signs; banners; vinyl lettering and graphics; lamination; mounting; and magnets. See them for reservations of poster display cases, and for advertising around the Memorial Union.

The Lifetime Sports Center, 777-3981, located on the lower level, offers a game room full of video game options, ping pong, air hockey, pool tables, and shuffleboard. Canoes, kayaks, snowboards, cross-country skis, snow shoes, tents and other outdoor recreation equipment rentals are available. Watch for different off-campus events/trips hosted by Lifetime Sports!

The Memorial Union is also home to Student Government, which is located on the main level and offers many ways students can become involved in decision-making processes and have an impact on campus. Students can run for elected office or serve on a variety of committees. Student Senate meets Sunday evenings in the Memorial Union during the school year. For more information, stop by the Student Government office. City bus passes are also distributed at the Student Government office.

The Memorial Union has entertainment opportunities through the Loading Dock and the Internet Café, both located on the main level. Students can study, socialize and relax in the Café’s coffee shop atmosphere, or they can enjoy music and dances, among other entertainment in the Loading Dock. It is also a great place to watch televised sporting events. UPC After Dark is also an event brought to UND by fellow students in order to provide others with something to do on Friday and Saturday nights.

The Memorial Union offers many more services to include an Athletic Ticket Office, a Barber Shop and Hair Salon, the Dakota Student Newspaper, Health
Multicultural Student Services

2800 University Avenue
Phone (701) 777-4259

Multicultural Student Services (MSS) provides culturally relevant, quality support services (academic, cultural, financial aid, personal, and social) to enhance successful transition, persistence, achievement, and graduation of domestic students of color at the University of North Dakota. MSS serves as an institutional bridge and advocate for students, individually and collectively, and works with UND departments and offices to address the unique needs of students while providing culturally rich programming experiences which educate and include all through compassion and inclusivity. The staff provides advice and counsel regarding broad campus issues and promotes diversity throughout the campus and Grand Forks community. MSS is a socially just and inclusive department that supports the retention of diverse student populations.

Museum of Art, North Dakota

261 Centennial Drive
Phone (701) 777-4195

The North Dakota Museum of Art, founded in 1972, is the official art gallery of the State of North Dakota and serves as the University of North Dakota’s art museum, with a primary focus on contemporary art by regional, national, and international artists. Exhibitions, featuring an array of traditional and contemporary art forms, change every two months. There is a Museum Shop and the Museum Cafe. Lectures and concerts are scheduled in the Museum on a regular basis. Located on Centennial Drive, south of Twamley Hall, the Museum’s hours are Monday through Friday, 9 a.m. to 5 p.m., and Saturday and Sunday, 1 to 5 p.m. There is no admission charge.

Radio, UND

314 Cambridge
Phone (701) 777-2577

The University has two FM radio stations, KUND 89.3 and KFJM 90.7. KFJM was first licensed in 1923 as a ‘handless wireless’ station. Classical and contemporary music is broadcast on KUND, along with syndicated programming from National Public Radio. KFJM offers a mix of contemporary music, including jazz, pop, blues, folk and world music. Its emphasis is on locally produced and hosted shows.

Both stations are operated and managed for UND by Prairie Public, North Dakota’s public broadcasting network. KUND is part of a state-wide network. KFJM is broadcast in the Greater Grand Forks Community.

KFJM offers opportunities for UND students to get involved in local radio. For more information, contact KFJM at 777-2577.

RecSports

Student Wellness Center
801 Princeton St.
Phone (701) 777-3256

More than a game, Wellness Center RecSports lets you build friendships, strengthen your mind and body, develop character, and nurture skills. From badminton to basketball, RecSports offers organized play in over 50 team, individual or dual events each year in men’s, women’s, open, and coed divisions.

Sports and activities include: badminton, basketball, volleyball, broomball, ice hockey, in-line hockey, indoor soccer, dodgeball, flag football, and many more. The RecSports program is both administered and officiated by students of the University. Facilities used for RecSports programs are the Student Wellness Center, Ralph Engelstad Arena, Hyslop Sports Center, Aviation Foundation Property, and other Grand Forks Park District properties throughout the city.

In addition to competitive organized play, RecSports provides opportunities for students, as well as faculty and staff to take a break from their schedules and participate in healthy informal recreational opportunities such as open swim at the Hyslop and drop-in basketball, volleyball and indoor soccer. RecSports also offers students opportunities for employment and professional development as game officials, sports supervisors, and program managers. RecSports fosters a spirit of competition and sportsmanship with activities to enhance both physical and mental health. The RecSports program supports the mission of the Wellness Center… "Our mission as the UND Wellness Center is to provide a culture of wellness that educates and impacts the UND community." For more information, check us out on the web at: www.UND.edu/wellness (http://www.UND.edu/wellness), call (701) 777-3256, or come by Office 234 in the Student Wellness Center.

Registrar, Office of the

201 Twamley Hall
Phone (701) 777-2711
registrar@mail.und.nodak.edu

The Office of the Registrar maintains the academic record of each student enrolling for courses through UND’s instructional delivery systems. The University Registrar is Secretary to the University Senate. The Office is responsible for monitoring all academic policies and procedures relative to curriculum, registration, and grade processing. The transfer area evaluates transcripts and maintains transfer articulation agreements.

Religious Activities

Chapels on the UND campus include: Christus Rex Lutheran Campus Ministry (the Evangelical Lutheran Church in America), 701-775-5581; Wittenberg Lutheran Chapel (the Lutheran Church Missouri Synod), 701-772-3992; and St. Thomas Aquinas Newman Center (Catholic Campus Ministry), 701-777-6850. Each of these ministries holds regular worship services and has at least one full-time staff person. In addition, the University has the Hopper-Darley Spiritual Center available, which is a multi-faith chapel. Arrangements may be made with the University for its use. The three denominational chapels offer worship, fellowship, Bible study, Christian education, service to the community and social gatherings. They also have three respective student organizations: LSM (Lutheran Student Movement); LSF (Lutheran Student Fellowship); and FOCUS (Fellowship of Catholic University Students). A listing of additional student religious organizations is available on the UND website.

Research Development and Compliance

105 Twamley Hall
Phone (701) 777-4278

Research Development and Compliance (RD&C) provides various services to the institution in the research arena and to faculty and staff pursuing funding from external sponsors. Services to the faculty include the following: assisting faculty in locating funding opportunities; preparing grant proposals; negotiating terms and conditions of awards; providing training in grant-related activities; and serving as liaison between the University and sponsors. RD&C is also responsible for reviewing proposals for compliance with sponsor and institutional policies.

The Associate Vice President for Research in RD&C is the official authorized by the University to sign all proposals submitted to external agencies. Before proposals are submitted to RD&C for administrative review, the proposed budgets are checked and approved for compliance with the financial policies of funding agencies by Grants and Contracts Administration (GCA). The signing official is responsible for providing requested certifications and assuring compliance with policies and regulations required by the Federal government and other funding agencies. These policies and regulations involve human subjects, animal care and use, copyrights, intellectual property, responsible conduct of research, radioactive materials, export control, and recombinant
DNA. The negotiation of contracts, grants, subcontracts, and subgrants is a joint process involving GCA, RD&C, and the Principal Investigator.

RD&C also provides administrative support to the Senate Scholarly Activities Committee, the Research Seed Money Committee, the Associate Deans for Research Committee, the UAS Research Compliance Committee, the Senate Conflict of Interest/Scientific Misconduct Committee, and committees required by Federal regulations, particularly the Institutional Review Board, which approves research projects involving human subjects; the Institutional Biosafety Committee, which approves research projects involving DNA and hazardous materials; and the.

Residence Services

(Dining Services, Housing)

Dining Services

3625 Campus Road, Stop 9033
(701) 777-3823
http://und.edu/student-life/dining

UND’s Dining Services proudly serves the campus community with retail and residential dining options throughout campus. Three dining centers are open to students, faculty, and staff and are located in Wilkerson Hall, Squires Hall, and the Memorial Union (Terrace). The wide variety of daily meals include two or more main entrées, vegetarian entrée, soups, salad bars, and specialty food bars such as Mexican, Asian, Deli and Pasta. Residence hall students are required to choose an unlimited access or unlimited access plus meal plan. Returning students can purchase a 125 meal or 155 meal block plan. Off-campus students, faculty and staff may pay cash or purchase special meal plans. Dining Services offers resources to help students make good menu choices. UND has partnered with Guiding Stars to offer students a food rating system. The more nutritional a food has, the more Guiding Stars it receives. Foods are marked with easy-to-follow tags indicating 1, 2, or 3 stars. Nutritional value of the daily menu served in the dining centers is available online at: www.greenchoice.und.edu/foodpro/. Students with special dietary needs or food allergies need to self-report those needs to Dining Services staff.

Many retail locations across campus offer a wide selection of affordable dining options. Old Main Marketplace in the Memorial Union features A&W Express, Sbarro Pizzeria, Dakota Deli (soups, sandwiches and wraps featuring North Dakota products), and World Market. Stomping Grounds Coffee Shop in the Memorial Union and University Place serves Seattle’s Best coffee, espresso, specialty coffee drinks and features fresh baked items from the UND Bakery. Find hot entrees and grab n’ go breakfast and lunch items at all three campus snack bars, located in Twamley Hall, the Medical School, and at Wings, located in the UND Administrative Aerospace Center, Airport.

Convenience stores are located in Wilkerson Hall, Walsh Hall, and the Memorial Union, and snack and juice vending machines are available at several locations on campus.

Campus Catering provides full-service catering for students, faculty, and staff and for University-affiliated or sponsored functions on campus. Contact Campus Catering whether your event is a breakfast meeting for six or a buffet for 700. For more information call (701) 777-2256.

Complete information regarding Dining Services may be found on the website at: http://www.und.edu/student-life/dining or by calling the administration office at (701) 777-3823.

Housing

525 Stanford Road, Stop 9029
Phone: (701) 777-4251
http://und.edu/student-life/housing

The Housing Department supports the academic mission of the University by providing comfortable, affordable and well-maintained accommodations to meet the changing needs of students. Student living facilities at the University of North Dakota include residence halls, apartment style housing, and apartments for single students and families.

University Residence Halls

Residence halls are designed to provide a comfortable, diverse living environment for students while they are enrolled in the University. A solid network of nationally recognized residence hall staff works to enhance the personal and social development that complements the out-of-classroom experience. UND has 14 residence halls which are conveniently located throughout campus. All halls have laundry facilities, kitchens, study areas and access to the residence hall fitness center. Individual rooms have cable TV service and direct connection to the Internet. Students must be enrolled at UND with a minimum of 12 credits to live in the residence halls. Complete information may be obtained by visiting the website at: http://und.edu/student-life/housing, or by contacting the Housing Office, University of North Dakota, 525 Stanford Road, Stop 9029, Grand Forks, ND 58202-9029, (701) 777-4251.

Applications

Applications are available from the Enrollment Services Office, the Housing Office, or on-line at: http://und.edu/student-life/housing. Room assignments are made in accordance with the established priority system which is determined by the date of the receipt of the non-refundable application fee. Early application is encouraged.

Room and Board Contract

Residence hall room and board contracts are for the entire academic year (fall and spring semester) or summer session. Students will receive a copy of the contract containing cancellation dates and refund policies for the year in which they are applying. The contract is revised annually. Rates will be sent to all students following approval by the UND President’s Office. The cost of a double room with an unlimited access meal board plan was $6,332 for the 2012-13 academic year. Room and board rates are revised annually and are subject to change. A student vacating his or her assigned room before the end of his or her contract term will be held responsible for the entire charges of the contracted period. Naturally, in case of illness, or other special reasons, consideration is given. A student whose registration is cancelled for any reason is required to vacate.

Facilities

All residence halls include desks, single beds (mattresses are 36” x 80”), dressers, chairs, bookshelves, drapes, and wastebaskets. Students will need to bring bed linen, blankets, study lamps, towels, bedsprad, and pillows. Mail service is provided. All residence halls have wireless access.

Living and Learning Communities

Residence hall students may opt to be part of a themed oriented housing option where students who share similar interests live together, enroll for similar courses, and learn together. The following are the Living and Learning Communities in the residence halls: Honors Community (Johnstone-Fulton Halls); Wellness Community (Brannon Hall); Engineering (McVey Hall); and American Indian Student Services/A.I.S.S. (Brannon Hall).

University Place Apartment Style Housing

University Place is a contemporary living environment designed to cater to single students’ independent lifestyle and need for more personal space and amenities. The apartment units are designed with two unique floor plans for four students, including both single and double occupancy bedroom options. Each unit is furnished and includes a shared living room and kitchen area complete with a dishwasher, stove, refrigerator, and microwave. All units have air conditioning, security, and UND computer network access, including wireless.

The building accommodates 270 residents and features a first floor coffee shop for the campus community with drive-up access. Residents must have 30 credits to be eligible for occupancy. Students must remain enrolled at UND with a minimum of 12 credits have the option to live in this building. Contract length options include academic year or full term. Residents are not required to have a meal plan. Rental rates ranged from $4,456 to $5,510 per student for the 2012-13 academic year. Complete information and rates may be obtained by visiting the website at: http://und.edu/student-life/housing or by contacting the Housing Office, University of North Dakota, 525 Stanford Road, Stop 9029, Grand Forks, ND 58202-9029, (701) 777-4251.
University of North Dakota

University Apartments
The University manages more than 850 apartments for families and single students. Residents have access to the University Children’s Center (childcare) and enjoy a variety of social and cultural events at the University Apartment Community Center. Applications and information about the specific types of apartments and current rates are available on the web at: www.housing.und.edu or contact the Housing Office, University of North Dakota, 525 Stanford Road, Stop 9029, Grand Forks, ND 58202-9029, (701) 777-4251. Early application is encouraged. Assignments are made in accordance with the established priority system which is determined by the date of receipt of the application fee.

Each college is allocated a limited number of assignments for GTAs/GRAs/ GSAs. To qualify, eligible graduate students must be recommended for an assignment by the dean of their respective college. Assignments will be made subject to availability.

Single Student Apartment Housing
The University maintains furnished and unfurnished apartments and sleeping rooms for single students. Leaseholders must be senior, graduate level, or 23 years of age or older. Rental rates on these units ranged from $403-$785 for the 2012-13 academic year. In most cases, the rent includes heat, water, garbage removal, and basic cable TV (electricity and telephone not included). DSL (Digital Subscriber Line) which gives residents access to the University computer network, is available for a fee.

Hamline Square apartments are available to lease holders 21 years or older (roommates may be younger). Rental rates for these units ranged from $425-$1,300 for the 2012-13 year.

Family Student Apartment Housing
The University maintains several hundred apartments for families. These apartments are located on the west side of the campus and include one, two, and three bedroom units. Rental on these units ranged from $403-$785 for the 2012-13 academic year. In most cases, the rent includes heat, water, garbage removal, and basic cable TV, and internet (electricity and phone not included).

Hamline Square apartments are available to lease holders 21 years or older (roommates may be younger). Rental rates for these units ranged from $425-$1,300 for the 2012-13 academic year.

Faculty Housing
Faculty/staff housing is a service provided by the University of North Dakota to ease the transition for new employees to the University and the Grand Forks community. To qualify for a faculty assignment, individuals must have a commitment from the Dean of their college for one of that college’s annual faculty housing allocations.

Off-Campus Housing
Students who wish to live off campus must contract for such facilities themselves.

Speech, Language and Hearing Clinic
Montgomery Hall
Phone (701) 777-3232

The UND Speech, Language and Hearing Clinic is part of the Department of Communication Sciences and Disorders. The clinic offers services to individuals with communication needs and is a clinical practicum site for graduate students in the CSD department. Services offered at the clinic are provided by faculty or graduate students.

The Speech, Language and Hearing Clinic provides evaluation, treatment and consultation services for adults and children with speech and language disorders, as well as hearing evaluations and evaluations for hearing aid candidacy. Moderate fees, based on a sliding scale, are charged for these services. The clinic also offers tutoring services to assist individuals learning English as a second language. Please call the clinic for additional information or to make an appointment.

Student Affairs, Division of
307 Twamley Hall
Phone (701) 777-2724

The Division of Student Affairs at UND provides leadership through comprehensive student support services to enhance the student learning experience both inside and outside the classroom. Our purpose is to support the academic mission of UND and to ensure that students have the support they need to be successful. The Division also contributes to providing a campus environment where we embrace diversity and inclusiveness.

Under the direction of the Vice President for Student Affairs, a number of services, programs, and activities are available to assist students. Students needing assistance or information should contact the appropriate office as described in the various items in this section of this catalog, or may contact the office of the Vice President for Student Affairs, 307 Twamley Hall, phone 777-2724.

Student Financial Aid Office
216 Twamley Hall
Phone (701) 777-3121
sfa@email.und.edu
und.edu/financial-aid

The Student Financial Aid Office assists students and their families in meeting the costs of higher education by providing students with financial assistance and by providing families with access to options and information on financial planning to help students achieve their educational goals. The philosophy of the University of North Dakota is that the primary responsibility for financing a college education lies with the student and their family. The financial aid offered by the University is viewed only as a supplement to the family support. The amount of the student’s financial need is based on the difference between the cost of education for the school year and a contribution calculated from the family’s total financial resources.

Financial assistance is available to assist students with temporary emergencies as well as to provide long term funds for financing a college education. Students are offered financial assistance in various forms, including scholarships, grants, employment, and loan programs. More information on programs and procedures are available from the Student Financial Aid Office and in the Student Financial Aid section.

Student Health Services
100 McCannel Hall
Phone (701) 777-4500

Student Health Services is an accredited, medical clinic located in the heart of campus providing medical and psychiatric evaluation, treatment, referral (when necessary) and health education services. It is staffed by licensed, board-certified health care providers and other professional staff with an array of services: medical, laboratory, x-ray, pharmacy, and nutrition therapy. Students who have paid the University Health fees are eligible to utilize Student Health Services. All charges are billed through Student Account Services; however, insurance claims will be filed for those individuals providing health insurance information at their visit(s). Pharmacy claims will also be filed for participating insurance plans. Spouses of enrolled students may use Student Health Services; please contact the office for current fee schedule.

Office hours are Monday through Friday, 8 a.m. to 4:30 p.m. (Tuesday evenings until 6 p.m. during the spring and fall semesters). To make an appointment, call 701-777-2605.

Student Success Center
Memorial Union, 2nd floor
Phone (701) 777-2117, FAX (701) 777-3397
und.ssc@email.und.edu
The Student Success Center provides programs and services to students to aid in the development and implementation of their educational plans and goals. Through the Center’s programs and services, students are empowered to develop the skills and abilities to make a positive adjustment within the campus community. The Student Success Center focuses on three areas: advising for the undeclared student population; learning services, which incorporate individual study skills assistance and support, peer drop-in tutoring, and study skills courses; and programming, such as Transfer and Freshman Orientation, Staying on Track, Keep Going, and adult re-entry programs and services.

Study Abroad Office

International Centre, 2908 University Avenue
Phone (701) 777-4231
und.studyabroad@und.edu

Studying abroad provides students the opportunity to immerse themselves in a foreign learning environment in order to further develop their understanding of the world and its people, their role as global citizens, and/or their foreign language skills. The study abroad staff assists students in identifying study abroad programs that fit their academic and personal goals. Program offerings may be short-term (1-6 weeks) or one-to-two semesters in length. These may be faculty directed programs, exchange opportunities at UND partner universities, or opportunities through affiliated study abroad program providers.

In order to make the study abroad experience as safe and successful as possible, the University of North Dakota maintains certain policies to which students enrolling in study abroad programs are bound. It is the student’s responsibility to follow the policies delineated in the Study Abroad Handbook found at: und.edu/academics/international-programs/study-abroad/resources/handbook.cfm.

While on study abroad, students are bound by the UND Code of Student Life, the Academic Catalog, and federal financial aid regulations. If at any point during the study abroad process you have questions about the policies, please contact the Study Abroad Office. The Study Abroad personnel will do their best to follow the policies delineated in the Study Abroad Handbook, but please understand that world situations can change rapidly and we reserve the right to adapt our policies as necessary to safeguard the physical, emotional, and academic well-being of students studying abroad.

Eligibility requirements vary according to program, however, for most programs the requirements are:

- A minimum GPA of 2.5 at the time of application, to be maintained throughout the study abroad process inclusive of the term abroad
- Successful completion of at least 24 university-level credits (or sophomore status) before scheduled departure on the program, except the American College of Norway which requires just 15 university-level credits

Some programs have requirements that are more stringent. If you are unsure whether you will be eligible for your chosen program please ask.

For further information and to apply to study abroad, contact the Study Abroad Office at the International Centre, 2908 University Ave. Stop 7109, Grand Forks, ND 58202-7109, phone: 701.777.4231 email: und.studyabroad@und.edu

Mission

The University of North Dakota Television Center’s mission is to promote student development, offer quality production services, and provide programming that reflects the university’s mission and values. The following vision statements support the mission:

- Provide a quality internship program through Studio One.
- Provide high quality, innovative, and cost-effective production services to clients.
- Schedule and operate Grand Forks Cable Channel 3 and UND Cable Channel 17, Residence Life Cinema.
- Develop partnerships that will enhance the university through the use of television.

Services

The Television Center provides television production services to campus departments and organizations. Hourly rates are charged for services. To request services, contact the Television Center at 777-4346. The following services are offered:

- Studio Production: four-camera production with digital effects.
- Remote Production: two-camera production with special lighting effects.
- Editing: post-production services with graphics, digital video effects, narration and music library.
- Script development: research and writing services for documentary, promotional and news projects.

Written estimates will be provided after clients submit a Project Request form, which is available at: www.tvcenter.und.edu. The Television Center does not rent or loan equipment to groups, organizations or individuals.

Studio One

Studio One is a live television show produced by the University of North Dakota’s Television Center. The program, which debuted in the spring of 1987, is a one-hour broadcast similar to NBC’s Today or ABC’s Good Morning America. Students produce news, weather, sports and entertainment segments, and interview guests ranging from local people to national and international celebrities.

More than 4 million people can watch Studio One. The program is telecast live on Thursday afternoons during the fall and spring semesters on Grand Forks Cable Channel 3 and UND Cable Channel 17, Residence Life Cinema. It is repeated several times during the week in the following North Dakota cities: Grand Forks, Fargo, Minot, Bismarck and Mandan. Minnesota viewers can also tune in. In addition to East Grand Forks, Studio One is distributed to more than 80 communities in the Twin Cities region by the Metro Cable Network. Prairie Public Television, North Dakota’s Public Television Network, also broadcasts the program across North Dakota, eastern Minnesota and southern Manitoba, which includes the Winnipeg metro area. Outside the region, viewers in Colorado can watch through the Denver Community Television Network.

Studio One provides opportunities for students from the University of North Dakota to gain practical experience in the communication industry. Students deal with every facet of creating a live television show by working in teams. Four teams create the show: News, Programming, Production and Marketing.

To find out more about how you can become involved in Studio One or to attend a live performance, visit our website (www.studio1.und.edu) or call us at 777-4346.

Trio Programs

Student Support Services
Ronald E. McNair Program
3rd Floor, McCannel

The UND components of TRIO programs are funded by the United States Department of Education. Two are of interest to the UND student.
Student Support Services
(701) 777-3426. The Student Support Services Program provides academic and personal support to first generation (neither parent has a bachelor’s degree), economically disadvantaged students, and/or students with disabilities. The program provides academic assistance with individual and small group tutoring; review classes in math and science; course selection and registration; computer literacy; and career exploration. Students also receive assistance with financial literacy skills and securing appropriate financial resources. A variety of resources are available for students as they develop self-reliance, independence, and academic success.

Ronald E. McNair Program
(701) 777-4931. This program is designed for undergraduates who have completed their sophomore year and who are first generation and low income, or who are from a group underrepresented at the doctoral level of the targeted departments. The McNair Program encourages graduate study by providing opportunities to define goals, engage in research, and to develop the skills and student/faculty mentor relationships vital to success at the doctorate level.

U Card
Room 3, Lower Level, Memorial Union
Phone (701) 777-2071
www.ucard.und.edu/

The U Card is the official University ID card and can be used at any campus service requiring identification. A government issued photo ID (driver’s license or passport) is needed at the time of requesting an ID. The U Card also allows access to, or service from, the bookstore, library, complex service centers, dining centers, athletic events, printing labs, and electronic door access.

Students may also use their U Card as a debit card by depositing funds in $25 increments into their debit account. The U Card debit account is accepted at a number of campus locations. Family members may deposit funds into the debit account. Students can also use the Valueport machines to deposit cash into their debit account. Complete information about the U Card is available at the website: www.ucard.und.edu.

UND Alumni Association & UND Foundation
Gorecki Alumni Center
Phone (701) 777-2611 or (800) 543-8764

University of North Dakota pride stays with our graduates forever. The UND Alumni Association & Foundation fosters that pride so graduates keep connected with each other, stay engaged in what’s happening at the University and help UND grow for the future.

Alumni relations programs and benefits reach out to more than 115,000 alumni and friends of the University. Alumni can take advantage of getting involved in chapter activities across the country to network with fellow alumni and enjoy school spirit. Other Alumni Association benefits include the Alumni Review magazine (online and in print), e-newsletters such as AroUND, insurance discounts, reunions and returning to campus for Homecoming each fall. Connect and engage with us on www.undalumni.org (http://www.undalumni.org), Twitter, Facebook, LinkedIn and Flickr.

While the Alumni Association strives to keep alumni and friends connected and engaged, the UND Foundation leans on the relationships and passion of graduates to support the future of our University. North Dakota Spirit | The Campaign for UND, our largest fundraising effort ever, raised $300 million to support growth in student scholarships, technology, faculty goals and facility enhancements. The Foundation manages more than 1,220 endowments, which help finance this support to the University. Donations can be made through the UND Foundation in any amount, designated toward any and all entities on campus.

The UND Alumni Association and UND Foundation are two private, nonprofit organizations that exist under partnering missions, overseen by two boards of directors and led by one executive vice president/CEO. Since 1978, this unique structure has facilitated more than $100 million to the University for the benefit of students, faculty and staff.

Alumni and friends are integral to the success of the University of North Dakota. Individuals give back in a variety of ways including intellectually, financially and through fan support. Every college, school, department, faculty member and student has benefited from the connections and generosity of alumni and friends. This rich tradition was established by UND’s first eight graduates in 1889 and continues passionately today.

University Relations, Office of
411 Twamley Hall
Phone (701) 777-2731

As the institution’s central communication and public relations department, the Office of University Relations (OUR) generates awareness, understanding and support among the University’s many constituencies. Reporting directly to the President, OUR also maintains liaison with other units performing communications-related tasks, including affiliated but legally independent organizations such as the UND Alumni Association. University Relations has been given responsibility for encouraging an integrated marketing communication approach across the campus. The office also manages UND’s main website, www.und.edu.

The work of the Office of University Relations falls within two broad areas:

1. Projects initiated, funded and carried out directly by OUR, and
2. projects involving partnerships with other UND departments or individuals in which University Relations serves as a central source of communications, creative and/or organizational expertise.

In conducting projects and campaigns, OUR utilizes a variety of communication and action tools to reach the general public and special constituencies such as faculty, staff, students, alumni, the local community, educators, government officials, and business leaders. Among these tools are mass media publicity, advertising, OUR-produced periodicals such as “UND Discovery,” brochures and other printed materials, speeches and presentations, special events, direct mail, and personal contact.

Faculty, staff and students are encouraged to contact University Relations on matters that appear to come within the OUR mission. When help cannot be provided for reasons of time, budget or policy, a referral is generally made to another source of assistance.

University Writing Program/
Writing Across the Curriculum
12A Merrifield Hall
Phone (701) 777-3600
http://writingcenter.und.edu

The University Writing Across the Curriculum (WAC) program is a resource for faculty, departments, and programs teaching with writing. WAC provides professional development opportunities for faculty and consultation to departments and programs as they seek to achieve student learning outcomes in courses and in undergraduate, graduate, and professional programs. The WAC program is grounded in the beliefs that writing is a tool for learning and that the ability to write in various contexts draws on multiple knowledge areas and develops through repeated practice over time.

Among activities sponsored by the WAC program are workshops and consultation for departments, an annual course development workshop with a writing focus, teaching-with-writing lunch discussion groups, faculty writing groups, faculty study seminars focused on teaching with writing, and one-on-one consultation with faculty. WAC is also the home of the Writing Center, a place for students, faculty, and staff to talk about their work in progress with a writing consultant.

Veteran and Military Services
314D Memorial Union
Phone (701) 777-3364
The Veteran Services Office certifies eligible students and veterans for VA educational benefits and acts as a liaison between the student and the VA. Services also include providing students/veterans with information regarding VA policies and procedures, providing information about the University, and assisting students/veterans in the readjustment and adaptation to the university setting. The office also provides information on financial aid and tutorial assistance. Referrals to other service offices are made as appropriate. All veterans need to drop off copy #4 of DD-214 to verify veteran status.

Wellness Center

801 Princeton Street
Phone (701) 777-WELL (9355)
UND.edu/wellness (http://UND.edu/wellness)

The Wellness Center, part of the Health and Wellness Unit, is more than a typical gym. It is a state-of-the-art facility that is committed to multidimensional wellness and enhancing the quality of life on the University of North Dakota campus. This gift from students offers plenty of weight and cardio equipment as well as gym space for informal recreation.

Unique features include the Culinary Corner demonstration kitchen, where members can learn how to cook healthy and nutritious meals, and dedicated quiet and meditation spaces such as the Hoppen-Danley Memorial Quiet Lounge and the Zen Den. Other main attractions are the hand-sculpted rock wall, a circuit deck, and high-energy cycling studio. To enjoy all of these services, students pay for their membership in their student fees, while faculty and staff are able to purchase a membership.

This is a premier facility in our area, and the student employees make it happen! If you are interested in building skills that will last a lifetime, look online for information on recruitment sessions at: www.UND.edu/wellness (http://www.UND.edu/wellness), or by calling 777-WELL. Let us be part of your collegiate experience!

Women's Center

305 Hamline Street
Phone (701) 777-4300, Fax (701) 777-2307
undwomenscenter@und.edu
http://www.und.edu/student-life/womens-center

The Women's Center at the University of North Dakota provides a safe, respectful, and supportive environment for students, faculty, and staff. The Center's role is to celebrate the diversity of people and thought and to advocate for positive personal and societal changes which serve to promote healthier lifestyles for all people. Ongoing programs include “Meet, Eat & Learn” (discussion-based programs), self-defense classes, and numerous outreach programs. Information and specifics as to dates and times of scheduled events can be obtained by contacting the Women's Center or consulting the website listed above. Conferences and programs relative to celebrating the lives of women are held periodically throughout the academic school year. A lending library, resource room, and computer/study area are available for students. The Women’s Center is open Monday through Friday from 8:00 a.m. to 4:30 p.m.

Writing Center

12 Merrifield Hall
Phone (701) 777-2795
writing.center@und.edu
http://writingcenter.und.edu

The Writing Center is a place for students, faculty, and staff to talk about their work in progress with a writing consultant. We help people as they seek to improve their writing by offering positive, constructive responses to their work in any genre or discipline and at any stage of the writing process. We believe that the development of writing abilities is a life-long process, and that writing is a skill and art that enables people to create and communicate ideas.

In addition to offering one-on-one consultations, the Writing Center maintains a collection of resources for writers and houses a computer lab for all students. During the fall and spring semesters, the Writing Center is open Monday-Friday from 10 a.m. to 4 p.m and Sunday through Thursday from 7 p.m. to 9 p.m. To work with a consultant, schedule an appointment online at: http://writingcenter.und.edu.
Information Sources
About UND

Grand Forks, North Dakota

Freshman Student Applications and
Undergraduate Transfer Student Applications

Visit and Tour Arrangements
Office of Admissions,
University of North Dakota, Gorecki Alumni Center,
3501 University Avenue, Stop 8135, Grand Forks, ND 58202-8135

ONLINE: www.go.und.edu

Telephone: (701) 777-3000
(800) CALL UND
(701) 777-0424 TTY Service Only
email: und.admissions@und.edu

Graduate Student Applications

Visit and Tour Arrangements
Write: School of Graduate Studies, University of North Dakota
Montgomery Hall, Room 325, 290 Centennial Drive, Stop 8178
Grand Forks, ND 58202-8178

ONLINE: www.graduateschool.und.edu

Telephone: (701) 777-3858
(800) CALL UND, ext. 3858
(701) 777-2947 TTY Service Only
email: questions@gradschool.und.edu

Internet Home Page
http://und.edu/

(Also see the A-Z Index (http://und.edu/a-z) to find the location of more specific subject matter.)
Undergraduate Academic Information

New Undergraduate Student Information

Enrollment Information About UND

The following pages of the catalog contain information about admission policies, costs, student financial aid, and housing. The Office of Admissions serves as the central contact point for enrollment information about the University. It provides information to prospective students through printed materials, visits to schools and college fairs, tours of the UND campus, and personal contact over the telephone, by email or on a face-to-face basis. The mailing address is: Gorecki Alumni Center, 3501 University Avenue, Stop 8357, Grand Forks, ND 58202-8357. The office telephone number is (701) 777-3000. The application form can be obtained on the web at: go.und.edu. As a general rule, the earlier one makes application, the better, especially if the prospective student wishes to receive the highest priority for financial aid, scholarships and/or housing.

Admission of Students

Undergraduates may be admitted to the University in one of two categories:

Regular Admission (full-time or part-time); and Non-Degree Seeking Admission. See below for definitions of these admission categories. For provisions governing admission to the School of Graduate Studies, Law School and the Medical School, applicants should consult the respective bulletins of those schools.

Types of Admission

Regular Admission

Regular Admission is granted to a student who has satisfied the entrance requirements and is duly enrolled as a candidate for a degree.

Non-Degree Seeking Admission

Non-degree Seeking Admission is a special admission status reserved for students who wish to enroll in a limited number of courses at UND. Students admitted with this status will be allowed to attempt up to a total of 15 credits at UND and are not eligible for financial aid. Enrollment in courses beyond 15 credits will be contingent upon meeting all admission criteria for degree-seeking admission. Students interested in this status should fill out the online application for admission and submit the $35 application fee.

Admission of New Freshmen

Automatic Admission

In order to be admitted to the University of North Dakota, all freshmen students must meet the following minimum criteria beginning Fall 2014:

• Admission Index Score of 210 or higher (3 x ACT) + (20 x GPA) + (5 x HS Core) + (10 for N.D. residency) or (10 for MN residency as long as MN reciprocity is active)
• Completion of the high school core curriculum for college readiness
• Completion of safety and security form

Students are encouraged to apply for admission even if their GPA, ACT and safety and security responses do not meet these admissions standards. All applications that do not meet automatic admission will be reviewed by the Office of Admissions, the Student Academic Standards Committee (academic records) or the Admissions Safety and Security Committee (criminal history records) to consider all relevant information and extenuating circumstances to make an admission decision that is in the best interest of the student and institution.

Students applying for admission to UND are required to take one of the standardized college entrance exams; however, students 25 years old or older are not required to have test scores for admission. The American College Test (ACT) or SAT I: Reasoning Test is accepted. Standardized test scores at UND are used for scholarships, placement, and advisement, as well as admission criterion. It is recommended that students take the ACT late in their junior year or early in their senior year. Applicants to UND are exempt from the ACT writing essay component under UND campus procedure.

All students who graduate from high school, whether in North Dakota or in any other state, and who are age 25 or older on the first day of class, are exempt from meeting the required core college readiness curriculum before entering any four-year North Dakota University System Institution.

Below is the list of courses at the secondary level which are required for admission:

• Four units of English, including the development of written and oral skills;
• Three units of mathematics, including Algebra I and above;
• Three units of laboratory science, including at least one unit each in two or more of the following courses: biology, chemistry, physics or physical science;
• Three units of social studies, excluding consumer education, cooperative marketing, orientation to social science and marriage and family.

UND may admit some students who have not completed the required courses. The Student Academics Standards Committee will consider exemptions to the policy because of special circumstances. Students denied admission by the Committee are not permitted to attend UND.

The Office of Admissions may deny applicants who meet the core curriculum requirements but are evaluated to be high risk candidates for success at UND due to a low ACT composite score or a low SAT combined score, and/or a low high school grade point average.

Students who have not had the required courses are encouraged to enroll in any of North Dakota’s master-level institutions (Minot State) and/or regional institutions (Mayville State, Valley City, and Dickinson State) and/or two-year colleges, which include Bismarck State College, North Dakota State College of Science, Lake Region State College, Dakota College, and Williston State College. Upon successful completion of 30 transferable semester credits at these campuses with a 2.50 GPA or have completed an AA or AS degree and transfer with a minimum 2.0 GPA. These transfer students are exempt from the high school course requirements.

A student who has not graduated from high school may be admitted to the University by completing the test of General Educational Development (GED) with a minimum score of 410 or above on each exam and an overall average of 500 on the entire test for those tested in 2002 or later. For students testing prior to 2002, an average of 45 and subject scores no lower than 40 are required. For more information regarding GED test content and registration, contact UND Testing Services at (701) 777-4157.

The University is approved under Federal law to admit non-immigrant alien students. Students whose education has been outside the United States should make early contact with the Office of Admissions to acquire the international student application.

International students

International students applying for undergraduate admission and all students whose first language is not English are required to earn a score of at least 195 on the International English Language Testing System (IELTS) to be considered for research level admission as outlined in SBHE policy. The International Programs Office provides assistance and counseling to students from countries other than the United States.

Canadian students

Canadian students are required to complete Grade XII and to meet high school core curriculum admission requirements. They must also complete the ACT or SAT and request that the official results be sent to UND to be eligible to enter the University as freshmen.
High school special students

High school special students are considered duel credit applicants who are currently attending high school and may be allowed to enroll in University courses as special students with permission of the Registrar and the student’s superintendent or designee. A high school transcript is required. Students may receive credit for courses taken at an accredited university/college while in high school if those courses are acceptable for credit at the University of North Dakota. Courses which would apply toward College requirements must be approved by the Dean of the College. Courses to be applied to meet major requirements must be approved by the Departmental Chair. Dual credit applications are available at the high school or NDUS.

Admission Tests

It is required that each applicant for admission who completes the American College Test (ACT) request that official scores be sent directly from ACT in Iowa City to the University. Students who complete the SAT I: Reasoning Test (SAT) may request official test scores be mailed to the Office of Admissions from SAT in Princeton, NJ. The University prefers the ACT report since it provides information, in addition to test results, which is helpful in counseling students. It is the student’s advantage to take the test at the earliest possible test date during the senior year or the latter part of the junior year.

Information on test dates may be secured from the high school principal, counselor, or the Counseling Center at UND or any of the colleges in the state.

Advanced Placement

A student from a high school which offers college-level courses through the College Entrance Examination Board Advanced Placement Program may be given University credit and/or advanced standing in individual subjects. This may be especially desirable if he or she wishes to proceed to the next higher level. Under this plan the student takes an advanced placement examination given at his or her school by the College Board. These examinations are scored by the College Board and are forwarded to the college of the student’s choice. The amount of credit given will then be determined by the department best qualified to evaluate the material. Students with special preparation in academic areas (foreign language, etc.) are urged to take advantage of the Special Examinations for credit available in selected disciplines. See the Special Examinations for Credit (p. 39) section.

International Baccalaureate Diploma

The International Baccalaureate Diploma is recognized for the purpose of admission to the University of North Dakota. Specific course credit for advanced standing will be evaluated and determined by the department and college with which the course is offered.

Note to students intending to enroll in mathematics courses: Students planning to take entry-level mathematics courses at UND MATH 102 Intermediate Algebra*, MATH 103 College Algebra, MATH 105 Trigonometry, MATH 146 Applied Calculus I, MATH 165 Calculus I, MATH 208 Discrete Mathematics shall be enrolled in their beginning mathematics courses only after taking a math placement test or receiving a sufficiently high score on the ACT Mathematics test. Students who have received college mathematics credit need not take the placement exam. UND’s Mathematics Department strongly advises all transfer students who plan to take courses in or major in math, to take UND’s Math Placement Exam and to consult with their advisor at UND to help determine the best starting point in UND’s math curriculum.

The mathematics placement tests are used for placement purposes only. Passing these tests does NOT grant credit. Credit for MATH 103 College Algebra and/or MATH 105 Trigonometry without taking the course(s) is available only through CLEP examinations. Two placement exams are used. Students planning to take MATH 165 Calculus I should take the Trigonometry and Elementary Functions Exam. All other students should take the Algebra Exam. Placement test results will determine beginning placement in MATH 102 Intermediate Algebra*, MATH 103 College Algebra, MATH 105 Trigonometry, MATH 146 Applied Calculus I, MATH 208 Discrete Mathematics, MATH 165 Calculus I or MATH 277 Mathematics for Elementary School Teachers. Ask your advisor, or contact the mathematics department, concerning time and place of these tests. * MATH 102 Intermediate Algebra credit does not count toward graduation.

Credit by Examination Through CLEP

CLEP stands for College-Level Examination Program of the College Board. It is a national program that offers the opportunity for a student to obtain recognition for college-level achievement based on intensive reading in a particular field, adult school courses, correspondence courses, television or radio courses, courses on tape, or other means of formal or informal preparation. UND accepts credit on CLEP subject examinations only. See the section on CLEP (p. 39) for additional information.

Enrollment in the University

All students will be enrolled, based on their declared major, in one of UND’s academic colleges. Students who have an undeclared major will receive assistance from the Student Success Center. Once a student declares a major, he/she will be enrolled in the appropriate academic college. Enrollment in an academic college does not guarantee admission to the college or specific academic programs. (For more information regarding additional requirements for admission to colleges and programs, see the listings for individual colleges).

How to Apply:

1. The online application for admission can be located on the web at: und.edu/admissions.
2. All applicants are required to complete the online application and submit the $35 non-refundable application fee. In addition, beginning freshmen must request of their high school to send an official transcript of their records directly to the Office of Admissions.
3. The freshman applicant is required to take the ACT or SAT and request that the official scores be sent to 3501 University Avenue, Stop 8357, Grand Forks, ND 58202.
4. All applicants are required to complete the safety and security questions on the online application.
5. Each applicant must have the Measles/Rubella Form completed by his or her family physician or mailed from his/her high school. This form is sent to each accepted student and should be returned to the Student Health Service before enrollment.

When to Apply: An applicant currently enrolled in high school may apply at any time during his or her senior year. If the student’s high school record to that time is satisfactory, the applicant will be granted admission. It is the student’s responsibility to make certain that a transcript verifying completion of the college readiness core curriculum and his or her date of high school graduation is sent to the Office of Admissions.

Admission of Transfer Students

Transfer students within the state of North Dakota are required to have either obtained an AA or AS degree and a cumulative GPA of 2.0 or 30 transferable credits with a 2.5 cumulative GPA. All other transfer students are exempt from the minimum transfer requirement but must have a minimum cumulative transfer GPA of 2.0

All transfer students who have earned fewer than 60 semester hours of credit that are acceptable for full credit toward a bachelor’s degree must request that their high school records verifying high school graduation as well as official transcripts of their records at each institution attended be sent directly from the schools and colleges to the Office of Admissions.

Official ACT or SAT results are required for students who will not have 30 acceptable transfer credits and are under the age of 25.

Students who have declared a major will enroll in one of UND’s undergraduate degree-granting colleges. These are the College of Arts and Sciences, the College of Business and Public Administration, the College of Education and Human Development, the College of Engineering and Mines, the John D. Odegard School of Aerospace Sciences, the College of Nursing and Professional Disciplines, and the School of Medicine and Health Sciences. For information on admission requirements and grade point average requirements of UND’s colleges and schools, see the specific college section. Transfer students who have an “undeclared” major will receive assistance from the Student Success Center.

Applicants who have been enrolled in a college or university other than the University of North Dakota and who are applying for admission must submit
complete credentials to the Office of Admissions before any information regarding their status will be given. In addition, students who have attended an institution of higher education outside the United States, including those who participated in Study Abroad programs, must submit a course-by-course evaluation through World Education Services at: www.wes.org (http://www.wes.org). Most Canadian universities do not require a course-by-course evaluation. A student will be notified if a course-by-course evaluation is needed. All claims for transfer credit must be made within the semester in which the student matriculates. The Office of the University Registrar evaluates and records transfer credit. Students with unsatisfactory records, as well as students who have been asked to withdraw from other institutions due to unsatisfactory scholarship or behavior, ordinarily will not be allowed to enter the University. If special permission for admission is granted, the student is placed on academic probation.

Students who owe money to previous institutions and who cannot submit an official transcript are not eligible for degree seeking admission.

International Student Transfer Admission

International students applying for transfer admission must submit an application for admission, a certification of finances form, and official transcripts/academic records from all post-secondary schools attended. In addition, the Test of English as a Foreign Language (TOEFL), with a score of 195 computer-based, 525 written-based, 71 internet-based, and/or 6.0 on the International Language Testing System (IELTS) for undergraduate students enrolling at a research level institution, is required for all students whose native language is not English.

If transferring from a college or university outside of the United States, a course-by-course evaluation of non-U.S. post-secondary credentials is required. Most Canadian universities do not require evaluations. The student will be notified if a course-by-course evaluation is needed from a Canadian university. The evaluation form may be obtained from the International Programs Office, or at: http://www.wes.org. The WES ICAP evaluation must be submitted in addition to all official transcripts/academic records from all post-secondary schools attended, along with word-for-word English translations.

If transferring from a college or university within the United States, a foreign student advisor reference form is required.

Eligibility

A transfer student must be in good academic standing and be eligible to return to any college or university attended. The transfer student is not at liberty to disregard any part of his or her previous college record. Former students of other institutions may not enter as new freshmen on the basis of secondary school records. Violation of this regulation will be regarded as a serious offense and may result in the student’s dismissal from the University.

Students transferring from outside the state of North Dakota to the University must have maintained at least a “C” average at the colleges or universities which they previously attended. Some colleges in the University require higher averages in selected major programs. These requirements are described in the specific college listing in this catalog.

Transfer Credit

An official transcript from each of the student’s former institutions must be submitted for review. Upon receipt of the student’s transcripts, the Office of the Registrar will determine which credits will transfer as well as how those credits will be applied toward the University of North Dakota’s General Education requirements and/or Essential Studies requirements. How the accepted courses may be used toward the student’s major is determined by the individual college or department from which the student plans to receive his/her degree. Students should read specific information about their school or college requirements in this catalog and should contact an advisor in their major to determine course applicability.

A credit summary, indicating only the number of credits transferred and the institution of origin, will be posted to the student’s University of North Dakota transcript after the student has been admitted to the University. A detailed listing of transferred courses will be available to both student and advisor. All of the student’s previous undergraduate work becomes part of the student’s permanent UND record. All transfer work shown on the student’s official transcript will be summarized in semester credits. Work transferred from institutions that use quarter or other systems, will be converted to semester credits.

The University of North Dakota participates in the General Education Requirements Transfer Agreement (GERTA) with other North Dakota institutions. Students who have completed their general education requirements at another North Dakota institution recognized by GERTA should request proof of this completion be sent to the UND Office of the Registrar. Students who have completed an Associates of Arts degree or who have completed their general education requirements at another North Dakota University System (NDUS) institution will be deemed to have completed the general education requirements at UND.

In general, all college-level credit attempted at a regionally accredited institution of higher education will be posted in transfer by UND. There are certain exceptions to this rule, and those exceptions include, but may not be limited to, the following:

1. Remedial or preparatory courses
2. Credit granted for life experience by other institutions
3. Institution-based credit by examination
4. Non-degree continuing education courses

Credit for military courses and training may be granted, but students requesting this credit must produce an official training record. Students should consult the military branch under which they served to have an official copy of this record sent to UND. The American Council on Education’s (ACE) Guide to the Evaluation of Educational Experiences in the Armed Forces will be used to determine whether or not credit is granted and only credit listed as either lower division baccalaureate or upper division baccalaureate credit will be considered.

Students transferring college credit from all institutions outside the United States, with the exception of Canadian institutions, must have their transcripts evaluated by an international transcript evaluation company prior to being admitted to UND. Students who need more information about how this evaluation is performed may go online at: http://www.wes.org. Canadian students’ work will be evaluated on-site in the Office of the Registrar.

Credits not successfully completed (grades of F) that would transfer if successfully completed will also transfer to the University and will affect the students’ cumulative grade point average. Transfer students from two-year colleges (junior or community colleges) are required to complete a minimum of 60 semester hours at a four-year college. The last 30 credits toward the degree must be institutional credit at the University of North Dakota.

To qualify for a degree a student must achieve a minimum 2.00 (C) average on all University work. For transfer students, it is required that the overall average (including transfer work) be 2.00 (C) and that the average of work taken at the University of North Dakota be 2.00 (C). Some colleges require a higher grade point average for graduation and this requirement is indicated in the specific college description in this catalog.

How To Apply: The online application for admission can be located on the web at: www.und.edu/admissions.

1. Students must complete the online application and pay a $35 non-refundable fee.
2. Students must request that an official transcript from each college attended be forwarded directly to the Office of Admissions, 3501 University Avenue, Stop 8357, Grand Forks, ND 58202. Although an applicant’s records from several institutions may be summarized on one transcript, an application will not be considered until official transcripts from each college attended are received. These are required even though no credit may have been earned at an institution. An official high school transcript mailed to the Office of Admissions directly from the high school is required for all students who have earned fewer than 60 semester credits accepted toward a baccalaureate degree and official ACT or SAT results are required for students allowed less than 30 semester credits in transfer to a degree program.

When to Apply: A transfer applicant may submit an application as soon as he or she has registered for the last term which he or she intends to complete at his or her former school. Students from other colleges who are accepted to transfer to the University will receive information about registration during which
Orientation Programs for New Students

The University of North Dakota holds orientation programs for new students (freshman and transfer students) each semester. The emphasis is on acquainting students with people, programs and resources at UND and the surrounding community, along with an opportunity to register for courses and interact with academic colleges and departments. New students will be informed of the dates, times and specific details. Orientation information can also be found at: www.und.edu/orientation.

Readmission of Former Undergraduate Students

Undergraduate students who leave the University for at least one complete semester (excluding summer terms) are required to submit an application for readmission to the Office of the Registrar. (Returning graduate students should refer to the Graduate (http://catalog.und.edu/graduateacademicinformation) section.) Readmission to the University does not guarantee readmission to a particular degree program at UND. The Request for Readmission form is available from the UND Office of the Registrar website or upon request from the Office of the Registrar. Students who were previously suspended from the University must be reinstated by the dean of the school or college to which they wish to be admitted before applying for readmission. Students who were previously dismissed from the University must petition for reinstatement to the Student Academic Standards Committee. Submit the petition to the Office of the Registrar, 201 Twamley Hall.

Students who have enrolled in courses from other institutions during their time away from UND must have official transcripts sent from each institution attended. Failure to declare attendance at another institution is cause for dismissal and may result in cancellation of registration or any earned degrees to be revoked. Students whose institutional and cumulative GPA’s are below 2.00 based on all post-secondary work accepted by the University may be denied readmission or may be readmitted on probation. Students whose GPA is under 2.00 will be allowed readmission to UND only upon the approval of the dean of their prospective school or college.

Undergraduate Academic Information

Introduction and Background

This section of the catalog summarizes many of the academic policies and procedures which will apply to the student during his or her undergraduate years at UND. Particularly important are the passages describing the University’s essential studies program. Since institutional policies may change between catalog publication dates, students are encouraged to consult with their academic advisor whenever appropriate. Students with questions also should request information from their academic department, the dean’s office of their college, and the various administrative offices on campus.

Before utilizing the information found in this catalog, it may be useful to review the following basic patterns of undergraduate education at the University of North Dakota.

The student’s place in the University organization

New students are admitted, according to the major they wish to pursue, to one of UND’s undergraduate degree granting colleges, e.g., Arts and Sciences. All students who have an “undecided” major under General Studies in the College of Arts and Sciences will receive assistance from the Student Success Center. Once a student declares a major they will be enrolled in the undergraduate degree granting colleges for that major. Each college is made up of a group of academic departments and/or program areas (e.g., history). Courses in the student’s major will normally be taken in a specific department, although UND offers many interdisciplinary majors as well. It should be noted that course work in one’s major field normally makes up only a fraction of the total credits required for graduation (typically about one-fourth). Thus, throughout their undergraduate days, students have the opportunity to take courses in many departments outside their home college. Indeed, this diversity is one of the advantages of attending a multipurpose university such as UND.

As an institution of higher education, the university is committed to ongoing assessment of student learning at all levels and in all programs. Assessment of student learning is essential in order for the university to improve educational programs and the experiences of students. Students are urged to respond positively when asked to participate in assessment activities. Students are also encouraged to collaborate in the planning and development of assessment activities and to make suggestions for improvements.

University, college and departmental requirements

Undergraduate students must meet three sets of requirements to graduate from the University of North Dakota:

1. University graduation requirements,
2. requirements of the UND college or school granting the student’s degree, and
3. the requirements of the student’s major department or program area.

Which catalog to use

The graduation requirements of the University and its colleges, schools, and departments, as published in the catalog in effect at the beginning of the first semester the student is enrolled at the University, are those which must be met for completion of an undergraduate degree program. Subsequent changes in policies and requirements, as published in the catalog or amended by the University Senate and the Board of Higher Education, may be substituted. The faculty reserves the right to make changes in curricula at any time when its judgment such changes are for the best interests of the students.

Courses listed in this catalog subject to change through normal academic channels. New courses and changes in existing course work are initiated by the responsible departments or programs and are approved by the appropriate dean and college or school curriculum committee, the University Curriculum Committee, the University Senate, the Vice President for Academic Affairs, and the Board of Higher Education.

Advisement

The University encourages continuing communication between faculty and students to enhance the advisement process. The student has final responsibility to meet the stated requirements for the degree sought, as listed in the appropriate catalog or bulletin. Every student is held accountable for complying with the information contained in this catalog and the Schedule of Courses for each term. The University provides an electronic degree audit for each student as a guide and for discussion with the academic advisor. Registration is the student’s personal responsibility.

Academic Advising Philosophy Statement

Academic Advising is an integral component of undergraduate education at the University of North Dakota. The focus of all academic advising is to assist students in taking responsibility for developing meaningful educational plans which are compatible with their life goals. It is a decision-making process by both student and academic advisor. The sharing of information occurs in a caring and comfortable environment which promotes responsible and appropriate academic choices. Through a quality advising process, academic advisors strive to facilitate a successful academic experience for students. Successful advising is an interactive relationship in which both student and advisor must take responsibility for a successful outcome.

Degrees Granted

The University of North Dakota offers both undergraduate and graduate courses of study leading to degrees in many academic disciplines. See the section of undergraduate majors and minors (p. 44) for specific listings.

Curricula for specific majors will be found in the Courses of Instruction section of this catalog.
See the section about the School of Graduate Studies (p. 492) for a description of graduate degrees and a listing of the fields of study open to graduate students. Sections of the graduate professional Schools of Law and Medicine also are included. The two professional schools publish separate bulletins, which are available upon request.

The Purposes of a University Education

UND's Philosophy of Essential Studies

As a Liberal Arts institution, UND believes that the Essential Studies (General Education) program is the foundation of a student's degree, regardless of their specific major. While completing their Essential Studies courses, students are encouraged to explore a range of content areas and to develop broad learning abilities. Students' Essential Studies courses should anchor their future university work and provide a model for lifelong learning. Students are encouraged to consult with their academic advisor when choosing Essential Studies courses and to be particularly mindful of the ES program's special emphasis on specific learning skills. (These courses are designated on the website.) Finally, all UND Students will complete an Essential Studies Capstone course, to be taken no earlier than the second semester of their junior year. By choosing courses that complement each other, students can reinforce and enhance the knowledge and abilities acquired in each course, as well as develop the ability to recognize relationships.

Oversight of the Essential Studies Program is the responsibility of the Senate Essential Studies Committee, a committee of the University Senate comprising student, faculty, and administrative representatives from across campus. UND's full philosophy of Essential Studies, the specific requirements of the program, as well as the current and archival lists of courses that satisfy the requirements, can be found at the ES committee website: http://www.und.edu/academics/ES/.

The North Dakota University System Transfer Agreement

The University of North Dakota participates in the General Education Requirements Transfer Agreement (GERTA) with other North Dakota institutions and the NDUS transfer agreements with Washington, Oregon, the South Dakota system, the Montana University system, MnSCU institutions, Wyoming Community Colleges, and California Community Colleges. For more information, details, and qualifications for the state articulation agreements, check: www.ndus.edu/makers/procedures/ndus (http://www.ndus.edu/makers/procedures/ndus), 400s Academic Affairs.

University Graduation Requirements

A minimum of 125 semester hours of credit is required for a baccalaureate degree. Transfer students are required to complete a minimum of 60 credits at four-year institutions. The last 30 credits must be UND institutional credit. Institutional credit is academic credit awarded by the University. The following sections describe the requirements which must be met by all students seeking the baccalaureate degree. These include regulations concerning majors, minors, grade point average, upper division courses, and residence.

I. Essential Studies Program Requirements

An overview of the philosophy guiding the Essential Studies portion of the University's graduation requirements is provided in the immediately preceding section of the catalog. The complete philosophy statement, the specific goals of the Essential Studies program and the courses that can be used to satisfy the Essential Studies graduation requirements can be found at: www.und.edu/academics/essential-studies.

II. Upper Division Courses Required

A minimum of 36 semester credit hours must be completed in upper division courses by all undergraduate degree recipients. All courses numbered 300 and above and taken at a four-year institution are defined as upper division.

III. Majors

The specific requirements of a major or related fields concentration are determined by the department or program responsible for the major or concentration subject to approval by the University Curriculum Committee. A major requires at least 32 credit hours related to an academic area.

Students desiring to have more than one major listed on the transcript must have the written approval of the dean(s) of the college(s) offering the majors.

IV. Program Sub-plans

A sub-plan is a group of courses within an approved academic degree program or major which is identified in the institutional catalog. Sub-plans are either transcriptable or non-transcriptable. Transcriptable sub-plans (options, specialization, emphases, concentrations or tracks) require a minimum of 16 undergraduate distinct credit hours or a minimum of 9 graduate distinct credit hours.

V. Minors

Minors shall consist of a minimum of 20 semester hours of course work with the course distribution established by the appropriate department or departments with the approval of the University Curriculum Committee. Minors may consist of courses associated with a department or discipline (e.g. chemistry); a specialty within a department (office administration, etc.) or a collection of courses which cross disciplines (e.g. international studies). A minor is not required by the University but may be required in some programs for an undergraduate degree. A student may declare a minor in the office of the dean of the college in which the minor is offered.

VI. Program Certificate

A program certificate is a specialized course of study requiring at least 16 credit hours at the undergraduate level.

VII. Double Use of Courses

1. Courses within a major or required by a program may, at the same time, fulfill Essential Studies Requirements for the University. (There are a few exceptions to this general rule. These exceptions are stated under departmental requirements, for example under the Communication Program.)

2. Courses may NOT generally be used, however, to count at the same time toward the total credits needed for 2 majors, 2 minors, or a major and a minor.

3. In certain cases courses may count toward a major (or minor) and, at the same time, fulfill “Extradepartmental Requirements” for another major or program. Consult college or departmental offices for more information.

VIII. Grade Point Average

To qualify for a degree a student must achieve a minimum 2.00 (C) average on all University work. For students with transfer work, it is required that the overall average (including transfer work) be 2.00 (C) and that the average work taken at the University of North Dakota be 2.00 (C). Some undergraduate colleges require higher averages. (See requirements under specific college information.)

All UND coursework applied to the major or minor must average 2.0 or above; all coursework applied to the major or minor including transfer work must also average 2.0 or above. Certain colleges or majors/minors may require a higher GPA.

IV. Residence Requirements

A candidate for the bachelor's degree who enters with transfer credit must obtain from the University a minimum of 30 semester hours of institutional credit and 60 semester credits from a four-year college. Fifteen semester credits in the student's major and four semester credits in the minor, if a minor
is declared, must be institutional credit. Some colleges of the University may require more than 15 hours of institutional credit in the major. The last 30 credits for the bachelor’s degree ordinarily must be institutional credit.

Institutional Credit includes degree credit courses:

1. taken in residence;
2. taken through Continuing Education.

Credits earned by examination, e.g., Foreign Language Placement and Special Examination for Credit, do not count as Institutional Credit.

Exceptions to General Graduation Requirements

Any exception to the above general degree requirements must be requested by the student at least six weeks prior to his or her expected graduation date. Petitions must be initiated in the office of the student’s dean.

Formal Application for the Degree Sought

Candidates for degrees should make online application within the first four weeks of the semester in which the student expects to receive the degree. The application process is online at: apps.und.edu/graduationonline. Students applying for two or more degrees to be awarded simultaneously must apply separately for each degree and receive approval from each college granting the degrees.

Conferring of Additional Baccalaureate Degrees

Students who have majors falling under different degrees may be eligible for a second degree. Candidates for a second UND baccalaureate degree must complete a minimum of 155 hours (30 additional hours beyond the University minimum for a first baccalaureate degree). Each successive baccalaureate degree beyond that will add 30 hours to the minimum requirement. All college and major requirements for the second degree must also be fulfilled. At least one-half of the additional 30 hours must be institutional credit. A minimum of 15 semester credits of the major and a minimum of four semester credits of the minor, if declared, must be institutional credit.

Common Course Numbers, Special Exams

Common Course Numbers

All universities and colleges in the North Dakota University System (NDUS) have agreed on Common Course Numbers (CCNs) for many of the courses they have in common. A list of the common courses can be found on the North Dakota University System website at: www.ndus.edu/system (http://www.ndus.edu/system).

Special Examinations for Credit

A regularly enrolled student may apply to take “special” (challenge or validating) examinations to establish credit for approved University courses. Requests to take an examination must be made to the chair of the department offering the course. Approval of the department chair, the instructor of the course and the dean of the college offering the course(s) are required. A petition with the appropriate signatures must be submitted to the Office of the Registrar prior to examinations. A committee of three appointed by the chair of the department offering the course will administer and evaluate the examinations, a majority being necessary to award a grade. Special examinations must be searching and comprehensive. Grades of “Satisfactory” or “Unsatisfactory” will be recorded on the student’s permanent record upon recommendation of the committee, but will not be used to compute scholastic average.

The fee per credit hour for a validating or challenge examination is one-half the regular credit hour fee for the course to be challenged. Receipt of payment must be presented to the instructor prior to examination.

Students may apply to take challenge or validating examinations to establish credit in University of North Dakota courses that correspond to work taken at institutions that are not regionally accredited, or for courses in which they have superior preparation or knowledge gained through prior learning or independent study. These exams are offered for courses which have no equivalent CLEP subject exams. Students who have audited a course, or who have previously enrolled in a course and then dropped it, will not ordinarily be permitted to take a special examination in that course.

College-Level Examination Program

The University of North Dakota offers the opportunity to submit the results of CLEP for credit in most of the Subject Examinations.

CLEP Subject Examinations currently accepted by UND for transfer credits with minimum acceptable standard scores can be found at: www.ndus.edu/students/earn-credit-by-exam (http://www.ndus.edu/students/earn-credit-by-exam).

Credit earned through CLEP Subject Exams may be used to fulfill University General Education requirements, to fulfill specific course requirements, or to be used as elective credits. As soon as they become available, new examinations will be reviewed by University departments to determine their suitability for credit at UND.

The following guidelines have been established for utilization of the Subject Examinations:

1. A CLEP Subject Examination may not be taken to establish credit for a course in which a student has earned credit in a higher level sequential course.
2. Regarding CLEP Subject Examinations which offer a maximum of six to eight credits, a student with previously earned credit in one semester of a two-semester sequence must petition the CLEP Advanced Placement Committee for exception to this policy prior to taking the CLEP Subject Examination for the balance of the credit.
3. A Subject Examination may be repeated no sooner than six months after date of the last testing. Students should submit a petition to the UND CLEP Committee for permission to repeat an examination.
4. A Subject Examination may not be taken to establish credit in a subject in which the student has been enrolled, but from which he or she has withdrawn after the last day to add a course, until six months from the last class day of the term in which he/she was enrolled for the course.
5. A Subject Examination may not be used to establish credit in a subject which the student has previously failed. In addition, a Subject Exam may not be used to repeat a course.
6. A student wishing to have CLEP credit included within the last 30 hours toward a bachelor’s degree must have appropriate petitions approved by the CLEP Committee and the Administrative Procedures Committee, since the last 30 credits must be earned in residence at the University, and CLEP credit is considered as equivalent to credit earned at another institution. All CLEP testing is now computer based. UND uses the ACE Recommended Credit-Granting Score as a guide to determine whether credit is granted.
7. For a listing of approved examinations, required scores, and transfer equivalents, go to: www.ndus.edu/students/earn-credit-by-exam (http://www.ndus.edu/students/earn-credit-by-exam).

Foreign Language Placement & Credit Test

Students with a background in a foreign language which is currently taught in the Languages Department at UND may receive credit by taking a test in that language through the Languages Department. It is strongly recommended that students take this test during pre-registration or registration. Students who take it later than the end of their first semester in residence will need to see the Language Lab Director for the appropriate petition form, and will need to petition to establish eligibility. Students who are enrolled in a language course and wish to take the Foreign Language Placement & Credit Test in that language must take it during the first two weeks of the semester.

Credits earned through the Foreign Language Placement & Credit Test do not satisfy the World Cultures General Education Requirement. See University GER listing.

Credit earned through College Level Examination Program (CLEP) tests may be recognized by UND. See CLEP (p. 34) listing.

Students who have completed French, German, Latin, or Spanish Advanced Placement (AP) courses with appropriate scores may also receive credit. This
Credit is normally equivalent to Levels I and II in that language. See Advanced Placement (p. 34) listing.

Native speakers of a language other than English who wish to take classes in that language may enroll without special permission in any 400-level course, or in any 300-level course which emphasizes literary or cultural topics. Native speakers must obtain the permission of the department, however, to enroll in any 200-level course which emphasizes language instruction, or in any lower-division course. Incoming students whose native language (as indicated on their TOEFL exam) is one offered at UND should consult the Director of the Language Laboratory (M-306) about automatic waiver of the language placement examination.

**Cooperative Education**

Cooperative Education is an academic program that provides students with opportunities to both integrate and combine their course learning with practical, professional work experience in their chosen field of study. Cooperative Education experiences allow students to secure salaried, career-related work experiences under the supervision of both a sponsoring employer and the appropriate academic department, while at the same time receiving academic credit. The program is based on the belief that learning extends beyond the classroom and that the combination of course learning and practical work experience provides an innovative and comprehensive education.

Students spend from 3-9 months on Cooperative Education assignment. Academic credit is granted by the participating academic department through the student’s enrollment in the department’s course titled, Cooperative Education 397. Students enrolled in Cooperative Education 397, irrespective of the number of actual credit hours, are granted full time equivalent student status by the University.

The Cooperative Education Program, a part of Career Services, is located in McCannel Hall, Room 280. For information, call 777-4105.

**Registration**

The academic year calendars giving the dates of registration appear at the beginning of the catalog. Details concerning the registration procedure are given in the Semester Information, which is available at: www.und.edu/academics/registrar. The University of North Dakota complies with NDUS Policy 402.1.2. for placement into Math and English. Students must be registered to attend a class. A student accepts responsibility for payment of tuition and fees when he/she registers in classes at the University of North Dakota.

**Change of Registration**

After a student has registered, he or she should consult with his or her advisor before changing the registration. Students should be aware that all drops after the first day of class could affect their ability to have financial aid in future term. The last day to drop a full-term course for all students is on the Friday four calendar days of the semester, a “W” grade for each course, indicating the last five days from commencement of University instruction. The Registrar will delete from the class rolls the names of students received and will send a notice to each student dropped from a course in this manner.

Not all instructors follow this policy since it is not mandatory. Students, therefore, are strongly advised not to assume that they have been dropped from a course. Students should review their registration status in a course in question through Campus Connection.

**Instructor’s Drop Policy**

An instructor may submit a list of students to be deleted from class roles who have neither attended class nor notified the instructor of withdrawal within the first five days from commencement of University instruction. The Registrar will delete from the class rolls the names of students received and will send a notice to each student dropped from a course in this manner.

**Withdrawal from University**

A student wishing to withdraw from the University before the end of a semester must complete a Withdrawal Form located at: und.edu/academics/registrar/forms.cfm. Questions regarding the process can be directed to the Office of the Registrar.

The last day a student may withdraw registration without grades, but with a “W,” is the Friday four weeks preceding the last class day of the term. After that time a student should obtain approval from his/her advisor and the dean of the college in which the student was enrolled on the first day of the term will be considered when assessing satisfactory progress for financial aid purposes.

A student who leaves the University without obtaining an official withdrawal is given an “F” in all courses.

**Student Load**

Full time status is accorded to an undergraduate student enrolled in 12 semester hours in a Fall or Spring semester. A part-time student is enrolled in less than 12 semester hours.

For a member of the freshman class, 16 hours a semester is considered a normal schedule. Outside work or activities may necessitate a reduction of the student’s academic schedule.

For most undergraduate colleges from 15 to 17 hours of class work a week is the normal load. A student wishing to enroll in more than 21 semester hours, including collaborative registrations according to NDUS procedure 404, must obtain approval from his/her advisor and the dean of the college in which the student is enrolled.

**The Grading System**

At the close of a session or upon the completion of a course, each instructor reports a letter grade indicating the quality of a student’s work in the course. Grade points are assigned for each semester hour of credit earned, according to the following grading system:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Explanation</th>
<th>Grade Pts. Per Sem. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Marked Excellence</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Superior</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing but low</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported</td>
<td></td>
</tr>
</tbody>
</table>
Classes, may assign a grade of “SP,” Satisfactory Progress or “UP,” Unsatisfactory Progress to courses such as Honors Thesis (489), Thesis (998), Dissertation (999), Independent Study (997), Research Design (ENGR 595), ENGL 591 Readings for Ph.D. Comprehensive Examinations, Professional Exhibition (ART 599 Professional Exhibition), or Research (leading to the thesis or dissertation). The “SP” or the “UP” grade for these activities, which usually span several sessions, must remain on the record or may be replaced at the conclusion of the activity, usually a student’s final semester. Grades of “SP” or “UP” are not calculated into term or cumulative GPA values and may be expunged from the record upon submission of final grades in some cases.

Auditors

Students wishing to enroll in University classes as auditors must seek and receive the prior written consent of the instructor. They must also, at that time, learn from the instructor what will be expected of them or allowed as an auditor. The earliest date to add an audit is the first day of class. The regular deadline for adding a class will also be the deadline for all of the following:

1. adding a class as an audit;
2. changing from grade to audit; and
3. changing from audit to grade.

Auditors have no claim on the time or service of the instructor. Normally, auditors will be expected to attend, but not required to participate in the oral or written work of the class. If they are allowed to take examinations, the exams would normally not be graded. It is up to the instructor, however, to determine the appropriate requirements or restrictions for auditors for any given course. If students fulfill the expected requirements, their transcript will show no credit for the class, but a designation of “AU.” If they do not meet expectations, a grade of “WAU” will be entered on their transcript. Auditors are identified to the instructor on the official class list. An auditor may not later establish credit in that course by taking a special examination. The course must be repeated to earn credit. Audited courses do not count toward class load for financial aid or other purposes.

Incomplete Grades

It is expected that students will complete all requirements for a course during the time frame of the course. For reasons beyond a student’s control, and upon request by the student or on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark “I,” Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor.

Incomplete grades will convert to a grade of “FI” if a grade or incomplete extension is not submitted by the instructor to the Office of the Registrar on or before the deadline written on the “Report of Incomplete Grade” form. The instructor of the course and the dean of the college offering the course for undergraduates or the dean of the School of Graduate Studies for graduate students must approve and sign the “Report of Incomplete Grade” form for any extension of incomplete beyond the default date listed in the “UND Schedule of Courses.” An incomplete grade must be changed by 12 calendar months from the ending date of the class. It is the student’s responsibility to contact their instructor about an incomplete grade posted on the final grade report.

An “I” may be converted as indicated above but cannot be expunged from the record. Students may not register in courses in which they currently hold grades of incomplete, except for courses that allow repeated enrollment. A student will not be allowed to graduate with an unconverted incomplete grade on the academic record.

In Progress Grades

The School of Graduate Studies, Honors Program, or specially approved classes, may assign a grade of “SP,” Satisfactory Progress or “UP,” Unsatisfactory Progress.

Grade Changes

Submitted grades, except for grades of incomplete, are final and may only be changed to correct an error. Grades may not be changed by additional work or submitting additional materials. Students should report any error to their instructor within 90 days of receipt of the grade. The instructor must file a change of grade form to the Registrar signed by the instructor, the department chair, and the dean of the course. Reasons for the change must be fully explained and justified. Grade changes must be submitted to the Registrar’s Office no later than 12 calendar months from the ending date of the class. However, for graduating students, once your degree has been awarded, your record for that degree is frozen and changes can no longer be made.

S-U Grades

Grades of S or U rather than the traditional grades of A through F are used by the University under regulations specified. A grade of S grants credit toward graduation but does not affect a student’s grade point average except as outlined below in item number 4. A grade of U also does not affect the grade point average and does not grant credit toward graduation.

Elective S-U Enrollment

A student of sophomore, junior or senior standing (as determined by the Registrar) may elect to enroll in one or more courses per semester for S-U grading subject to the following regulations. Students with fewer than 24 completed credits may elect S-U grading only with the permission of their advisor and dean.

1. A maximum of 30 semester hours of credit of elected S-U grades may be counted toward his or her baccalaureate degree.
2. Students may not elect S-U grading for courses in their major. (This restriction does not apply to those courses that have only S-U grading.) In the event a student wishes to major in a field in which he/she has taken a required course for an S-U grade, the department, with the approval of the Academic Dean, may (a) accept the S-U grade, (b) select an additional class to substitute or (c) request the Registrar’s Office to change the S or U to the letter grade submitted by the instructor.
3. A student may take extra-departmental major requirements for an S-U grade with the approval of the major department chair and his/her Academic Dean.
4. Repeating a course by S-U registration will eliminate the effects of the earlier grade from a student’s grade point average if the achieved result is an S. Repetition, which results in a U, will leave the effects of the earlier grade intact.

Class rolls and grade sheets will not identify students who are enrolled for S-U grading. Grades of A, B, and C will be converted by the Office of the Registrar to a grade of S. Grades of D and F will be converted to U. Changes in registration to or from S-U grading may, with the approval of the advisor, be made up to the last day to drop the course.

Students who utilize the S-U grading system are cautioned that they may encounter difficulty in having such credit accepted or evaluated, should they attempt to transfer credit to another university, change majors, or make application for graduate or professional study.

Required S-U Courses

Some courses, as approved by the University Curriculum Committee, will be offered by S-U grading only. The restrictions on Elective S-U courses do not apply to these Required S-U courses. These courses may be taken in excess of the 30 hour limitation.
Repetition of Courses

Students generally may repeat courses to attempt to receive a better grade, but restrictions may apply. Individual colleges may limit the number of times that a course may be taken, and may not allow repeats of C or better grades. Examinations for credit, e.g., CLEP, AP, IB, DSS and Foreign Language Placement and Credit Test, may not repeat course grades.

If a course repetition is taken for traditional A through F letter grading, the last grade achieved in the course will be used in calculating the student’s grade point average. Repeating an approved course with S-U grading will eliminate the effects of previous credits from the student’s GPA if the achieved result is an S, but repetition which results in a U will leave the effects of the earlier grade intact.

Please note: New Federal regulations may not permit financial aid to be used to pay for a repeat of an already passed course. Please contact the Financial Aid Office regarding questions.

While courses may be taken again after a student has graduated, these will not serve to repeat older grades: the older grades will still be counted in the Grade Point Average.

Raising a “D” Grade

To raise a D grade, a student may have the alternative of retaking a final examination at the time of the first regularly scheduled final examination in the subject if it meets with the approval of the department and dean of the course and the student’s advisor, except in the School of Graduate Studies, School of Law, the School of Medicine and Health Sciences, and the College of Nursing and Professional Disciplines. If a student decides to retake the final examination, approval must be obtained from the instructor and department chair of the course and the dean of the college offering the course. No re-examination will be given except at the time of the regularly scheduled examinations at the end of each semester.

Grade Forgiveness

Currently enrolled undergraduate students who have interrupted their college/university education for a period of seven years or more, may petition to exclude all previous grades from GPA calculations. The student may not select certain courses to be part of the seven-year rule, but must include all courses which are seven years or older. Such courses and their actual grades would appear on the student’s academic record, but letter grades would not be calculated for GPA purposes. Excluded courses could not be used to satisfy any academic requirement.

A student requesting this option must have a written petition approved by the student’s academic advisor, department chairperson, and Dean of the college from which the degree is sought. If the student changes degree college after approval of this petition, the student would be required to petition again.

Deficiency Reports

Individual mid-term reports of unsatisfactory work (i.e., D, F, and U) of students are made by all instructors at the end of the first eight weeks of the semester. A grade of D is considered unsatisfactory although it is a passing grade. Reports of deficiency are also sent to the academic deans and advisors to be used for advisement purposes. Deficiency grades do not appear on the student’s permanent record. It is also the student’s responsibility to keep informed of his/her own performance in a class.

Semester Grade Reports

Grade reports are available to students by accessing their records after term grades are posted through UND CampusConnection. Grade reports are not mailed, but a printed copy is available upon written request.

Transcripts of Academic Records

Official transcript requests must now be submitted via the web. The web service is available 24/7 and provides online tracking and messaging. All transcript ordering information, including a link to the website, is located at: www.und.edu/dept/registrar/trans/requestonline. The cost per transcript is $5. There is an additional charge for services such as Federal Express delivery. Each transcript includes the student’s entire academic record to date and current academic status. Partial transcripts are not issued. Questions should be directed to the Office of the Registrar.

A request for a transcript of credits by a student who is in debt to the University will not be honored until the indebtedness has been paid.

A transcript covering a student’s previous secondary and post-secondary education that has been submitted to the University as a requirement for admission becomes part of the official file and cannot be returned to the student. Any student who desires transcripts of work earned elsewhere must order official transcripts from the institution at which the work was taken. The University of North Dakota does not issue nor certify copies of transcripts from other institutions.

Students in Debt to the University

A student who is in debt to the University shall not be permitted to early register or register in the University and shall not be entitled to receive a transcript of credits or a diploma until the indebtedness has been paid in full.

University Attendance Policy and Procedure

Attendance and participation in class activities are considered integral parts of a university education. It is the University policy that attendance in classes is expected of all students. If attendance and/or participation are required and will impact grading, it is the responsibility of the instructor to communicate clearly that policy to students during the first week of class in the course syllabus.

Even in situations where an instructor might excuse a class absence, e.g., severe medical situations, family emergencies, military service, or authorized University activities, it is the responsibility of the student, whenever possible, to inform the instructor ahead of time.

Final Examination Policy

An examination is held at the end of most courses according to the published examination schedule. Alternate evaluation methods and schedules may be used when recommended by the departmental faculty and approved by the dean of the college offering the course. Any change in time from the published schedule requires the recommendation of the chairperson of the department and approval of the dean of the college offering the course. Any student who would be disadvantaged by such a change should report this in advance to the dean of the college offering the course, who will ensure that satisfactory alternate arrangements will be made by the instructor. Final exams for all courses, on-campus and semester based online, will conclude on or prior to the end of the final exam period. No final exams shall extend beyond the final exam period.

A student who is absent from a regularly scheduled examination without an excuse considered valid by the instructor is normally given an F for the course. If the excuse is valid, the policy on incompletes will apply.

No undergraduate student should be obliged to write three or more finals on the same day. If the student has three or more finals scheduled the same day, the student wishing an accommodation regarding final exams should contact his/her instructors to establish a mutually acceptable time to reschedule one or more of the exams. Any student request for the rescheduled final exam must be presented to the instructor before the end of the tenth week of the semester, otherwise, the student’s rescheduling right is forfeited. If an accommodation cannot be reached, he or she should contact the department chair(s) to find a mutually agreeable time. If no agreement is reached, the appropriate dean(s) should be contacted. The final appeal, if no mutually convenient time has been found, will be to the Vice President of Academic Affairs.
Undergraduate Probation, Suspension and Dismissal Policy

Students at the University of North Dakota are expected to make progress toward attaining their degrees. Students who have earned fewer than 90 total hours will be considered in Good Academic Standing if they maintain a UND Grade Point Average (GPA) of C (2.00) or higher. Students who have earned 90 or more total hours will be in Good Academic Standing only with a 2.00 or higher GPA on both UND and cumulative hours. Students who do not maintain minimum academic requirements will, at the end of the fall, spring, or summer term in which they fail to meet minimum standards, be placed on Academic Probation. Students on Academic Probation may remove this status by attaining Academic Good Standing. Students will be continued on Academic Probation if they earn at least a 2.00 term GPA at the end of the semester of probation. A student on Academic Probation who earns less than a 2.00 term GPA at the end of the semester of probation is considered not to be making academic progress and will be suspended. NOTE: It is possible to be in Good Academic Standing at the University, and, yet not to be in Good Academic Standing in certain University programs which require a GPA higher than 2.00.

Suspended students may apply to return to the University after one semester’s absence. In order to return to UND, all suspended students must seek reinstatement from the Dean of the college in which they intend to enroll and readmission from the Office of the Registrar. Deans may specify enrollment stipulations at the time of reinstatement. The student will return to UND on probationary status. Under extenuating circumstances suspended students may seek immediate reinstatement from their dean without leaving the University for one academic semester. If the Dean does not reinstate the student after suspension, the student may appeal to the University Senate Student Academic Standards Committee.

After the second suspension, failure to achieve minimum academic standards will result in the student being dismissed from the University with no further opportunity to enroll at the undergraduate level. Students may appeal dismissal to the University Senate Student Academic Standards Committee.

Suspension and dismissal are permanently recorded on the student’s transcript.

Conduct in General

A student is expected to show, both within and outside of the University, respect for law and order, personal honor, and the rights of others. To further strengthen the sense of community at the University of North Dakota, we affirm the following:

1. That everyone be allowed to work, learn, and live in a safe, caring environment;
2. That everyone learn about, understand, appreciate, and respect varied cultures;
3. That everyone matters;
4. That all individuals be respected and treated with dignity and civility;
5. That everyone continue to share in the responsibility of making UND a better place.

Within the University, the student is subject to specific policies, rules and regulations promulgated by student governing groups, student-faculty committees, University Senate and the State Board of Higher Education. The student is subject to civil law and civil authority.

It is taken for granted when a student enters the University that he/she has an earnest purpose. This presumption in the student’s favor continues until, by neglect of duty or by inappropriate behavior, he/she brings his/her status into question. Cases involving student violations of academic or non-academic regulations may be judged by those appointed to do so within the various schools and colleges, student conduct committees, the Student Relations Committee, and/or by the Dean of Students and Housing Offices. Adjudication will incorporate both substantive due process, i.e., fair and equitable treatment, and appropriate procedural due process.

The Code of Student Life is available at: http://und.edu/student-affairs/code-of-student-life/. It outlines the rights and responsibilities and expected levels of conduct of citizens in the University community. The purpose of the rules outlined is to prevent abuse of the rights of others and to maintain an atmosphere in the University community appropriate for an institution of higher education. Materials included will be helpful to student organizations and to members of the University community to gain a better understanding of responsibilities of various boards and committees, and to understand student rights and responsibilities. Appendix IIIa in the Code covers academic concerns (grievances and standards) and Section II covers student conduct regulations and procedures.

The Code of Student Life is published annually. Interpretation of sections within the Code may be requested by contacting the Dean of Students Office, the Vice President for Student Affairs, or through direct consultation with the Student Policy Committee.

Scholastic Honesty

Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion.

1. Cheating on a test includes, but is not restricted to:
   A. Copying from another student’s test.
   B. Possessing or using material during a test not authorized by the person giving the test.
   C. Collaborating with or seeking aid from another student during a test without authority.
   D. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test.
   E. Substituting for another student or permitting another student to substitute for oneself to take a test.
   F. Bribing another person to obtain an unadministered test or information about an unadministered test.

2. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person’s work and the unacknowledged submission or incorporation of it in one’s own work. This includes appropriation of another person’s work by the use of computers or any other electronic means.

3. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

Instructors choosing to treat a case of scholastic dishonesty as a scholastic matter have the authority to decide how the incident of dishonesty will affect the student’s grade in the course. If, before the drop date, an instructor is considering such action (or still investigating a possible case of dishonesty), the instructor may, with the concurrence of the dean of the course, place a hold on the student’s registration to prevent the student dropping the course. If the student has already dropped the course, the dean of the course may void that drop and have the Registrar re-enroll the student in the class.

For detailed policy statements and procedures dealing with scholastic dishonesty, see the Code of Student Life, Appendix IIIa.

Academic Honors

President’s Honor Roll

At the end of each semester, a list of undergraduate honor students is published and designated as the President’s Honor Roll. To qualify, a student must have a cumulative UND grade point average of 3.80 or higher. The student must also have earned a minimum of 24 semester hours at UND and have completed a minimum of 12 hours at the close of the semester, eight of which must be for traditional letter grades. The President’s Honor Roll is noted on the student’s official transcript.

Dean’s List

The Dean’s List, published at the end of each semester, contains the names of students who are ranked in the top 15 percent of their college, based on the grade point average earned by students in UND coursework for the semester. The students must have completed a minimum of 12 semester hours at the close of the semester, eight of which must be for traditional letter grades.
General Honors
Candidates for honors with their baccalaureate degree must have earned at least 50 graded hours at UND. Honors will be awarded on the basis of the student’s UND grade point average.

<table>
<thead>
<tr>
<th>Honor</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum laude</td>
<td>3.5</td>
</tr>
<tr>
<td>Magna cum laude</td>
<td>3.7</td>
</tr>
<tr>
<td>Summa cum laude</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Honors awards for the commencement ceremony and for publication purposes are made on the basis of UND GPA at the end of the previous semester. Actual honors will be based on the GPA of all completed work at the time the degree is granted.

Undergraduate Departmental Courses, Programs
This section of the catalog includes, in alphabetical order, department and program area requirements and course descriptions.

The University publishes electronically an official Schedule of Courses before the beginning of each academic term. It lists the class period, building, and room assigned to each course offered that semester or summer session.

Enrollment Restrictions
Enrollment in some University of North Dakota classes is restricted to students who have been admitted into specific major concentrations, who have achieved specific classification status, or who have completed course prerequisites. In some high demand areas, not all students who request a particular course may be admitted in a given semester because of staffing or other University limitations. Generally, the University registers undergraduate students in order of their classification; nevertheless, the University does not guarantee that a student will be able to enroll in a specific course during any given semester. Students must be registered to attend a class session.

Course Numbers
Courses numbered in the 100s are intended primarily for freshmen; in the 200s for sophomores; in the 300s for juniors; in the 400s for seniors and in the 500s for graduates.

The numbers 199, 299, 399 and 499 are reserved for Honors Program Courses.

Credit
All academic units are expressed in terms of semester credit, which represents one class period of lecture or 2-3 hours of laboratory for each of the weeks that constitute a semester.

Frequency of Offerings
The following symbols at the end of the course description indicate when and how often a class is usually available for registration.

- F usually every Fall semester
- S usually every Spring semester
- SS usually every Summer session
- F/2 usually every other Fall semester
- S/2 usually every other Spring semester

Accountancy (Acct)
http://www.business.und.edu/accounting

Altepeter, Byars, Campbell, Carlson (Chair), de Magalhaes, Dosch, Ellingson, Hansen, Harmsen, Loyland, Notbohm and Wilde

College of Business and Public Administration
The Department of Accountancy has been preparing individuals for careers in business, including professional accounting, since 1927. Faculty have a long-standing tradition of interaction with a wide range of accounting professionals. Department faculty were instrumental in establishing the North Dakota Society of Certified Public Accountants.

Professional accountants face a variety of challenges and opportunities in their careers. To achieve success as a professional accountant, individuals must have a sound foundation in the liberal arts and sciences, a broad general understanding of business, a solid technical base in accounting, and a well-developed ability to communicate in oral and written form. The accounting programs offered by the faculty provide the range of experience and knowledge needed for success as a professional accountant. The faculty’s programs also fulfill general University and College of Business graduation requirements.

Mission Statement
The mission of the Department of Accountancy is to prepare individuals for professional careers in accounting and business.

Values Statement
Faculty value:
- High quality teaching, scholarship and professional and public service;
- Relevance and innovation in curriculum, instructional methods, scholarship and professional and public service;
- Good relationships with our alumni and recruiters;
- Interaction with the profession and community;
- High standards of professional and ethical conduct;
- A climate that fosters continuous improvement.

Vision Statement
Faculty see a future where:
- UND’s Accountancy program is recognized by employers and the general public as the best in the region. When people in the region think of accounting, they will think of UND;
- The Accountancy faculty are leaders in the College of Business and Public Administration.

Programs
Accountancy faculty offer two programs — the Bachelor of Accountancy (B.Acc.) and the Bachelor of Business Administration with a major in Managerial Finance and Accounting (B.B.A.), offered jointly with the Department of Finance. The B.Acc. program is designed for students interested in becoming Certified Public Accountants (CPA). The CPA is a national designation that requires passage of a qualifying examination. The requirements to sit for the CPA examination are governed by individual states (more about the CPA examination below).

The B.B.A., a joint program in finance and accountancy, provides some flexibility for students to tailor their programs of study. As such, it is designed primarily for individuals interested in becoming a Certified Management Accountant (CMA) or a Certified Financial Manager (CFM). Both the CMA and CFM are national designations that also require the passage of a national examination. Students have the option to emphasize either managerial finance or corporate accounting with the available electives.

The Certified Public Accountant (CPA) Examination
While the American Institute of CPAs writes the CPA examination, each state is responsible for establishing the requirements to use the CPA designation. According to North Dakota law and rules of the North Dakota State Board of Accountancy, individuals are currently eligible to sit for the Uniform Certified Public Accountant Examination with a bachelor’s degree that includes at least
II. College of Business and Public Administration Requirements (see University ES listing).

Required 126 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. College of Business and Public Administration Requirements, see College listing and including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ACCT 200</td>
<td>Elements of Accounting I</td>
<td>6</td>
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<tr>
<td>&amp; ACCT 201</td>
<td>Elements of Accounting II</td>
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<td>ACCT 315</td>
<td>Business in the Legal Environment</td>
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<td>Personal Productivity with Information Technology</td>
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<td>ISBC 317</td>
<td>Information Systems in Enterprise</td>
<td>3</td>
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<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 303</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra</td>
<td>3</td>
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<td>MATH 146</td>
<td>Applied Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Operations Management</td>
<td>3</td>
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<tr>
<td>FIN 310</td>
<td>Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 475</td>
<td>Strategic Management</td>
<td>3</td>
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<tr>
<td>MRKT 305</td>
<td>Marketing Foundations</td>
<td>3</td>
</tr>
<tr>
<td>POLS 115</td>
<td>American Government I</td>
<td>3</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 171</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 55

III. The following Major Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 218</td>
<td>Advanced Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 301</td>
<td>Intermediate Accounting I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; ACCT 302</td>
<td>and Intermediate Accounting II</td>
<td></td>
</tr>
<tr>
<td>ACCT 309</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 316</td>
<td>Business Law</td>
<td>3</td>
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<tr>
<td>ACCT 320</td>
<td>Accounting for Production</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 401</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 405</td>
<td>Assurance Services</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 411</td>
<td>Business Income Taxiation</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 450</td>
<td>Contemporary Issues in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
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<tr>
<td>ACCT 312</td>
<td>Fund Accounting</td>
<td>6</td>
</tr>
<tr>
<td>ACCT 403</td>
<td>Contemporary Accounting Theory</td>
<td></td>
</tr>
<tr>
<td>ACCT 406</td>
<td>Independent Assurance</td>
<td></td>
</tr>
<tr>
<td>ACCT 410</td>
<td>Federal Individual Income Tax</td>
<td></td>
</tr>
<tr>
<td>ACCT 412</td>
<td>Advanced Tax</td>
<td></td>
</tr>
<tr>
<td>ACCT 416</td>
<td>Advanced Business Law</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 36

IV. Students must complete at least 90 semester hours of non-accounting courses. ACCT 218 Advanced Spreadsheet Applications and business law courses are not considered accounting courses for this requirement.

B.B.A. with Major in Managerial Finance and Accounting

Required 127 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. College of Business and Public Administration Requirements (see BPA College listing) and including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 200</td>
<td>Elements of Accounting I</td>
<td>6</td>
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<tr>
<td>&amp; ACCT 201</td>
<td>Elements of Accounting II</td>
<td></td>
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<tr>
<td>ACCT 315</td>
<td>Business in the Legal Environment</td>
<td>3</td>
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<tr>
<td>ISBC 117</td>
<td>Personal Productivity with Information Technology</td>
<td>1</td>
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<tr>
<td>ISBC 317</td>
<td>Information Systems in Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 303</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 146</td>
<td>Applied Calculus I</td>
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<tr>
<td>MGMT 300</td>
<td>Principles of Management</td>
<td>3</td>
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<td>MGMT 301</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 310</td>
<td>Principles of Financial Management</td>
<td>3</td>
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<tr>
<td>MGMT 475</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 305</td>
<td>Marketing Foundations</td>
<td>3</td>
</tr>
<tr>
<td>POLS 115</td>
<td>American Government I</td>
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<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>ANTH 171</td>
<td>Introduction to Cultural Anthropology</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 55

III. The following Major Requirements:
ACCT 218  Advanced Spreadsheet Applications  3
ACCT 301  Intermediate Accounting I  6
& ACCT 302  and Intermediate Accounting II  3
ACCT 309  Accounting Information Systems  3
ACCT 320  Accounting for Production  3
FIN 340  Intermediate Financial Management  3
FIN 350  Financial Statement Analysis  3
FIN 360  Capital Market Financing and Investment Strategies  3
FIN 475  Cases in Managerial Finance  3
At least three upper-division courses from Accountancy or Finance  9

**Total Credits**  36

**Courses**

**ACCT 200. Elements of Accounting I. 3 Credits.**
Basic principles of the complete accounting cycle.

**ACCT 201. Elements of Accounting II. 3 Credits.**
Special emphasis on partnership, corporate accounting, and the uses of accounting information by managers. Prerequisite: ACCT 200 or 275.

**ACCT 218. Advanced Spreadsheet Applications. 3 Credits.**
Advanced techniques in computer spreadsheet applications. Prerequisite: ISBC 117. Prerequisite or Corequisite: ACCT 201.

**ACCT 275. Accounting for Pre-MBA. 3 Credits.**
No credit allowed to students who have completed ACCT 201. Financial and managerial accounting concepts and practices oriented towards the decision maker.

**ACCT 301. Intermediate Accounting I. 3 Credits.**
Concepts, time value of money, current assets, current liabilities, plant and equipment, and intangibles. Prerequisite: ACCT 201. Prerequisite or Corequisite: ACCT 218; Sophomore, Junior or Senior Standing; declared and pre-CoBPA majors only.

**ACCT 302. Intermediate Accounting II. 3 Credits.**
Corporations, long-term liabilities, investments, statement analysis, and cash flow statement. Prerequisites: ACCT 301 and Junior or Senior Standing; declared CoBPA majors only.

**ACCT 309. Accounting Information Systems. 3 Credits.**
The application of systems design and use from the accountant’s perspective. Coverage includes computerized and manual accounting systems, elements of internal control, flowcharting, and the interface of accounting and management information systems. Prerequisites: ACCT 301 and Junior or Senior Standing; declared CoBPA majors only.

**ACCT 310. Fund Accounting. 3 Credits.**
Financial accounting, control, and reporting for governmental and not-for profit entities. Prerequisites: ACCT 201 and ACCT 218; Junior or Senior Standing; declared CoBPA majors only.

**ACCT 312. Business in the Legal Environment. 3 Credits.**
The legal environment of business, governmental regulation, contracts, and property. Prerequisite: Sophomore, Junior or Senior Standing. Prerequisites or Corequisites: ACCT 201 and ECON 202; minimum total of 50 credit hours; declared and pre-CoBPA majors only.

**ACCT 316. Business Law. 3 Credits.**
Commercial paper, secured transactions, business organizations, and liability of professionals. Prerequisites: ACCT 315; Junior or Senior Standing; declared CoBPA majors only.

**ACCT 320. Accounting for Production. 3 Credits.**
Principles and techniques used to account for and analyze costs incurred to produce products or services. Prerequisite: ACCT 201. Prerequisites or Corequisites: ACCT 218; Sophomore, Junior or Senior Standing; declared and pre-CoBPA majors only.

**ACCT 380. International Accounting. 3 Credits.**
Topics include comparative accounting systems, environmental influences on accounting, international financial statement analysis, foreign currency transactions, international standards harmonization, international taxation, transfer pricing, and multinational performance evaluation. Prerequisites: ACCT 201; Junior or Senior Standing; declared CoBPA majors only.

**ACCT 397. Cooperative Education. 1-12 Credits.**
On the job compensated work experience in various areas of Accounting. Prerequisites: ACCT 301, ACCT 320, minimum 2.70 GPA, and the approval of the Director of Accounting Cooperative Education are the prerequisites.

**ACCT 401. Advanced Accounting. 3 Credits.**
Special problems in accounting including consolidated statements, partnerships, and foreign exchange. Prerequisites: ACCT 302; Junior or Senior Standing; declared CoBPA majors only.

**ACCT 403. Contemporary Accounting Theory. 3 Credits.**
A study of the emerging issues and the problems facing the accounting profession with special emphasis on the authoritative pronouncements as designated by the American Institute of CPAs and the Financial Accounting Standards Board. S-U grading not allowed. Prerequisite or Corequisite: ACCT 401 or consent of instructor; declared CoBPA majors only.

**ACCT 405. Assurance Services. 3 Credits.**
Explores methods of improving the quality of information or its context for decision makers. Examples include assurances on the reliability of financial statements, the processes and controls used to manage and operate businesses, assertions and agreements made to third parties, and regulatory compliance. Prerequisites: ACCT 302, ACCT 309, ECON 210; Junior or Senior Standing; declared CoBPA majors only.

**ACCT 406. Independent Assurance. 3 Credits.**
Auditing and assurance theory as applied by independent accountants. Prerequisites: ACCT 405 or consent of instructor; declared CoBPA majors only.

**ACCT 410. Federal Individual Income Tax. 3 Credits.**
Federal income tax relating to individuals to include the more complex tax situations. A computerized individual income tax preparation is used as a part of the course. Prerequisites: ACCT 201; Junior or Senior Standing; declared CoBPA majors only.

**ACCT 411. Business Income Taxation. 3 Credits.**
Federal income tax relating to corporations and partnerships. Introduction to estate and gift tax and fiduciary income tax. Prerequisites: ACCT 302; Senior Standing; declared CoBPA majors only.

**ACCT 412. Advanced Tax. 3 Credits.**
Unified transfer tax, trusts and estates, other contemporary topics as appropriate, and techniques of tax research. Consent of the instructor is required, open to declared CoBPA majors only.

**ACCT 416. Advanced Business Law. 3 Credits.**
Advanced topics and contemporary issues in business law including ethics, legal representation in business, and the impact of selected governmental regulations on businesses. Prerequisites: ACCT 315 and Senior Standing; declared CoBPA majors only.

**ACCT 450. Contemporary Issues in Accounting. 3 Credits.**
A critical analysis of contemporary issues in accounting. Written and oral presentations are required. Prerequisites: ACCT 302, ACCT 405; Senior Standing; declared CoBPA majors only.

**ACCT 494. The Literature of Accounting. 1-3 Credits.**
Directed studies in the recognized journals, periodicals, and professional publications of the field. Consent of instructor is the prerequisite, open to declared CoBPA majors only.

**Aerospace Sciences (AS)**

http://www.ndsu.edu/afrotc/

UND students may participate in the Air Force Reserve Officer Training Corps program through an agreement between UND, North Dakota State University and the Air Force. The purpose of this program is to enable qualified students (undergraduate and graduate) to become commissioned officers in the United States Air Force. Upon completion of the program and graduation from UND, students are commissioned as second lieutenants in the United States Air Force.

The program is conducted by North Dakota State University faculty on the UND campus. Students interested in participating in the program should contact: Air Force ROTC Detachment 610, 255 Centennial Drive, Armstrong Building, Room 2, Stop 8360, University of North Dakota, Grand Forks ND 58202, (701) 777-0437.

The program is conducted in two phases: the General Military Course for first year students and sophomores, and the Professional Officer Course
for juniors and seniors. Each student must register for the appropriate leadership laboratory course (AS 210 Leadership Laboratory for freshman and sophomore or AS 410 Leadership Laboratory for juniors and seniors) during each term. Students must complete a field training course before entry into the Professional Officer Course.

General Military Course (GMC)

The four-year program begins with the General Military Course.

AS 111    The Foundations of the United States Air Force I  1
AS 112    The Foundations of the United States Air Force II  1
AS 211    The Evolution of USAF Air and Space Power I  1
AS 212    The Evolution of USAF Air and Space Power II  1

The GMC covers the mission and structure of the Air Force, examines life in the Air Force, and includes the study of strategy, doctrine, and missions of aerospace power from balloons to the space age. Instruction is provided in Air Force career opportunities, educational benefits, and life and work as an Air Force officer.

Field Training

Air Force ROTC Field Training is offered during the summer months at Maxwell AFB, Alabama. Students in the four-year program participate in four weeks of field training during the summer after their sophomore year.

The major areas of study in the four-week field training program include junior officer training, aircraft and aircrew indoctrination, survival training, base functions, the Air Force environment, and physical training.

Leadership Laboratory

(AS 210 Leadership Laboratory, 1 credit and AS 410 Leadership Laboratory, 1 credit; repeatable). Instruction is conducted within the framework of a cadet organization and includes a progression of experiences designed to develop each student’s leadership potential. Leadership laboratory involves a study of Air Force customs and courtesies, drill and ceremonies, career opportunities in the Air Force, and the life and work of an Air Force junior officer. Students develop their leadership potential in a practical and supervised laboratory, which can include field trips to Air Force installations throughout the United States.

AS 210 Leadership Laboratory is a corequisite of

AS 111    The Foundations of the United States Air Force I  1
AS 112    The Foundations of the United States Air Force II  1
AS 211    The Evolution of USAF Air and Space Power I  1
AS 212    The Evolution of USAF Air and Space Power II  1

AS 410 Leadership Laboratory is a corequisite of

AS 321    Air Force Leadership Studies I  3
AS 322    Air Force Leadership Studies II  3
AS 441    National Security Affairs and Preparation for Active Duty I  3
AS 442    National Security Affairs and Preparation for Active Duty II  3

Professional Officer Course (POC)

The Professional Officer course (below) taken during the student’s junior and senior years, concentrates on four main themes: communication skills, national security studies, and the principles and practices of management and leadership in the U.S. Air Force.

AS 321    Air Force Leadership Studies I  3
AS 322    Air Force Leadership Studies II  3
AS 441    National Security Affairs and Preparation for Active Duty I  3
AS 442    National Security Affairs and Preparation for Active Duty II  3

Courses

AS 110. Air Force ROTC Fitness. 1 Credit.
Introduction to various AFROTC team sports. Promotes benefits of being physically fit and maintaining Air Force fitness standards. Repeatable.

AS 111. The Foundations of the United States Air Force I. 1 Credit.

AS 112. The Foundations of the United States Air Force II. 1 Credit.
Continuation of AS 111. Provides an overview of the basic characteristics, missions, and organization of the Air Force. Corequisite: AS 210 or AS 410.

AS 210. Leadership Laboratory. 1 Credit.
Introduction to Air Force customs and courtesies, drill and ceremonies, and military commands. Repeatable.

AS 211. The Evolution of USAF Air and Space Power I. 1 Credit.
Introduction to Air Force heritage and leaders, Quality Air Force concepts, ethics and values, leadership, group leadership problems, and the application of communication skills. Corequisite: AS 210.

AS 212. The Evolution of USAF Air and Space Power II. 1 Credit.
Continuation of AS 211. Includes an introduction to Air Force heritage and leaders, Quality Air Force concepts, ethics and values, leadership, group leadership problems, and the application of communication skills. Prepares cadets for field training. Corequisite: AS 210.

AS 321. Air Force Leadership Studies I. 3 Credits.
Introduction to management within the USAF, emphasizing communication skills (in both oral and written Air Force formats) and interpersonal skills. Corequisite: AS 410.

AS 322. Air Force Leadership Studies II. 3 Credits.
Study of leadership from the military perspective emphasizing situational leadership and contemporary issues including change management and professional ethics. Case studies are used to illustrate leadership concepts. Officer professional development topics are discussed. Corequisite: AS 410.

AS 410. Leadership Laboratory. 1 Credit.
Development of leadership skills in a practical, supervised laboratory. Students must instruct, supervise, and lead junior cadets participating in AS 210, and perform high level management functions within the cadet corps organization. Repeatable.

AS 441. National Security Affairs and Preparation for Active Duty I. 3 Credits.
A study of the national security process, regional studies, advanced leadership ethics and Air Force doctrine. Topics include the military as a profession, officership, military justice, civilian control of the military, and current issues. Application of communication skills is included. Corequisite: AS 410.

AS 442. National Security Affairs and Preparation for Active Duty II. 3 Credits.
A continuation of AS 441. Topics include the military as a profession, officership, military justice, civilian control of the military, and current issues. Continued application of communication skills and preparation for a new officer’s first active duty assignment are included. Corequisite: AS 410.

American Indian Studies (IS)

Braun (Chair), Hans and Shackelford
http://www.arts-sciences.und.edu/indian-studies/

The American Indian Studies curriculum at the University of North Dakota has been established to meet needs both on the campus and throughout the state. The major and minor, combined with other subject matter concentrations, are intended to provide:

1. a more complete understanding of Indian history and culture;
2. practical experiences in Indian communities;
3. a basis for employment in either reservation or non-reservation settings; and
4. background for graduate work in American Indian Studies and related programs (history, anthropology, American Studies, etc.).

The degree of Bachelor of Arts is offered through the College of Arts and Sciences. For the greater University community, the courses in American
Indian Studies, together with the research conducted or sponsored by the Department, provide an expanded approach to the study of American history, diversity and cultures.

Another purpose of the department is to enable the University to serve the reservation communities, especially in their educational and human service programs, and to provide education to the broader community about Native experiences and realities.

**College of Arts and Sciences**

**B.A. with Major in American Indian Studies**

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

A. 36 credit hours in the Major

Of these, the following courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 122</td>
<td>American Indians and Tradition</td>
<td>3</td>
</tr>
<tr>
<td>or IS 123</td>
<td>American Indians and Culture</td>
<td></td>
</tr>
<tr>
<td>IS 230</td>
<td>Approaches to Native Cultures</td>
<td>3</td>
</tr>
<tr>
<td>IS 240</td>
<td>Research and Writing in Indian Studies</td>
<td>3</td>
</tr>
<tr>
<td>IS 348</td>
<td>Beyond the Reservation</td>
<td>3</td>
</tr>
<tr>
<td>IS 360</td>
<td>Oral Traditions in American Indian Cultures</td>
<td>3</td>
</tr>
<tr>
<td>IS 395</td>
<td>Ethnology of North America</td>
<td>3</td>
</tr>
<tr>
<td>IS 410</td>
<td>Indigenous Identities</td>
<td>3</td>
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</table>

Electives from the American Indian Studies curriculum in accordance with advisor recommendations

Select one course from each of the following pairs:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td>or IS 123</td>
<td>American Indians and Culture</td>
<td></td>
</tr>
<tr>
<td>IS 201</td>
<td>History of the Sioux</td>
<td>3</td>
</tr>
<tr>
<td>or IS 202</td>
<td>Cultures of the Sioux</td>
<td></td>
</tr>
<tr>
<td>IS 203</td>
<td>History of the Anishinabe</td>
<td>3</td>
</tr>
<tr>
<td>or IS 204</td>
<td>Cultures of the Anishinabe</td>
<td></td>
</tr>
<tr>
<td>IS 207</td>
<td>History of the Three Affiliated Tribes</td>
<td>3</td>
</tr>
<tr>
<td>or IS 208</td>
<td>Cultures of the Three Affiliated Tribes</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 48

B. In addition to the above curriculum, a concentration in an area or field other than American Indian Studies is also required of all majors.

This concentration may be met in the following ways:

1. Proficiency in a language (equivalent to Level IV in a Native American or other language)
2. A minor in another subject matter field

**Minor in American Indian Studies**

18 credit hours in American Indian Studies:

A. Nine credit hours from 100 and 200-level courses. Only one course each from each of the following pairs of courses will count toward the accumulation of credits for the major:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>IS 122</td>
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</tr>
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<tr>
<td>or IS 202</td>
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</tr>
<tr>
<td>or IS 204</td>
<td>Cultures of the Anishinabe</td>
<td></td>
</tr>
<tr>
<td>IS 207</td>
<td>History of the Three Affiliated Tribes</td>
<td>3</td>
</tr>
</tbody>
</table>

or IS 208 | Cultures of the Three Affiliated Tribes    | 3       |

Total Credits 12

B. Nine credit hours from 300 and 400-level courses. These credit hours will consist of one each from the following groups of courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 311</td>
<td>Health and American Indian Cultures</td>
<td>3</td>
</tr>
<tr>
<td>or IS 320</td>
<td>Native Cultural Landscapes</td>
<td></td>
</tr>
<tr>
<td>IS 356</td>
<td>Law, Culture, and Communities</td>
<td>3</td>
</tr>
<tr>
<td>or IS 385</td>
<td>Sustainable Communities</td>
<td></td>
</tr>
<tr>
<td>IS 390</td>
<td>Family, Kinship, and Gender</td>
<td>3</td>
</tr>
<tr>
<td>or IS 410</td>
<td>Indigenous Identities</td>
<td></td>
</tr>
<tr>
<td>IS 344</td>
<td>Education and American Indians</td>
<td>3</td>
</tr>
<tr>
<td>or IS 346</td>
<td>American Indian Women</td>
<td></td>
</tr>
<tr>
<td>IS 352</td>
<td>Native Philosophies and Religions</td>
<td>3</td>
</tr>
<tr>
<td>or IS 360</td>
<td>Oral Traditions in American Indian Cultures</td>
<td></td>
</tr>
<tr>
<td>IS 348</td>
<td>Beyond the Reservation</td>
<td>3</td>
</tr>
<tr>
<td>or IS 354</td>
<td>Dynamics of Conquest and Resistance</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18

**Courses**

**IS 121. Introduction to American Indian Studies. 3 Credits.**
Introduction to main concepts, methods, and theories in American Indian Studies, designed to provide a background for further studies. This course approaches American Indian Studies from a perspective grounded in the humanities.

**IS 122. American Indians and Tradition. 3 Credits.**
This course provides an introduction to the American Indian experience, as well as to methodological concepts of American Indian Studies. It places emphasis both on understanding how American Indians fit into various representations of the past and on how American Indians have used and continue to use the past to shape their own identities.

**IS 123. American Indians and Culture. 3 Credits.**
This course provides an introduction to the American Indian experience, as well as to methodological concepts of American Indian Studies. It places an emphasis on understanding Native cultures and the challenges they are facing, exploring contemporary issues and Native communities in their cultural contexts.

**IS 151. White Images of Native Americans. 3 Credits.**
European settlers had firm notions of what tribal peoples on the American continent were like before even leaving Europe. This course will show how these stereotypes and ethnocentricisms were perpetuated in various genres and fields, e.g. captivity tales, fiction, historical accounts, sociology, etc. Finally, students will analyze some recent examples of these stereotypes and ethnocentricisms in print and film.

**IS 171. Hollywood Indians. 3 Credits.**
A summer class exploring the portrayal and roles of American Indians in feature films from the early 20th century to the early 21st century, and what we can learn from these films.

**IS 181. Native North America to 1600. 3 Credits.**
This course introduces students to thinking historically about North America’s pre-Columbian and early Columbian pasts and the relationship between the two both topically and methodologically. This will require students to consider the various sources and methods of anthropology and history while trying to understand the continuities and discontinuities that link the experiences of Native Americans before and after the arrival of Europeans and Africans. It will introduce students to close reading, research skills, college writing, and participatory classroom experiences.

**IS 201. History of the Sioux. 3 Credits.**
This course explores the history of the Sioux speakers, predominantly the Dakota and Lakota nations, from their origins to today. It focuses primarily on the last two hundred years. The course gives a timeline for this history, explores the context of events, and discusses appropriate methodologies.

**IS 202. Cultures of the Sioux. 3 Credits.**
This class introduces the cultures of the Sioux speakers, predominantly the Lakota and Dakota nations, since the 19th century. The course addresses social organization, economies, religion, kinship, diplomacy, and the reasons, motivations, and consequences for cultural change.
IS 203. History of the Anishinabe. 3 Credits.
This course explores the history of the Anishinabe, predominantly the Chippewa or Ojibwe nations, from their origins to today. It focuses primarily on the last two hundred years. The course gives a timeline for this history, explores the context of events, and discusses appropriate methodologies.

IS 204. Cultures of the Anishinabe. 3 Credits.
This class introduces the cultures of the Anishinabe, predominantly the Chippewa or Ojibwe nations, since the 19th century. The course addresses social organization, economies, religion, kinship, diplomacy, and the reasons, motivations, and consequences for cultural change.

IS 207. History of the Three Affiliated Tribes. 3 Credits.
This course explores the history of the Mandan, Hidatsa, and Arikara nations, from their origins to today. It focuses primarily on the last two hundred years. The course gives a timeline for this history, explores the context of events, and discusses appropriate methodologies.

IS 208. Cultures of the Three Affiliated Tribes. 3 Credits.
This class introduces the cultures of the Mandan, Hidatsa, and Arikara nations since the 19th century. The course addresses social organization, economies, religion, kinship, diplomacy, and the reasons, motivations, and consequences for cultural change.

IS 221. North American Indians before 1815. 3 Credits.
This is a survey of the history of Native North America to 1815 that will study the diverse experiences of American Indians from arrival of Europeans until 1815. Topics that will be addressed include the development of cultural traditions, Indian responses to colonialism, and Indian influences on the emergence of Euroamerican communities in North America.

IS 222. North American Indians since 1815. 3 Credits.
This is an introductory survey of the history of Native North America since 1815. It will study the diverse experiences of American Indians since the era of Removal. Topics that will be addressed include the development of the reservation system, Western expansion and the Indians of the Trans-Mississippi West, and persistence and adaptation in the Twentieth Century.

IS 230. Approaches to Native Cultures. 3 Credits.
This course provides students with the background to an understanding of how Native cultures can be approached - how cultures have been and should be studied, described, conceptualized, invented, and imagined. The course focuses on North America, but might involve examples from other regions.

IS 240. Research and Writing in Indian Studies. 3 Credits.
The course will introduce students to professional writing in Indian Studies. The final goal is for students to turn out a 20-25 page research paper in an area of interest to them.

IS 250. Lakota Language I. 3 Credits.
This is the first of two Lakota language classes for beginning speakers.

IS 251. Lakota Languages II. 3 Credits.
This is the second of two Lakota language classes for beginning speakers. Prerequisites: IS 250 or permission.

IS 311. Health and American Indian Cultures. 3 Credits.
The course investigates cultural perceptions of health as well as specific historic and contemporary health problems in indigenous communities in Canada and the United States.

IS 320. Native Cultural Landscapes. 3 Credits.
This course engages the notion of landscape - the environment as made meaningful by cultural perspectives on interactions and responsibilities. It investigates how American Indian cultures create, imagine, construct, map, and interact with landscapes and how they render them meaningful.

IS 344. Education and American Indians. 3 Credits.
Throughout the centuries of American Indian and white contact, American Indian education advocated by the colonial and federal governments as well as by various denominations has reflected the changing attitudes, stereotypes, and ethnocentrism of Europeans and EuroAmericans toward American Indian peoples. This course will examine the changing policies of the federal government, the attitudes of the various denominations, and some of the contemporary changes in the educational system.

IS 346. American Indian Women. 3 Credits.
An examination of the historical and contemporary traditions, roles, contributions, and issues concerning Indian women.

IS 348. Beyond the Reservation. 3 Credits.
This is an advanced course that introduces students to the scholarship on American Indians living and working in places beyond their traditional communities. The course will look at issues such as work and labor, urban Indian communities, pan-Indian identities, and contributions to American institutions and public life.

IS 350. Native American Languages. 3 Credits.
This course provides an overview of Native American languages, the connection of culture to language, an introduction to socio-linguistics, and other discussions of language structure and linguistics as they pertain to Native North America.

IS 352. Native Philosophies and Religions. 3 Credits.
Introduces students to the complex and rich religions of Native Americans, from traditional religions to the Native American Church and the American Indian Religious Freedom Act. Both traditional and contemporary belief systems are discussed.

IS 354. Dynamics of Conquest and Resistance. 3 Credits.
This course is an advanced course on the experiences of Indian peoples in colonial Latin America and to the historical methods used to study them. The course will cover the period from late pre-Columbian times through Latin American Independence and will address topics including the conquest of core Indian civilizations, the creation of colonial Indian identities in the republica de Indios, the persistence of Indios barbaros on the frontiers, and the meaning of Latin American independence for Indians.

IS 356. Law, Culture, and Communities. 3 Credits.
This course explores in what ways laws impact indigenous communities, and how different communities use, construct, and perceive laws. It explores the cultural construction and meaning of law through its implementation in and on Native communities.

IS 360. Oral Traditions in American Indian Cultures. 3 Credits.
Despite all predictions that they would disappear, American Indian oral traditions are as strong today as ever before. This course will introduce students to the complexities, richness, and conventions of different oral traditions as well as to the collecting process.

IS 379. Special Topics. 1-3 Credits.
Topics and credits will vary with availability of staff, and with student interests. Repeatable when topics vary.

IS 385. Sustainable Communities. 3 Credits.
This course discusses how societies can build sustainable communities, focusing on indigenous communities in North America and through comparison around the globe.

IS 390. Family, Kinship, and Gender. 3 Credits.
This course investigates traditional and contemporary Native American family values and practices. It introduces students to traditional and contemporary kinship and gender relationships and discusses issues such as third gender practices or adoption practices and their consequences for communities.

IS 395. Ethnohistory of North America. 3 Credits.
This course introduces students to the historical study of Indian peoples of North America during the colonial and early national periods, particularly in situations where their voices or perspectives are not easily or explicitly captured in historical documentation of their own making. It will focus on key historiographic issues concerning the nature of frontiers and Indian agency as well as on historical method.

IS 410. Indigenous Identities. 3 Credits.
This course looks at issues of indigenous identity: how do people define themselves and others, and what criteria do they use to construct, invent, and imagine their identities? The course focuses on North America, but also looks at global indigenous identities.

IS 420. Internship in American Indian Studies. 3 Credits.
Internships provide the opportunity for students to have a meaningful experience related to their field of interest within Indian Studies. Internship placements are with Native American related public or private sector sponsors such as tribal programs, businesses including tribal businesses on a reservation, and various state or private agencies serving Indian populations and causes. Individual learning agreements approved by the Indian Studies faculty and sponsoring supervisors specify student goals, objectives, and methods of assessment. It is expected that students will be of service to the sponsor. Internships may be paid. Upperclass standing and instructor permission are the prerequisites.
II. The Following Curriculum (33 Major Credits)

I. Essential Studies Requirements (see University ES listing).
   which must be from a 4-year institution) including:

   Required 125 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

   Upperclass standing and consent of instructor are the prerequisites.

IS 492. Directed Readings in American Indian Studies. 1-3 Credits.
Under the direction of American Indian Studies faculty, students will select readings in subjects not covered in sufficient detail in other American Indian Studies classes. IS 492 and IS 494 combined may be taken for a maximum of 9 credits; must be taken from at least two different faculty if above 6 credits. Upperclass standing and consent of instructor are the prerequisites.

IS 494. Independent Study in American Indian Studies. 1-3 Credits.
Under the direction of American Indian Studies faculty, students will engage in independent research projects in American Indian Studies subjects. IS 492 and IS 494 combined may be taken for a maximum of 9 credits; must be taken from at least two different faculty if above 6 credits. Upperclass standing and instructor permission are the prerequisites.

Anatomy and Cell Biology (Anat)

http://www.med.und.edu/depts/anatomy/

Carlson, Carr, Dunlevy, Geiger (Interim Chair), Grove, Jackson, Meyer, Nechaev, Ruit, Tessema and Watt

Courses

ANAT 204. Anatomy for Paramedical Personnel. 3 Credits.
Two lectures per week presenting a system-based study of human gross anatomy. Must have 12 or more credits.

ANAT 204L. Anatomy for Paramedical Personnel Laboratory. 2 Credits.
Laboratory exploration of human gross anatomy to complement Anatomy 204. Prerequisite or Corequisite: ANAT 204.

ANAT 489. Senior Honors Thesis. 1-15 Credits.

ANAT 490. Directed Studies in Anatomy. 1-3 Credits.
Supervised studies and/or laboratory experiences in morphology. Repeatable to a maximum of 6 credits.

ANAT 498. Internship in Anatomy. 1-15 Credits.
In-depth study and/or laboratory experiences in morphology in fields of faculty specialization. Junior or Senior standing and instructor consent are the prerequisites.

Anthropology (Anth)

http://www.arts-sciences.und.edu/anthropology

Cuozzo, Leach, Meyer (Chair) Mikulak, Scharf and Stubblefield

College of Arts and Sciences

An undergraduate major in anthropology can serve as the nucleus for a general liberal arts education, or as the prerequisite for a graduate education that will qualify a person for positions in

1. college and university teaching,
2. research, and
3. administrative and applied positions in government, non-governmental organizations, and museums.

American anthropology is divided into four main sub-areas—archaeology, cultural anthropology, linguistic anthropology, and physical anthropology. Undergraduate training includes work in all four areas. Anthropology at UND is especially strong in archaeology and most students have an opportunity to work on archaeological excavations or in the laboratory. Both a major and a minor are offered in anthropology.

B.A. with a Major in Anthropology

Required 125 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum (33 Major Credits):

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<thead>
<tr>
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<tbody>
<tr>
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<td>Introduction to Biological Anthropology</td>
<td>3</td>
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<tr>
<td>ANTH 171</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 172</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 480</td>
<td>Senior Seminar</td>
<td>3</td>
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</tbody>
</table>

Method and Theory

Select one of the following (Cultural): 3

- ANTH 350 Ethnographic Methods
- ANTH 371 Cultural Dynamics
- ANTH 372 Culture Theory

Select one of the following (Archaeology): 3

- ANTH 300 Archaeological Laboratory Methods
- ANTH 375 Women in Prehistory
- ANTH 380 Field Techniques in Archaeology
- ANTH 388 Method and Theory in Archaeology
- ANTH 420 Archaeological Origins of Plant and Animal Use
- ANTH 426 Lithic Technology

Electives in Anthropology 12

Total Credits 33

Required in other departments:

A concentration in a single supplementary field other than anthropology is also required of all anthropology majors. This concentration may be met in two ways:

1. a language proficiency of level IV in a modern foreign language; or
2. 20 credit hours, at least 9 of which must be numbered 300 or above, in any single subject matter taught at this university.

Minor in Anthropology

Required 21 credits including:

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<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
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<td>Introduction to Biological Anthropology</td>
<td>3</td>
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<tr>
<td>ANTH 171</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 172</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following (Method and Theory): 3

- ANTH 300 Archaeological Laboratory Methods
- ANTH 325 Human Origins
- ANTH 330 Human Variation
- ANTH 335 Primates
- ANTH 371 Cultural Dynamics
- ANTH 372 Culture Theory
- ANTH 375 Women in Prehistory
- ANTH 378 Physical Anthropology Method and Theory
- ANTH 420 Archaeological Origins of Plant and Animal Use
- ANTH 426 Lithic Technology
- ANTH 439 Human Osteology

Electives in Anthropology 9

Total Credits 21
Courses

ANTH 100. Introduction to Anthropology. 3 Credits.
An introduction to the breadth of inquiry pursued by anthropologists, including the origins and biological evolution of humans, the prehistoric development of world cultures, and the interplay of biological, social, and cultural factors in present day societies.

ANTH 120. Introduction to the Forensic Sciences. 3 Credits.
Introduction to Forensic Sciences is for those who are curious about the many fields of the forensic sciences but have no previous background in: a) science; and/or b) forensic science. This course will explore some of the actual techniques illustrated in popular descriptions of the forensic sciences. In addition to lectures and discussions of the fields of the forensic sciences, students will engage in practical group and individual activities that will promote their understanding of what science is and how is is applied to crime solving and every day life. Students must be able to attend a one-hour laboratory section in addition to lecture times.

ANTH 170. Introduction to Biological Anthropology. 3 Credits.
An introduction to the field of biological or physical anthropology. This course will provide a general background in human evolutionary biology.

ANTH 171. Introduction to Cultural Anthropology. 3 Credits.
Examination of diversity and similarities across contemporary world societies. Topics: fieldwork and ethnographic description; theoretical approaches; communication/human language; interrelationships between environment, technology, social and political organization and worldview; sociocultural change; applied anthropology. Films and case studies illustrate intricacies of culture and how an anthropological perspective provides insights about our own society/culture.

ANTH 172. Introduction to Archaeology. 3 Credits.
This course looks at how we investigate past cultures using the artifacts that people have left behind. What questions do archaeologists ask about the past? How do archaeologists find and record archaeological sites? What field and laboratory techniques are used to collect evidence and gather data, and how do these methods work? How do we interpret and understand the past using archaeological hypotheses, explanations, models and theories? Case studies will be drawn from different regions, cultures, and time periods to illustrate course concepts.

ANTH 200. World Prehistory. 3 Credits.
In this course we explore the extraordinary five million year-long record of human cultural achievements, as reconstructed by scientific archaeology. We will focus on prehistoric societies (those that existed before the advent of writing and written history), on what happened in the past, and how the major milestones in the development of world cultures came about. These milestones include the cultural evolution of our earliest hominid ancestors from almost 5 million years ago, the two million year-long persistence of the hunting and gathering lifeway, the origins of agriculture and farming societies, and the rise and collapse of prehistoric civilizations.

ANTH 209. Special Topics. 1-4 Credits.
Repeatable when topics vary.

ANTH 270. Introduction to Forensic Anthropology. 3 Credits.
Forensic anthropology is the study of skeletal remains in a medico-legal context for the purpose of identification and trauma analysis. This course covers the history of this field, its relevance to death investigation in the United States, and the theories and techniques applied to skeletal identification.

ANTH 300. Archaeological Laboratory Methods. 3 Credits.
A hands-on introduction to the basic processing, organizing, and analytical techniques used in the archaeological laboratory. Excavated materials from prehistoric sites will be used for lab exercises and demonstrations. Includes lecture and lab. Anth 172 and permission of the instructor are the prerequisites.

ANTH 309. Special Topics. 1-4 Credits.
Repeatable when topics vary.

ANTH 325. Human Origins. 3 Credits.
A description of the fossil evidence for primate and human evolution with an emphasis on the origins and evolution of the hominid and human lines. Prerequisite: ANTH 170 or consent of instructor.

ANTH 330. Human Variation. 3 Credits.
An examination of the range of human physical variation, with a special emphasis on its adaptive nature. Prerequisite: ANTH 170 or consent of instructor.

ANTH 335. Primates. 3 Credits.
A survey of the biology and behavior of the living primates, with a special emphasis on similarities and differences to humans.

ANTH 340. Medical Anthropology. 3 Credits.
An examination of the human biological and cultural responses to health and disease as seen from an anthropological perspective.

ANTH 345. Forensic Science. 3 Credits.
An exposure to the basic methods and theoretical bases and inter-relationships of the forensic sciences. A major emphasis is placed on death investigation.

ANTH 346. Analysis of Forensic Evidence. 3 Credits.
Emphasis on the practical applications of the forensic sciences. Whenever possible and practical, hands-on exercises will reinforce course topics. Prerequisite: ANTH 345 with a grade of C or better; Forensic Science majors and Criminal Justice majors and minors only or by instructor's consent.

ANTH 350. Ethnographic Methods. 3 Credits.
Introduction to fieldwork methods and analytic approaches used by cultural anthropologists in their ethnographic research; class discussion topics will include ethical issues, framing of research problems, the writing of ethnographic accounts, and modes of presentation of research results. Prerequisite: ANTH 171 or by special permission.

ANTH 370. Language and Culture. 3 Credits.
Fundamentals of modern linguistics; utility of linguistic concepts of culture analysis; interaction of language with other cultural subsystems. Prerequisite: ANTH 171 or consent of instructor.

ANTH 371. Cultural Dynamics. 3 Credits.
Focus on sociocultural change along a selected theme, such as "the local and the global," "ethnic minorities and nation-states," or "ethnographer as researcher and writer." Also considered are theoretical orientations in the study of society/culture, fieldwork, ethics, and anthropologists' roles with respect to public policy. Repeatable to 9 credits if topics vary. Prerequisite: ANTH 171.

ANTH 372. Culture Theory. 3 Credits.
An overview of the ideas and approaches that have played a role in the development of anthropological studies of societies and cultures. Focus on the contributions of major figures in anthropology, in the past and at present, as well as current issues within the discipline. Prerequisite: ANTH 171.

ANTH 373. Indians of Latin America. 3 Credits.
Examination of traditional and modern Indian cultures of Latin America. Focus on the adaptation to cultural change, the impact of world economy, and the impact of resource exploitation on indigenous peoples. Prerequisite: ANTH 171.

ANTH 375. Women in Prehistory. 3 Credits.
This course will explore recent research that explicitly illuminates women's roles, behaviors and ideologies in the ancient past, and will examine methodological and theoretical attempts to understand how gender can be retrieved from the archaeological record.

ANTH 376. The Aztec, Maya and Inca. 3-4 Credits.
An examination of the high civilizations of Latin America with focus on the Aztec, Maya and Inca. Prerequisite: ANTH 172.

ANTH 377. North American Archaeology. 3 Credits.
Explores the fascinating cultural developments that have taken place throughout prehistory in North America (north of Mexico), ranging from the first peopling of the Americas to the emergence of complex chiefdoms, and from hunting and gathering to the development of intensive agriculture. Prerequisite: ANTH 172 or consent of instructor.

ANTH 378. Physical Anthropology Method and Theory. 1-4 Credits.
A discussion of current theoretical arguments within the field of physical anthropology and the techniques used to examine them. Prerequisite: ANTH 170.

ANTH 379. Culture Area Studies. 3 Credits.
A survey of peoples and cultures of selected areas. Selections based upon staff and student interest. May be repeated to maximum of 6 credits.

ANTH 380. Field Techniques in Archaeology. 1-6 Credits.
Anth 172 and consent of the instructor are the prerequisites.
ANTH 388. Method and Theory in Archaeology. 3 Credits.
This course explores how archaeologists reconstruct the past: how they formulate research problems and conduct field work; what field and laboratory analytical tools they employ; and how they use data, models, and theory to explain culture change. Techniques, methods, and theoretical frameworks used in modern prehistoric archaeology are examined. Readings in the professional literature, case studies, and guest lecturers provide vivid examples of archaeologists in thought and action. Prerequisite: ANTH 172 or consent of instructor.

ANTH 420. Archaeological Origins of Plant and Animal Use. 3 Credits.
This course uses archaeological information to examine the relationships between humans and the plant and animal resources we exploit and will focus on specific examples of economic uses of both wild and domestic species, covering both prehistoric and modern consequences of how we interact with biological resources. Basic issues in floral and faunal analysis such as the recovery, quantification, analysis, and interpretation of plant and animal remains from archaeological sites will be presented in depth. Prerequisite: ANTH 172.

ANTH 426. Lithic Technology. 3 Credits.
Study of prehistoric stone tool technology and examination of the analytical methods used by archaeologists in lithics research. Prerequisite: ANTH 172 or consent of instructor.

ANTH 439. Human Osteology. 4 Credits.
This course is an intensive examination of human skeletal anatomy, covering the features of the entire human skeleton and the relationship of human osteology to other fields, including paleoanthropology, palaeoethnology, forensic anthropology, and vertebrate anatomy. Prerequisite: ANTH 170 or ANTH 270 or ANAT 204 or consent of instructor.

ANTH 441. Forensic Anthropology Field School. 1-6 Credits.
This course is a hands-on exposure to the field and laboratory methods of forensic anthropology. Consent of instructor is the prerequisite.

ANTH 465. Culture, Illness and Health. 3 Credits.
Examination of culturally-based beliefs and practices involved in maintenance of health and the handling of illness in non-Western and modern societies. Prerequisite: ANTH 171 or consent of instructor.

ANTH 480. Senior Seminar. 3 Credits.
The seminar will examine current debates or an area of study involving two or more subfields of anthropology. The seminar will provide an opportunity for students to integrate knowledge and skills obtained in anthropology. Senior major status and completion of two of the three method and theory requirements (cultural, archaeology, physical); or departmental permission are prerequisites.

ANTH 489. Senior Honors Thesis. 1-8 Credits.
Supervised independent study culminating in a thesis. Repeatable to 9 credits.

ANTH 492. Independent Studies. 1-4 Credits.
Independent research conducted under advisement with department faculty. Research is student originated and developed. Consent of the instructor is the prerequisite.

ANTH 494. Readings in Anthropology. 1-5 Credits.
Designed for students who want instruction in subjects not covered adequately in usual course offerings. Special arrangements must be made with an instructor prior to registration. Consent of instructor is the prerequisite.

ANTH 497. Forensic Science Internship. 1-12 Credits.
Students may enroll in this course after they have secured an internship position in a law enforcement agency, crime laboratory or other institution providing procedural and/or analytical processing of evidence from criminal or civil proceedings. Credits obtained will be determined based on length and content of the internship and course responsibilities. Junior or Senior status, satisfactory completion of Chem 122 and Biol 151, and instructor consent are the prerequisites.

Art and Design
http://www.arts-sciences.und.edu/art-design

Fink, Ganje, Gonzales-Smith, Herbert, Jones (Chair), Jonientz, Lubers, Monsebroten, Smith and Wildmer

The Art and Design Department provides opportunities for both the potential professional practitioner and the appreciator to study in the various disciplines and media of the visual arts. The broad categories are: two-dimensional (drawing, painting, photography, printmaking, and graphic design), three-dimensional (ceramics, sculpture, jewelry and metalworking, and fibers), digital time-based media, art history, and art education. A core of study in the foundations of the visual arts is followed by the development of skills and technical knowledge in the various media. These are prerequisite to the ultimate objective of nurturing growth in conceptual ability and creative production. The Art and Design department’s faculty are highly qualified and dedicated teachers, who are also seriously committed to professional productivity in their respective art disciplines. The Edmund Hughes Fine Arts Center provides more than 35,000 square feet for specialized studios and opportunities for work in visual arts media.

The Art and Design Department is an accredited institutional member of the National Association of Schools of Art and Design.

Teacher Licensure B.F.A. with Major in Graphic Design and New Art Media
B.A. with Major in Visual Arts

College of Arts and Sciences

B.F.A. with Major in Visual Arts

The Bachelor of Fine Arts program in Art is offered to students with marked abilities who desire an intensive undergraduate concentration in visual art, in preparation for either a career as a professional artist, for graduate study leading to the MFA, or both. Candidates accepted for the program will be expected to maintain a high standard of excellence, demonstrate significant artistic growth, and a 3.00 grade point average in all art courses.

Candidates seeking admission to the BFA program must submit an application to the chairperson who will then schedule a portfolio presentation and personal interview for the candidate with a committee consisting of three departmental faculty members. Each student’s portfolio will be reviewed annually by departmental faculty, who will make a recommendation concerning the student’s status in the BFA program. If probation is recommended, students may apply for readmission at the completion of a full semester. Readmission will be contingent upon faculty evaluation.

Before advancement to upper-division status, all BFA candidates must participate in review and evaluation by the departmental faculty.

Major Emphasis Area Courses
At least 24 credits must be completed in one of the following emphasis areas:

- Ceramics
- Drawing
- Jewelry and Metalworking
- Photography
- Printmaking
- Time-based Media
- Sculpture
- Fibers
- Painting

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).
II. The Following Curriculum of 78 major credits:

All BFA degree majors in Art have a minimum requirement of 78 credits in Art and Art History courses. Distribution of those credits is as follows:

Core Requirements
- ART 112 Basic Design 3
- ART 114 Visual Persuasion 3
- ART 130 Drawing I 3
- ART 210 History of Art I 3
- ART 211 History of Art II 3

Additional supportive courses
- ART 212 Concepts of Art 3
Art majors seeking secondary licensure must have an adviser in both the Art

**Studies in Studio Art outside emphasis area**

Select a combination of the following to total 12 credits:

- 200-level two-dimensional studio art courses: 3-6 credits
- 200-level three-dimensional studio art courses: 3-6 credits
- 300-level two-dimensional studio art courses: 0-3 credits
- 300-level three-dimensional studio art courses: 0-3 credits

**Studies in Art History**

Select a combination of the following to total 6 credits:

- Any 400-level art history course: 3 credits
- Any 400-level art history course: 3 credits

**Studies in Studio Art Emphasis Area**

Select a combination of the following to total 24 credits:

- 200-level studio art courses: 3-6 credits
- 300-level studio art courses: 0-12 credits
- 400-level studio art courses: 6-18 credits

**ART 494** Professional Exhibition * 3 credits

**Art Electives**

- Any 300/400-level studio art or art history course: 3 credits
- Any 300/400-level studio art or art history course: 3 credits
- Any 300/400-level studio art or art history course: 3 credits

**Exhibition Requirement**

- Total Credits: 60-99 credits

  * All BFA candidates are also required to produce a BFA Exhibition with the approval of their faculty adviser and in conjunction with the ART 494 Professional Exhibition course.

**Teacher Licensure**

Through a partnership with the College of Education and Human Development and the Department of Teaching and Learning, students may seek secondary licensure in Art. The following program of study must be completed:

**I. Requirements for the B.F.A. with major in Visual Arts.**

**II. Admission to the Secondary Program, normally while taking T&L 250 Introduction to Education. (See College of Education and Human Development (p. 483) for admission and licensing requirements.)**

**III. The program in Secondary Education, to include:**

- T&L 250 Introduction to Education 3 credits
- T&L 319 Inclusive Strategies 3 credits
- T&L 339 Technology for Teachers 2 credits
- T&L 345 Curriculum Development and Instruction 3 credits
- T&L 350 Development and Education of the Adolescent 3 credits
- T&L 386 Field Experience 1 credit
- T&L 390 Special Topics * 1-3 credits
- ART 461 Methods and Materials of Teaching Middle and Secondary School Art 3 credits
- T&L 432 Classroom Management 3 credits
- T&L 433 Multicultural Education 3 credits
- T&L 486 Field Experience 1 credit
- T&L 487 Student Teaching 16 credits
- T&L 488 Senior Seminar 1 credit

- Total Credits: 43-45 credits

  * T&L 390 Special Topics, may be taken as an elective.

Art majors seeking secondary licensure must have an adviser in both the Art Department and the Department of Teaching and Learning.

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**B.F.A. with Major in Graphic Design and New Art Media**

Candidates seeking admission to the BFA program in Graphic Design and New Art Media must submit an application to the chairperson who will then schedule a portfolio presentation and personal interview for the candidate with a committee consisting of three departmental faculty members. Candidates accepted for the program will be expected to maintain a high standard of excellence, demonstrate significant artistic growth, and a 3.00 grade point average in all art courses. Before advancement to upper-division status, all B.F.A. candidates must participate in review and evaluation by the departmental faculty.

Each student’s portfolio will be reviewed annually by departmental faculty, which will make a recommendation concerning the student’s status in the program. If probation is recommended, students may apply for readmission at the completion of a full semester. Readmission in the B.F.A. program in Graphic Design and New Art Media will be contingent upon faculty evaluation.

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The following curriculum of 78 major credits:

- All BFA degree majors in Art have a minimum requirement of 78 credits in Art and Art History courses. Distribution of those credits is as follows:

  **Core Requirements**

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<td>ART 210 History of Art I</td>
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</tr>
<tr>
<td>ART 211 History of Art II</td>
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  **Additional supportive courses**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>ART 240 Printmaking I</td>
<td>3</td>
</tr>
<tr>
<td>ART 245 Black and White Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 260 Color Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 272 Timebased Media I - Time Design and Digital Media</td>
<td>3</td>
</tr>
</tbody>
</table>

  **Studies in Studio Art outside emphasis area**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 230 Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>200/300-level studio art courses</td>
<td>3</td>
</tr>
<tr>
<td>200/300-level studio art courses</td>
<td>3</td>
</tr>
</tbody>
</table>

  **Studies in Art History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 413 History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>Any 400-level art history courses</td>
<td>3</td>
</tr>
<tr>
<td>Any 400-level art history courses</td>
<td>3</td>
</tr>
</tbody>
</table>

  **Studies in Graphic Design and New Art Media**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 273 Graphic Design Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ART 382 Typography</td>
<td>3</td>
</tr>
<tr>
<td>ART 480 Advanced Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 481 Graphic Design Internship</td>
<td>3</td>
</tr>
<tr>
<td>Any additional graphic design courses</td>
<td>9</td>
</tr>
<tr>
<td>ART 494 Professional Exhibition **</td>
<td>3</td>
</tr>
</tbody>
</table>

  **Art Electives***

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>300/400-level studio art or art history course</td>
<td>3</td>
</tr>
<tr>
<td>300/400-level studio art or art history course</td>
<td>3</td>
</tr>
<tr>
<td>300/400-level studio art or art history course</td>
<td>3</td>
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</tbody>
</table>

  **Exhibition Requirement***

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>78</td>
</tr>
</tbody>
</table>

  * 9 credits from courses in drawing, painting, printmaking, photography, timebased media, sculpture, ceramics, fibers, or jewelry and metalsmithing

**All B.F.A. candidates are also required to produce a B.F.A. Exhibition with the approval of their faculty adviser and in conjunction with the ART 494 Professional Exhibition course.**
I. Core Curriculum (12 credits)

Required 21 credits including:
- Minor in Graphic Design and New Art Media

II. Additional Supportive Credits in Graphic Design and New Art Media (9 credits)

Select three of the following:
- ART 380 Timebased Media II - Digital Video
- ART 381 Timebased Media III - Motion Graphics
- ART 382 Typography
- ART 383 Timebased Media IV - Animation
- ART 413 History of Graphic Design
- ART 480 Advanced Graphic Design (repeatable)

Total Credits 9

College of Education and Human Development

Minor in Visual Arts Education (Middle or Secondary)

See Minor in Art above.

Courses

ART 100. Introduction to Sculpture. 3 Credits.
- Introduction for non-majors to sculpture materials, process, and concepts.
- Appropriate art safety instruction will be included.

ART 110. Introduction to the Visual Arts. 3 Credits.
- An introduction to basic principles of visual perception and interpretation,
  with emphasis on visual theories, cultural influences, historical and ethical
  perspectives. This course will provide an overview of ways in which visual
  elements are used to communicate and influence meaning, as well as provide
  students analytical tools to advance visual literacy.

ART 112. Basic Design. 3 Credits.
- This is a foundation studio course which introduces design principles, aesthetic
  considerations, and basic techniques of working as they relate to the creation
  of two-dimensional and three-dimensional art. Appropriate art safety instruction
  will be included.

ART 114. Visual Persuasion. 3 Credits.
- Study and analysis of artistic methods and meaning in the visual arts. Films,
  original works, slides, discussions, demonstrations. Structure and meaning of
  visual art forms as revealed through the analysis of psychological applications
  of art media.

ART 120. Introduction to Drawing and Color Materials. 3 Credits.
- Introduction for non-majors to drawing and color media and techniques.
  Includes working from stilllifes, models, and landscapes. Appropriate art safety
  instruction will be included.

ART 130. Drawing I. 3 Credits.
- Study and application of different drawing media, methods and techniques.
  Form, proportion, composition, and perspective covering a wide range of media
  and subject; experimentation in line and color quality; figure work. Appropriate
  art safety instruction will be included.

ART 210. History of Art I. 3 Credits.
- Introduction of non-majors to a variety of cultural backgrounds and techniques
  required to make hand-built ceramic forms. This is achieved through lectures,
  discussions, demonstrations and readings. Appropriate art safety instruction
  will be included.

ART 211. History of Art II. 3 Credits.
- Introduction to philosophy, aesthetics, history, and processes of sculpture.
  Demonstration in the use of metals, stone, clay, plaster, wood, etc. Appropriate
  art safety instruction will be included.

ART 230. Drawing II. 3 Credits.
- Study and application of different drawing media, methods and techniques.
  Form, proportion, composition, and perspective covering a wide range of media
  and subject; experimentation in line and color quality; figure work. Appropriate
  art safety instruction will be included.

ART 380 Timebased Media II - Digital Video
- Timebased Media III - Motion Graphics
- Typography
- Timebased Media IV - Animation
- History of Graphic Design
- Advanced Graphic Design (repeatable)

Total Credits 9
ART 204. Jewelry and Metalsmithing I. 3 Credits.
This studio course is an investigation into the tools, techniques, and processes fundamental to the designing and fabrication of contemporary wearable and non-wearable art executed predominantly in precious/semi-precious metal. The principles will be practiced and studied through individual projects, leading to proficiency for the making of body adornments, hollowware, and simple fabricated objects. Appropriate art safety instruction will be included.

ART 210. History of Art I. 3 Credits.
Introductory survey of art history from Paleolithic to Renaissance.

ART 211. History of Art II. 3 Credits.
Introductory survey of art history from Renaissance to present.

ART 212. Concepts of Art. 3 Credits.
This course critically examines how materials, techniques, principles of design, and visual strategies are applied to the production of fine art. Drawing upon content of core requirements, this course emphasizes the development of concepts in preparation for advanced study in upper division courses. Appropriate art safety instruction will be included.

ART 220. Painting I. 3 Credits.
Experimentation with oil painting and associated media with emphasis upon creative compositions, using figure models, still-life subjects and imaginative contemporary expressions. Appropriate art safety instruction will be included. Prerequisite: ART 230.

ART 221. Painting II. 3 Credits.
Continuation of concepts and techniques explored in Painting I. Appropriate art safety instruction will be included. Prerequisite: ART 220.

ART 230. Drawing II. 3 Credits.
Advanced study and application of different drawing media, methods, and techniques. A continuation of the skills and concepts developed in Drawing I. Appropriate art safety instruction will be included. Prerequisite: ART 130.

ART 240. Printmaking I. 3 Credits.
Introduction to basic traditional printmaking processes including relief, etching, lithography, and silkscreen printing. Appropriate art safety instruction will be included.

ART 245. Black and White Photography I. 3 Credits.
Introduction to black and white photography in a visual arts environment. Emphasis is placed on developing an understanding of fine art photography through the practice of visualization and print making. Coursework includes an introduction to basic black and white film and paper processing. Appropriate art safety instruction will be included.

ART 246. Black and White Photography II. 3 Credits.
Applications of black and white photography in a visual arts environment. Emphasis will be placed on composition, lighting and subject content as it supports fine art photography. Course content includes lessons in historical processes. Appropriate art safety instruction will be included. Prerequisite: ART 245.

ART 250. Ceramics: Handbuilding. 3 Credits.
Introduction to ceramics techniques. A beginning course for majors. Proficiency in the basic hand forming processes and glazing techniques and an understanding of the clay and firing processes are achieved through lectures, discussions, demonstrations, and readings. Appropriate art safety instruction will be included.

ART 253. Ceramics: Throwing. 3 Credits.
Throwing is the process by which a form is made on the potter's wheel. During the semester emphasis is placed on centering the clay on the wheel and mastering basic forms, shaping techniques and glaze applications as well as firing processes. This is achieved through lectures, demonstrations, discussions, and readings. Appropriate art safety instruction will be included.

ART 260. Color Photography. 3 Credits.
A beginning non-darkroom oriented class in color photography emphasizing the aesthetic, design and compositional aspects of this artistic medium. Appropriate art safety instruction will be included.

ART 272. Timebased Media I - Time Design and Digital Media. 3 Credits.
Introduction to visual study in time and motion with a focus on the principals, techniques and history of animation. This course will explore the fundamental concepts of the form and induct in the application of computer software. Appropriate art safety instruction will be included.

ART 273. Graphic Design Foundations. 3 Credits.
An introduction to the art, language, key elements, theory and practice of graphic design. This course will focus on the integration of type, imagery and spatial relationships in design. Students will be introduced to the conceptual design process, communicating with clients, high quality crafting and production. Appropriate art safety instruction will be included. Prerequisite or Corequisite: ART 114.

ART 277. Fibers I. 3 Credits.
Samples and finished art projects of student's design carried out exploring technical and design possibilities of various textile techniques. Demonstrations/ slide lectures/studio work. Appropriate art safety instruction will be included.

ART 301. Sculpture II. 3 Credits.
Continuation of Sculpture I. Appropriate art safety instruction will be included. Prerequisite: ART 200.

ART 304. Intermediate Ceramics. 3 Credits.
This course will have specific technical ceramic applications, applicable to the exploration of intermediate level hand building and/or throwing techniques. The conceptual development of the student’s work is encouraged and may include both ceramic work and/or readings. Appropriate art safety instruction will be included. Repeatable to 12 credits. Prerequisites: ART 112, ART 114, ART 130, ART 151 or ART 250, ART 253 or consent of the instructor.

ART 305. Jewelry and Metalsmithing II. 3 Credits.
A continuation and expansion of Jewelry and Metalsmithing I. Specialized techniques and processes utilized in metal fabrication will produce works ranging from body adornment to small sculpture. Emphasis will be placed on the theoretical and conceptual growth of the student and the development of a self-directed personal aesthetic expression. Appropriate art safety instruction will be included. Prerequisite: ART 204 or consent of instructor.

ART 340. Printmaking II. 3 Credits.
Intermediate-level investigation of traditional printmaking processes acquired in Art 240, as well as multiplexible printing, experimental print processes, photographing, computer-generated printmaking and non-toxic printing processes. Appropriate art safety instruction will be included. Prerequisite: ART 240.

ART 367. Intermediate Photography. 3 Credits.
An intermediate photography course designed to help the student develop self-direction abilities through a series of projects in consultation with the instructor. Projects involve the refinement of conceptual and formal qualities in silver or non-silver processes using film or digital techniques. Appropriate art safety instruction will be included. Repeatable to 6 credits. Prerequisite: ART 260 or ART 245 or ART 246 or consent of instructor.

ART 370. Applied Visual Strategies. 3 Credits.
A studio/seminar course that examines conceptual practices in contemporary visual art and the relationship of those practices to art, artists and viewers within the western culture. The emphasis of the course will be on the application of these ideas and strategies through artistic production. Appropriate art safety instruction will be included. Junior Status is the prerequisite.

ART 371. Fibres II. 3 Credits.
Coursework will consist of sample making and sustained projects woven on the loom. Techniques taught will include yarn dying. Appropriate art safety instruction will be included.

ART 380. Timebased Media II - Digital Video. 3 Credits.
Exploration of creative processes in digital video production. Students will acquire intermediate level knowledge of digital video and audio recording, sampling, sequencing, editing, manipulation. Selected readings on the historical, critical, and technical development of video art, sound and editing techniques will be included for in-class discussions. Appropriate art safety instruction will be included. Repeatable to 6 credits. Prerequisites: ART 112 and ART 272.

ART 381. Timebased Media III - Motion Graphics. 3 Credits.
Students will explore the integration of graphics, animation and video design. This class will focus on the the incorporation of graphics into video sequences, speed, timing and transformation of image. Students will become familiar with processing tools in color, size, placement modification, analysis and duplication of motion. Selected readings on the history of motion graphic art will be included for in-class discussions. Appropriate art safety instruction will be included. Repeatable to 6 credits. Prerequisites: ART 112, ART 272, and ART 380.
ART 382. Typography. 3 Credits.
The study and application of type. Examination of historical and contemporary typographic perspectives, including study of the structure and expressive nature of type as an integral element of graphic design. Prerequisites: ART 112, ART 114, and ART 130 or instructor consent.

ART 383. Timebased Media IV - Animation. 3 Credits.
Investigation in traditional and computer-generated animation. Students will explore character, experimental, stop motion, interactive, 3D computer animation and visual effects. Selected readings on technical development of digital effects in art will be included for in-class discussions. Appropriate art safety instruction will be included. Repeatable to 6 credits. Prerequisites: ART 112, ART 272, ART 380, and ART 381.

ART 397. Cooperative Education. 1-4 Credits.
Part-time, fall and spring, 1-3 credits, repeatable to 3 credits only. Full-time, fall, spring, and summer, 8 credits, not repeatable or interchangeable with part-time. Arranged by mutual agreement among student, Department and employer prior to enrollment. Special permission is required. Regular grading only. Special Permission is Required.

ART 400. Advanced Sculpture. 3 Credits.
Continued study of advanced sculpture process and concepts and emphasis on the development of individual artistic direction. Appropriate art safety instruction will be included. May be repeated for credit without limitation. Prerequisites: ART 112, ART 114, ART 130, and ART 301.

ART 401. Advanced Jewelry and Metalsmithing. 3 Credits.
A continuation and expansion of Jewelry and Metalsmithing II. Specialized techniques and processes utilized in metal fabrication will produce works ranging from body adornment to small sculpture. Emphasis will be placed on the theoretical and conceptual growth of the student and the development of a self-directed personal aesthetic expression. Appropriate art safety instruction will be included. May be repeated for credit without limitation. Prerequisites: ART 112, ART 114, ART 130, and ART 305.

ART 402. Advanced Painting. 3 Credits.
A continuation of Painting II. Further development of painting concepts, comprehension and research of various media and styles. The course stresses the focus of one’s attitudes towards developing a more personal visual statement in areas of personal interest. Appropriate art safety instruction will be included. May be repeated for credit without limitation. Prerequisites: ART 112, ART 114, ART 130, and ART 221.

ART 403. Advanced Printmaking. 3 Credits.
Advanced work in all traditional and experimental print media, including photo-based printing, non-toxic printing processes, computer-generated printmaking and exploration of collaborative printing and construction of non-traditional multiples. Appropriate art safety instruction will be included. May be repeated for credit without limitation. Prerequisites: ART 112, ART 114, ART 130, and ART 340.

ART 404. Advanced Ceramics. 3 Credits.
This course will have specific technical ceramic applications, applicable to the exploration of advanced level hand building and/or throwing techniques. The conceptual development of the student’s work is essential and may include both ceramic work and/or readings. Appropriate art safety instruction will be included. May be repeated for credit without limitation. Prerequisites: ART 112, ART 114, ART 130, ART 151 or ART 250, and ART 253 or consent of instructor.

ART 405. Advanced Photography. 3 Credits.
Refinement of conceptual and formal qualities in silver or non-silver process photographic projects using color, black and white, and/or digital techniques. The scope of work and media will be determined by contractual arrangements between the student and instructor. Appropriate art safety instruction will be included. May be repeated for credit without limitation. Prerequisites: ART 112, ART 114, ART 130, ART 260, and ART 261.

ART 406. Advanced Fibers. 3 Credits.
This course will involve the study and creation of fibers works in a range of media and techniques. Appropriate art safety instruction will be included. May be repeated for credit without limitation. Prerequisites: ART 112, ART 114, ART 130, and ART 277.

ART 408. Technical Ceramic Applications. 3 Credits.
Experience in specialized techniques and processes as they apply to ceramics, both new and traditional. Possible topics include, but are not limited to, ceramic sculpture-large scale or figurative, clay and glazes, kiln building, cone 6, mold making, raku and primitive firing and ceramic surface design. Appropriate art safety instruction will be included. Letter grade only. Repeatable as content changes. Prerequisites: ART 112, ART 114, ART 130, ART 151 or ART 250, ART 253, and ART 404 or consent of instructor.

ART 410. History of Art: Selected Topics 1-4 Credits.
Study of varied topics in the history of art and architecture. May be repeated as title changes.

ART 413. History of Graphic Design. 3 Credits.
Study of the political, cultural, aesthetic and technological influences of graphic design including the creative innovators who established graphic design as a profession. Prerequisites or Corequisites: ART 210, ART 211, Junior or Senior Standing, or instructor consent.

ART 415. History of Art: Museum Internship. 1-3 Credits.
The Museum Intern will work with the history of art faculty to select an exhibition to research, to prepare a written paper and to present publicly.

ART 416. History of Art: Renaissance and Baroque. 3 Credits.
Study of European art and architecture from the fourteenth to the eighteenth century. Prerequisites: ART 210 and ART 211.

ART 417. History of Art: Museum Studies Practicum. 3 Credits.
Experience working in an art exhibition setting involving practical experience, research, a written paper and presentation. Prerequisites: ART 210 and ART 211.

ART 419. History of Art: Late18th through the19th Century Art. 3 Credits.
Study of the major artists and artistic movements from the French Revolution to Impressionism. Prerequisites: ART 210 and ART 211.

ART 423. History of Art: 20th and 21st Century. 3 Credits.
Study of artists, concepts, subjects, styles, media, and artistic processes from c. 1900 to the present. Prerequisites: ART 210 and ART 211.

ART 424. History of Art: Non-Western Traditions. 3 Credits.
Study of art outside European traditions. Course topics will rotate to include the art of Asia, Africa, Oceania, and Native arts of the Americas. Prerequisites: ART 210 and ART 211.

ART 430. Advanced Drawing. 3 Credits.
Further development of drawing concepts, comprehension, and search of various media, and styles. The course stresses the focus of one’s attitude towards developing a more personal visual statement in areas of personal interest. Appropriate art safety instruction will be included. May be repeated for credit without limitation. Prerequisites: ART 112, ART 114, ART 130, and ART 230.

ART 460. Methods, Materials and Philosophy: Art in the Elementary Classroom. 3 Credits.
The study of art materials, methods, philosophy and projects applicable for special education, kindergarten through sixth grade students. Emphasis is on inter-curricular creativity using both 2-dimensional and 3-dimensional projects, featuring multi-cultural and disciplined-based education. Appropriate art safety instruction will be included. Sophomore standing in TL or Art is the prerequisite.

ART 461. Methods and Materials of Teaching Middle and Secondary School Art. 3 Credits.
Various teaching methods, strategies and materials used in teaching middle and secondary school art. Prerequisite: TL 345. Corequisite: TL 486.

ART 480. Advanced Graphic Design. 3 Credits.
Study and application of abstract representation in graphic design. Design methods and genres are examined during the production of promotional material including identity and business systems and campaigns. Ability to work metaphorically with image and design will be stressed. Focus will be on layout and composition. Continuing students will focus on application of graphic design principles to environmental and three-dimensional material including packaging, showroom graphics, display and electronic media applications. Appropriate art safety instruction will be included. Repeatable. Prerequisites: ART 112, ART 114, ART 130, and ART 273 or instructor consent.

ART 481. Graphic Design Internship. 3 Credits.
Supervised work experience in graphic design. Plan submitted by student and approved in advance by faculty and on-site supervisor. Final report, portfolio of work produced during internship, and employee evaluation required. Art 114, Art 273, Art 480, senior standing and instructor consent are the prerequisites.
ART 483. Advanced Timebased Media: Alternative Presentation of Media. 3 Credits.
Exploration of contemporary presentation methods and concepts in Animation and time-based digital media. Emphasis on the development of personal aesthetic and conceptual development. Historical, critical, and technical readings will be included for in-class discussions. Appropriate art safety instruction will be included. Prerequisites: ART 112, ART 272, ART 380, ART 381, and ART 383.

ART 490. Special Projects/ Independent Research. 1-6 Credits.
Advanced independent study within a specific art discipline outside of subject areas normally covered within regularly scheduled courses in studio art, graphic design, art history and art education. Formal contract must be signed with professor of record. Repeatable, no more than 6 credits in each discipline area. Senior standing and permission of instructor are the prerequisites.

ART 491. Special Topics. 3 Credits.
Experience in specialized techniques and processes as they apply to various media both new and traditional. Offered on request. May be conducted either on laboratory or tutorial basis as subject matter permits. Appropriate art safety instruction will be included. Upper division status is the prerequisite.

ART 494. Professional Exhibition. 3 Credits.
This course is designed to give B.F.A candidates a summary experience and to serve as a benchmark in their artistic and professional development. The B.F.A exhibition should represent focused study in the candidate's area(s) of concentration. Appropriate art safety instruction will be included. Permission of advisor is the prerequisite.

ART 498. Seminar in Art and Design Capstone. 3 Credits.
Discussions, reports, and presentations that analyze, synthesize and evaluate various topics derived from what students have learned in the Art Design program in relation to their entire university experience. Emphasis on critical thinking will be demonstrated through written and oral communication. Prerequisites: Senior Standing and ART 112, ART 130, ART 210, and ART 211.

Arts and Sciences (A & S)
http://www.arts-sciences.und.edu

The College of Arts and Sciences offers a limited number of non-departmental courses. Among these are, A&S 299 Special Topics and A&S 499 Special Topics. They provide for on-demand courses in areas of particular relevance when students or faculty members wish to initiate them. They can provide special-interest courses for particular groups of students. They can serve as a curricular laboratory for experimental courses which may later be established as regular offerings within departments or programs. Students and faculty members wishing to initiate course offerings under A&S 294 Directed Studies, A&S 299 Special Topics, and A&S 499 Special Topics should present their proposals in writing to the Dean of the College. See the Arts and Sciences website (http://www.und.edu/dept/artsSci) for the appropriate A&S course request forms.

Minor In Canadian Area Studies
Housed in the College of Arts and Sciences, this is an interdisciplinary 20-credit minor in Canadian Area Studies. There are three required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOG 362</td>
<td>Geography of Canada</td>
<td>3</td>
</tr>
<tr>
<td>HIST 204</td>
<td>Canada to 1867</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 205</td>
<td>Canada since 1867</td>
<td>3</td>
</tr>
<tr>
<td>A&amp;S 252</td>
<td>Introduction to Canadian Studies</td>
<td>3</td>
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<td>At least 6 additional credits must be taken at the upper-division level.</td>
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<td>Students will be able to choose an area of concentration from the following:</td>
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<td>French Canada (for the student with sufficient background in the French language), total 20 hours.</td>
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<tr>
<td>FREN 307</td>
<td>A Social and Cultural History of Québec</td>
<td>3</td>
</tr>
<tr>
<td>FREN 373</td>
<td>North American Francophone Cultures through Literature and Film</td>
<td>3</td>
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Courses
A&S 200. Introduction to the Nonprofit Sector. 2 Credits.
An introduction to management and leadership in the nonprofit sector investigating the history, philosophy, ethics, and organization of nonprofit agencies. Coursework will include introductions on volunteerism, board selection and development, fundraising, the role of a foundation, management and administration, and public relations. The course will combine a review of texts, student research, expert guest lecturers, workshops, and student presentations.

A&S 250. Arts & Sciences. 1-4 Credits.
A&S 251. Study in Canada. 1-12 Credits.
One to twelve credits in any one semester (repeatable with permission of the student's academic department); a course load required to maintain full-time status; at least Sophomore status required; GPA of at least 2.50; must become familiar with Canadian study procedures, application, credit transfer and other matters as outlined in the Study Abroad Handbook; courses to be taken during a study in Canada must have pre-approval from student’s academic department. Sophomore status or higher required and a GPA of at least 2.5.

A&S 252. Introduction to Canadian Studies. 3 Credits.
An interdisciplinary, team-taught course focusing on the historical, geographical, socio-cultural, literary, political, economic, and international qualities that make Canada and its communities both vibrant and unique.

A&S 294. Directed Studies. 1-4 Credits.
Specially arranged individual tutorials, projects, or reading programs on a variety of subjects not covered by regular departmental offerings. May be initiated by students with approval of dean and departments involved, provided appropriate faculty members are willing. Repeatable as topics vary to 8 credits.

A&S 299. Special Topics. 1-4 Credits.
Specially arranged seminars or courses on a variety of subjects not covered by regular departmental offerings. May be initiated by students with approval of dean and departments involved, provided appropriate faculty members are willing.

A&S 351. Introduction to Law and Legal Studies. 3 Credits.
Segments on Contracts, Criminal Law, Constitutional Law, and Torts, taught in customary law school manner to acquaint undergraduates and others interested in exploring a career in the legal profession with law school methodology and legal analysis.

A&S 450. Capstone Experience and Development for Nonprofit. 1 Credit.
Students will be asked to develop an integrative paper and complete a competency portfolio conveying what they have learned from the nonprofit leadership program. Students are REQUIRED to attend the American Humanics Management Institute. The American Humanics Management Institute is a 3-4 day national management institute, organized by students from across the country affiliated with American Humanics, Inc., featuring workshops, seminars, and simulations. The institute is held in early January, between the fall and spring semesters. Students are required to raise funds to cover travel expenses and registration fees (app. $600-800), or pay their own expenses. Fund raising efforts provide a hands-on learning experience prior to the Institute. Prerequisite: AS 200.

A&S 497. Internship. 1-6 Credits.
This internship is a short-term work experience emphasizing hands-on learning that is not covered by regular departmental offerings, e.g., Nonprofit Leadership, Studio One. For Nonprofit Leadership interns, work experience will incorporate education and professional development in a nonprofit agency. Studio One interns produce television news, weather, sports and entertainment segments and interviews. Prospective Studio One interns must apply one semester in advance. Studio One internships are closed to pre-communication majors and acceptance. Prerequisite: Permission of instructor and dean.

A&S 499. Special Topics. 1-4 Credits.
Specially arranged seminars or courses on a variety of subjects not covered by regular departmental offerings. May be initiated by students with approval of dean and departments involved, provided appropriate faculty members are willing. Repeatable as topics vary.

Athletic Training
(See Family Medicine (p. 120) listing)

Atmospheric Sciences (AtSc)
http://www.atmos.und.edu/

Askelson, Borho, Dong, Gilmore, Mullendore, Osborne, Poellot (Chair), Remer and Zhang

The Department of Atmospheric Sciences offers a comprehensive education in the Atmospheric Sciences leading to the degree of Bachelor of Science in Atmospheric Sciences and the Master of Science and Doctor of Philosophy degrees (see School of Graduate Studies (p. 492) listing). The degree is awarded in the John D. Odegard School of Aerospace Sciences. A minimum of a 2.50 GPA is required for graduation. The degree is designed to prepare graduates for professional careers in applied meteorology or for graduate studies.

Facilities

The Department of Atmospheric Sciences has several unique research and teaching facilities. Four primary research facilities are used in national and international research programs: a C-band dual-polarization Doppler weather radar; a surface transportation weather test site; an atmospheric and hydrologic observations ground site; and a Cessna Citation II research jet. Teaching facilities include laboratories for use in cloud physics and instrumentation and a high performance computing cluster. The Regional Weather Information Center supports weather analysis and forecasting classes, along with operational research efforts. Current research areas include clouds and climate change, ground/satellite remote sensing, atmospheric aerosols, radar meteorology, mesoscale numerical modeling, atmospheric transport, data assimilation, and surface transportation weather. Students also have the opportunity to produce and broadcast weather segments for cable television and the Internet.

B.S. in Atmospheric Sciences

Requires 125 credits (36 of which must be number 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. Center for Aerospace Sciences requirements, see Aerospace Sciences (p. 470) listing.

III. The Following Curriculum:

Freshman Year
First Semester
ENGL 110 College Composition I 3
MATH 165 Calculus I 4
ATSC 110 Meteorology I 3
ATSC 110L Meteorology I Laboratory 1
Essential Studies 3
Free Electives 2
ATSC 100 Atmospheric Sciences Orientation 1
Second Semester
ENGL 125 Technical and Business Writing 3
MATH 166 Calculus II 4
CSCI 130 Introduction to Scientific Programming 4
Essential Studies 3
Free Electives 2
Sophomore Year
First Semester
MATH 265 Calculus III 4
PHYS 251 University Physics I and 4
ATSC 210 Introduction to Synoptic Meteorology 4
Essential Studies 3
Second Semester
PHYS 252 & phys 252L University Physics II and 4
CHEM 121 & 121L General Chemistry I and General Chemistry I Laboratory 4
ATSC 240 Meteorological Instrumentation 4
ATSC 270 Computer Concepts in Meteorology 3
Junior Year
First Semester
MATH 266 Elementary Differential Equations 3
ATSC 350 Atmospheric Thermodynamics 3
Essential Studies 3
Essential Studies 3
ATSC 100. Atmospheric Sciences Orientation. 1 Credit.
This course is required for all atmospheric sciences majors. Its purpose is to prepare new students for their university and professional careers by discussing university policies, the advising process, and career options.

ATSC 110. Meteorology I. 3 Credits.
Elements of the atmosphere with emphasis on those processes that affect the global atmospheric circulation. Includes laboratory. Corequisite: ATSC 110L.

ATSC 110L. Meteorology I Laboratory. 1 Credit.
Laboratory to accompany ATSC 110. Corequisite: ATSC 110.

ATSC 120. Severe and Hazardous Weather. 3 Credits.
A survey of extreme weather events, their impact on society, and the technology used in their detection and forecasting.

ATSC 210. Introduction to Synoptic Meteorology. 4 Credits.
The analysis and portrayal of synoptic weather information. Kinematic flow analyses of barotropic and baroclinic systems. Introduction to many of the products produced by NWS. Includes laboratory. Prerequisites: ATSC 110 and MATH 146 or MATH 165.

ATSC 231. Aviation Meteorology I. 4 Credits.
A study of weather hazards, aviation flight planning, aviation weather equipment and human factors in weather flying safety. Prerequisite: ATSC 110.

ATSC 240. Meteorological Instrumentation. 4 Credits.
A study of the theory, design, and accuracy of instrumentation for the measurement of temperature, pressure, humidity, wind, and radiation. In addition, topics such as radar, and the use of aircraft and balloons as instrument platforms are also discussed. Includes laboratory. Prerequisites: ATSC 110 and MATH 103.

ATSC 252. Applied Weather Modification. 4 Credits.
Provides a comprehensive introduction to basic concepts of weather modification as currently practiced around the world. It includes a study of cloud physics and seeding theory, a review of past and current programs, and a discussion of related legal, societal, economic and environmental issues. Provides students exposure to the practical aspects of weather modification operations, including program design and evaluation, care and use of seeding materials and equipment, identification of seeding opportunities, and airborne delivery of seeding materials. Prerequisite: ATSC 110.

ATSC 270. Computer Concepts in Meteorology. 3 Credits.
Examines the need for and use of computers in atmospheric science. Topics will include the application of various computer concepts, such as numerical solution of linear differential equations and numerical integration, and numerical modeling techniques. Prerequisites: ATSC 110 and an approved computer language course.

ATSC 310. Introduction to Weather Forecasting. 3 Credits.
An operations approach to application of practical methodologies of weather analysis using computer textual and graphic analysis systems. Involves routine weather laboratory activities commonly found within the operational sector of meteorology. Prerequisite: ATSC 210.

ATSC 315. Broadcast Meteorology. 3 Credits.
An introduction to the field of broadcast meteorology which provides an overview of television production, the profession of broadcast meteorology, AMS Seal requirements, ethics and the production, organization, critique, and presentation of weather information. Prerequisites: ATSC 310 and Communication or Atmospheric Sciences major.

ATSC 331. Aviation Meteorology II. 3 Credits.
A study of aviation weather topics related to flight in high performance and air transport category aircraft. Includes a treatment of high altitude weather features, airborne weather radar, international weather, ground de-icing procedures and other topics. Prerequisite: ATSC 231.

ATSC 340. Introduction to Radar Meteorology. 4 Credits.
Introduction to principles and theory of microwave radar and its uses as a meteorological observation or research tool. Includes laboratory. Prerequisite: PHYS 252.

ATSC 350. Atmospheric Thermodynamics. 3 Credits.
An introduction into the theory and application of atmospheric thermodynamics used in synoptic, meso- and microscale meteorology. The course covers the principles of classical thermodynamics and how they are applied to atmospheric processes. Prerequisites: ATSC 270, MATH 166, and PHYS 251.

ATSC 353. Physical Meteorology. 3 Credits.
A study of atmospheric processes and properties from a physical standpoint. Includes boundary layer and upper atmosphere processes, cloud microphysics and electrification, and atmospheric radiation. Prerequisites: ATSC 110 and PHYS 252.
ATSC 355. Surface Transportation Weather I. 3 Credits.
An introduction to the concepts, practices and methodologies used in the surface transportation weather industry. Includes configuration, siting, and data management/quality control of environmental sensor stations, fundamentals of surface transportation weather forecasting, overview of winter road maintenance methods, and applications of geographical information systems technologies in a weather and road maintenance environment. Prerequisites: ATSC 210 and ATSC 240.

ATSC 360. Dynamic Meteorology. 4 Credits.
Basic equations of motion, atmospheric thermodynamics, balanced motions, and atmospheric disturbances are examined on an introductory level. Prerequisite: ATSC 350. Prerequisite or corequisite: MATH 266.

ATSC 397. Cooperative Education. 1-8 Credits.
The student will receive credit for on-the-job compensated work experience in various areas of meteorology available within the government, university or private sectors. May be repeated to a total of 12 credits. Overall GPA of at least 2.5 and approval of the Coordinator of Atmospheric Sciences cooperative education are the prerequisites.

ATSC 405. Numerical Methods in Meteorology. 3 Credits.
This course is designed to introduce students to numerical methods used to solve mathematical problems that are difficult to solve analytically. The course is designed to focus on numerical problems encountered in the field of atmospheric science. Prerequisites: ATSC 270 and MATH 266.

ATSC 411. Synoptic Meteorology. 4 Credits.
Development and application of quasi-geostrophic theory, including its application to the development and propagation of surface and upper-level systems, isentropic analysis, IPV theory, fronts, jets, and the relation between the synoptic environment and convection. Includes a laboratory in which concepts are reinforced through map discussion, map analysis, forecasting exercises and forecasting techniques. Prerequisites: ATSC 210 and ATSC 360.

ATSC 441. Radar Meteorology. 4 Credits.
Advanced radar theory, including basic radar principles, digital processing of radar signals, Doppler radar principles, displays, polarization techniques, and characteristic returns. Includes laboratory. Prerequisite: ATSC 340.

ATSC 450. Introduction to Cloud Physics Meteorology. 4 Credits.
A study of the physics of clouds with emphasis on microphysical processes involved in cloud formation, precipitation production, and dissipation. Includes Laboratory. Prerequisites: ATSC 350 and ATSC 353.

ATSC 455. Surface Transportation Weather II. 3 Credits.
An in-depth exploration of surface transportation meteorology designed to prepare students for a career in operational surface transportation meteorology. Includes application of mesoscale weather prediction models in a surface transportation environment, introduction to pavement condition modeling, forecast verification methods, and an introduction to methods of maintenance decision-making. Prerequisites: ATSC 310 and ATSC 355.

ATSC 460. Mesoscale Dynamics. 3 Credits.
An introduction to mesoscale dynamics and forecasting. Topics include mesoscale circulation, warm and cold season weather systems, terrain induced weather systems and mesoscale models. Prerequisite: ATSC 460.

ATSC 492. Senior Project. 1-2 Credits.
A capstone project demonstrating a breadth and depth of knowledge in atmospheric sciences. An original student investigation of a topic to be selected in consultation with a supervising faculty member of the department. Students will demonstrate the ability to communicate their research through both oral and written communication at an advanced level. Must be repeated for a total of 3 credits. Senior Standing in Meteorology and consent of advisor are the prerequisites.

ATSC 494. Special Studies in Meteorology. 1-4 Credits.
Designed for those students who wish to pursue advanced topics in meteorology on an individual basis. May be repeated with change of subject matter to a maximum of four credit hours. Upper division status and consent of the instructor are the prerequisites.

ATSC 497. Internship. 1-8 Credits.
Field experiences in various areas of meteorology will be offered as available. May be repeated up to a total of 12 credits. Overall GPA of at least 2.5 and approval of an Atmospheric Sciences advisor are the prerequisites.

ATSC 499. Topics in Meteorology. 2-4 Credits.
This course will cover one or more topics in meteorology of special interest to upper division students. Course may be repeated up to a maximum of 6 credits. Consent of instructor is the prerequisite.

Aviation (Avit)

http://www.avit.und.edu/f0_Home/index.php


The Department of Aviation offers seven different majors in two degree programs. The Bachelor of Business Administration degree may be earned in either Aviation Management or Airport Management, and is granted by the College of Business and Public Administration. The Bachelor of Science in Aeronautics may be earned in Commercial Aviation, Air Traffic Control, Flight Education, Aviation Technology Management, and Unmanned Aircraft Systems Operations, and is granted by the John D. Odegard School of Aerospace Sciences.

The Business degree is fully accredited by the American Assembly of Collegiate Schools of Business (AACSB). The Commercial Aviation and Air Traffic Control majors are fully accredited by the Aviation Accreditation Board International.

Flight training in rotorcraft can replace fixed wing course requirements in the seven aviation majors and both minors. Students interested in this option should contact UND Aerospace Student Services located in Odegard Hall, Room 259.

Cooperative Education and Internship programs are offered by the Department of Aviation, which encourages students to obtain on-the-job experience while continuing their academic education. Opportunities for semester-long cooperative internships are available at major airports, general aviation manufacturers, airlines, and weather modification research operations.

Career services include the UND Career Planning and Placement Center, the John D. Odegard School of Aerospace Science’s Student Services, and an industry and alumni career database maintained by JDOSAS. In addition, representatives from the aviation industry, including many airlines and corporate flight departments, come to UND for career fairs and interviewing sessions.

Aviation Departmental Policies

Declaring a Major or Minor

Aviation

A student pursuing a degree program in aviation will first be admitted to the program as a Pre-Commercial Aviation, Pre-Air Traffic Control, Pre-Aviation Technology Management, Pre-Unmanned Aircraft Systems Operations, or Pre-Flight Education student. In order to be fully admitted to the degree program, a student must have:

1. Earned at least a 2.50 institutional and cumulative GPA in all courses taken.
2. Completed a minimum of 24 credits.

Once the above requirements are met, students are encouraged to declare an aviation major and/or minor as soon as practicable. This is accomplished by submitting a Change of Major form to Student Services, Odegard Hall, Room 259.

Business

A student pursuing a degree program in business will be admitted to the College of Business and Public Administration as a Pre-Aviation Management or Pre-Airport Management student. In order to be fully admitted to the degree program, a student must have:
1. Satisfactorily completed the specified freshman/sophomore Pre-Business courses.
2. Earned at least a 2.50 overall GPA in all courses taken.
3. Completed the following Pre-Business Core courses with no grade lower than "C."

**Pre-Business Core courses**

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<tr>
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<td>Elements of Accounting II</td>
<td></td>
</tr>
<tr>
<td>ISBC 117</td>
<td>Personal Productivity with Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>&amp; ISBC 317</td>
<td>Information Systems in Enterprise</td>
<td></td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>9</td>
</tr>
<tr>
<td>&amp; ECON 202</td>
<td>and Principles of Macroeconomics</td>
<td></td>
</tr>
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<td>&amp; ECON 210</td>
<td>and Introduction to Business and Economic Statistics</td>
<td></td>
</tr>
</tbody>
</table>

Further information on the business degree can be obtained by contacting the Office of Academic Advisement located in Gamble Hall, Room 127.

Regardless of which degree program is selected, in order to take 300-level and above aviation courses, students must have declared an aviation major or minor or have received special permission from the instructor of the course.

**Minimum Grade Point Average (GPA)**

Incoming freshman are strongly advised to meet with an Aviation Department advisor prior to enrolling in any aviation course. All other students, including transfers, must have a minimum grade point average of 2.50 cumulative and institutional to enroll in AVIT 101 Survey of Flight, AVIT 102 Introduction to Aviation, and all 200-level and above aviation courses. Students enrolled in aviation courses who fall below the required 2.50 GPA are subject to withdrawal from the courses by the Aviation Department.

**Academic Advising**

All aviation students are assigned an academic advisor and are encouraged to visit with their advisor on a regular basis. Freshmen students (less than 24 completed credits), students with GPAs below 2.50, and students who received an Academic Deficiency are required to meet with their advisor prior to semester registration and will be placed on Advisor Hold until doing so.

**Attendance**

Aviation students are required to regularly attend all academic aviation classes in accordance with the intent and spirit of the policy set forth by the University of North Dakota. Attendance is mandatory with respect to satisfying ground school requirements in all 14 CFR Part 141 flight courses. Failure to meet attendance requirements will disqualify a student for FAA pilot or flight instructor certification.

**Lesson Completion**

Students enrolled in flight courses are required to finish those flight lessons prescribed to each individual course in order to complete the course. Failure to complete the flight lessons within an acceptable time frame, stated in an applicable course syllabus or Training Course Outline (TCO), will result in an unsatisfactory grade.

**Technology in the Classroom**

Many Aviation instructors utilize computer technology in the classroom to conduct learning activities. These might include online assessments, exams, student portfolios, and accessing the web for supporting information. Aviation students are expected to provide their own personal electronic devices for this purpose.

**Transfer of College Credit/Certificates and/or Ratings**

Undergraduate aviation programs, accredited through the Aviation Accreditation Board International, normally concentrate on essential studies courses during the first two years of a four-year program. Only a limited amount of aviation coursework is offered below the junior level. The objective of this policy is to permit the student to acquire a foundation of work in the basic arts and sciences as a prerequisite for professional coursework in aviation.

Students planning to take their first two years of work at a junior college should concentrate their efforts in completing the essential studies coursework.

The University of North Dakota’s Department of Aviation bases its flight education philosophy on a four-year university degree. Consequently, students who have obtained flight certificates/ratings, with or without college credit, may not have satisfied the academic and flight requirements specified for the aviation major that they are pursuing. All aviation courses being transferred to UND, flight or non-flight, are reviewed by the Aviation Department for transferability. It is the responsibility of the student to initiate a review of transfer courses. For questions about the transferability of courses, please contact the Aviation Department, Student Services, at 1-800-258-1525 or write to: Student Services, John D. Odegard School of Aerospace Sciences, 3980 Campus Road, Grand Forks, North Dakota 58202-9007. Students may e-mail UND Aerospace at: fly.und@aero.und.nodak.edu. Please refer to http://fly.und.edu for more information on departmental and transfer policies.

**UND Flight Training Policy**

Regardless of academic major, once a student has enrolled at UND, all subsequent flight training required as part of a student's course of study, must be completed in residence at UND. Flight training completed away from UND will not be granted credit for the corresponding UND course. The Aviation Department does not allow concurrent enrollment in any required flight courses.

**Medical Certificates**

A current medical certificate is required for all students prior to beginning flight training. The physical examination must be performed by a physician who is designated as an Aviation Medical Examiner (AME).

There are three types of medical certificates—Class I, Class II, and Class III. Students are advised to get a Class II certificate if they are planning to pursue a career as a professional pilot. Any physical limitation which may alter career plans should become evident at that time. Students over the age of 35 should consider obtaining a Class I medical certificate.

Students are encouraged to make plans to obtain their medical certificates six months before they will begin flight training at UND. This will ensure that any problems can be addressed before the student enrolls in a flight training course.

**Alcohol and Drug Program Participation**

The John D. Odegard School of Aerospace Sciences is committed to the highest aviation safety standards. In accordance with the School’s safety “culture,” a “no tolerance” policy regarding the use of drugs and alcohol has been implemented. As a result, all students taking part in flight training at UND will be required to participate in a drug and alcohol testing program. This program runs continuously throughout the year for all flight students. Please refer to http://fly.und.edu for more information on medical certificates and the drug and alcohol testing program.

**Aviation Department, Program, or Course-Specific Fees**

Flight costs are not included in university tuition or fees. They are determined on an hourly basis for aircraft and flight instruction, and are in addition to tuition, fees and any other incidental expenses which are normally charged during registration. Flight costs may be added to the estimated cost of attendance that is used to determine financial aid eligibility if the student is a declared aviation major (pre-commercial aviation, pre-air traffic control, pre-aviation technology management, pre-unmanned aircraft systems operations, or pre-flight education) or a pre-airport management or pre-aviation management major through the College of Business and enrolled in a flight course required for a major.

Students enrolling in flight courses are required to deposit money into their flight accounts on a regular basis, and to keep a positive balance, to cover their flight costs. Deposits are made at the Student Account Services office or on-line through the student Campus Solutions access. Students will not be permitted to fly if their minimum balance drops below $200.
responsibility of each student to have a known source of income prior to enrolling in any flight-training-related curriculum.

An Altitude Chamber Fee of $175 and a $65 Spatial Disorientation Trainer Fee will be charged to aviation students who use the altitude chamber as part of AVIT 309 Flight Physiology.

An Air Traffic Control program fee or course fee will be charged to aviation students who declare Air Traffic Control as their major or enroll in certain classes.

Additional John D. Odegard School of Aerospace Sciences program fees or course fees may be charged to students enrolled in any of the aviation degree program courses.

Students are cautioned to note that costs are subject to change, and that they should consult with their academic advisor, student services advisors, or the applicable program cost sheets for the latest information. Please refer to http://fly.und.edu for more information on program fees.

Financial Aid Information

Students are encouraged to explore all financial aid options as outlined in the General Information section of this catalog. In addition to these forms of aid, the Aviation department provides endowed and non-endowed scholarships for qualifying students each year. All aviation students, including freshmen and new transfer students, are eligible to apply. An online scholarship application process is available during the spring semester. Specific instructions can be found on the UND Aerospace website: http://scholarships.aero.und.edu. In addition to the online scholarships that are available in the spring, short notice scholarships often become available throughout the academic year. Students are encouraged to check the website periodically for the latest scholarship information.

Financial aid is available only for those flight courses required as part of a particular curriculum. Students are encouraged to obtain additional ratings, endorsements, or experience; however, they are individually responsible for the expenses incurred.

Program Descriptions

The Aviation Management curriculum is offered to those students whose career objectives are aimed toward the management and operation of the flight-related activities of the aviation industry. Emphasis is placed on applying modern management practices to the airline, airport, and general aviation management professions. A Commercial Pilot Certificate, with instrument and multi-engine ratings, is required.

The Airport Management curriculum is offered to those students seeking administrative positions with companies specializing in or related to the ground activities of the aviation industry. Foundational aspects of the general aviation and air carrier segments, as well as the overall aviation industry will be studied in-depth. However, sufficient flexibility in courses will allow the student to concentrate in a particular area of the industry such as general aviation operations, airline management, airport administration, or corporate aviation management. Completion of either AVIT 101 Survey of Flight or AVIT 102 Introduction to Aviation is required.

The Commercial Aviation curriculum is designed for a variety of flight-related careers. Commercial Aviation combines a solid background in aviation with a Certified Flight Instructor Certificate, including appropriate ratings. This major provides a student with the educational foundation necessary for entry-level pilot positions within the aviation industry. A Commercial Pilot Certificate, with instrument and multi-engine ratings, plus a Certified Flight Instructor Certificate, with airplane and instrument ratings, are both required. In addition, Regional Jet (RJ) training or Advanced Transport Category aircraft training is required to graduate with this major.

The Flight Education curriculum is designed for students interested in aviation education as a profession. Flight Education combines a solid background in aviation and vocational education with a Certified Flight Instructor Certificate, including appropriate ratings. This major provides a student with the educational foundation necessary to teach aviation courses in a vocational setting or community college, or to pursue graduate study. Students interested in teaching at the college level should obtain a master’s degree and a terminal doctoral degree in aviation or other complementary discipline. A Commercial Pilot Certificate, with instrument and multi-engine ratings, plus a Certified Flight Instructor Certificate, with airplane, instrument, and multi-engine ratings, are both required.

The Air Traffic Control curriculum is designed to place students directly into the career field of Air Traffic Control. In addition to the primary curriculum, this program requires a second field of study, which normally means a formal minor, aviation specialization, or a second major. Completion of either AVIT 101 Survey of Flight or AVIT 102 Introduction to Aviation is required.

The Aviation Technology Management curriculum is designed to be the concluding half of a two-plus-two degree. The objective is to allow students with two-year degrees in aviation maintenance, avionics, electronics, dispatch or other aerospace support services to complete a bachelor’s degree with an emphasis in management. Completion of either AVIT 101 Survey of Flight or AVIT 102 Introduction to Aviation is required.

The Unmanned Aircraft Systems Operations curriculum is offered to those students whose career objectives are aimed at the civil unmanned aircraft systems industry. The program provides the breadth and depth of instruction needed to ensure graduates are prepared to work as pilots/operators and/or developmental team members of unmanned aircraft systems (UAS) while fully understanding the operational and safety environments of the National Airspace System. Courses require students to be comfortable utilizing complex science, technology, engineering and mathematics principles. In addition, students must possess strong critical thinking and problem-solving skills. A Commercial Pilot Certificate, with instrument and multi-engine ratings is required. As some of the technologies involved with UAS fall under International Traffic in Arms Regulations, students wishing to pursue this degree program must be able to prove United States citizenship prior to enrolling in the following courses:

- AVIT 331 Unmanned Aircraft Systems 3
- AVIT 332 UAS Ground Systems 3
- AVIT 333 UAS Remote Sensing 4
- AVIT 334 UAS Communications and Telemetry Systems 3
- AVIT 338 UAS Operations 4

There are no exceptions to this policy.

Note: The Aviation faculty strongly recommend that Aviation students pursue a minor, an aviation specialization, or a second major in another discipline.

B.B.A. with a Major in Aviation Management B.S. in Aeronautics with a Major in Air Traffic Control B.S. in Aeronautics with a Major in Aviation Technology Management B.S. in Aeronautics with a Major in Commercial Aviation B.S. in Aeronautics with a Major in Flight Education B.S. in Aeronautics with a Major in Unmanned Aircraft Systems Operations

College of Business and Public Administration

B.B.A. with a Major in Airport Management

Required: 125 credits (36 of which must be numbered 300 or above, and 60 of which must from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).
II. College of Business and Public Administration Requirements (see College section)
III. The following curriculum:

Pre-Business Curriculum

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### I. Essential Studies Requirements (see University ES listing).

Required: 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

- Arts and Humanities Electives
  - Select one of the following:
    - POLS 115 Introduction to Cultural Anthropology
    - PSYC 111 Introduction to Psychology
    - SOC 110 Introduction to Sociology
- Aviation Courses
  - AVIT 100 Aviation Orientation
  - AVIT 101 Survey of Flight
  - AVIT 102 Introduction to Aviation
  - AVIT 208 Aviation Safety
  - AVIT 250 Human Factors
  - AVIT 402 Airport Planning and Administration
  - AVIT 403 Aerospace Law
  - AVIT 442 Airport Operations and Administration
  - AVIT 485 Aviation Senior Capstone
- Advanced Business Courses
  - ACCT 315 Business in the Legal Environment
  - ECON 303 Money and Banking
  - FIN 310 Principles of Financial Management
  - ISBC 305 End-User Applications
  - MGMT 300 Principles of Management
  - MGMT 301 Operations Management
  - MGMT 302 Human Resource Management
  - MGMT 310 Organizational Behavior
  - MGMT 475 Strategic Management
  - MRKT 305 Marketing Foundations
  - POLS 404 Urban Politics and Administration
- Select one of the following:
  - POLS 308 Intergovernmental Relations
  - POLS 432 Public Policy Making Process
  - POLS 433 The Administrator and Public Affairs

### II. College of Business and Public Administration Requirements (see College section).

Required: 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

- Arts and Humanities Electives
  - Select one of the following:
    - POLS 115 Introduction to Cultural Anthropology
    - PSYC 111 Introduction to Psychology
    - SOC 110 Introduction to Sociology
- Aviation Courses
  - ATSC 110L Meteorology I Laboratory
  - COMM 110 Fundamentals of Public Speaking
  - ECON 201 Principles of Microeconomics
  - ECON 202 Principles of Macroeconomics
  - ECON 210 Introduction to Business and Economic Statistics
  - ENGL 110 College Composition I
  - ENGL 120 College Composition II
  - ENGL 125 Technical and Business Writing
  - ISBC 117 Personal Productivity with Information Technology
  - ISBC 317 Information Systems in Enterprise
  - MATH 103 College Algebra
  - MATH 146 Applied Calculus I
  - POLS 115 American Government I

### III. The following curriculum:

#### B.B.A. with a Major in Aviation Management

Required: 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

- Essential Studies Requirements (see University ES listing).
- College of Business and Public Administration Requirements (see College section).
- The following curriculum:

#### Pre-Business Curriculum

- ACCT 200 Elements of Accounting I
- ACCT 201 Elements of Accounting II
- ATSC 110 Meteorology I

#### Aviation Courses

- AVIT 100 Aviation Orientation
- AVIT 101 Survey of Flight
- AVIT 102 Introduction to Aviation
- AVIT 208 Aviation Safety
- AVIT 250 Human Factors
- AVIT 402 Airport Planning and Administration
- AVIT 403 Aerospace Law
- AVIT 442 Airport Operations and Administration
- AVIT 485 Aviation Senior Capstone

Select one of the following:

- AVIT 405 Airline Operations and Management
- AVIT 407 General Aviation Operations and Management

#### Advanced Business Courses

- ACCT 315 Business in the Legal Environment
- ECON 303 Money and Banking
- FIN 310 Principles of Financial Management
- ISBC 305 End-User Applications
- MGMT 300 Principles of Management
- MGMT 301 Operations Management
- MGMT 302 Human Resource Management
- MGMT 310 Organizational Behavior
- MGMT 475 Strategic Management
- MRKT 305 Marketing Foundations
- POLS 404 Urban Politics and Administration

Select one of the following:

- POLS 308 Intergovernmental Relations
- POLS 432 Public Policy Making Process
- POLS 433 The Administrator and Public Affairs

Plus electives to total 125 credits.

### John D. Odegard School of Aerospace Sciences

#### B.S. in Aeronautics with a Major in Air Traffic Control

Required: 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

- Essential Studies Requirements (see University ES listing).
II. School of Aerospace Sciences Requirements (see College section).

III. The following curriculum:

Essential Studies Courses

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<tr>
<td>AVIT 250</td>
<td>Human Factors</td>
<td>2</td>
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<tr>
<td>AVIT 260</td>
<td>Air Traffic Control: Tower Operations I</td>
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<tr>
<td>AVIT 261</td>
<td>Air Traffic Control: Radar Operations I</td>
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<tr>
<td>AVIT 362</td>
<td>Air Traffic Control: Advanced Tower Operations II</td>
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<td>AVIT 363</td>
<td>Air Traffic Control: Radar Operations II</td>
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<tr>
<td>AVIT 402</td>
<td>Airport Planning and Administration</td>
<td>3</td>
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<tr>
<td>AVIT 403</td>
<td>Aerospace Law</td>
<td>3</td>
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<tr>
<td>AVIT 464</td>
<td>Air Traffic Control: Tower and Radar Operations III</td>
<td>4</td>
</tr>
<tr>
<td>AVIT 465</td>
<td>Air Traffic Control: Radar and Tower Operations IV</td>
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</tr>
<tr>
<td>AVIT 468</td>
<td>Air Traffic Control: Non-Radar Procedures</td>
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<tr>
<td>AVIT 485</td>
<td>Aviation Senior Capstone</td>
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</tr>
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</table>

Other Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COMM 212</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ISBC 320</td>
<td>Professional Communication for Business</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 226</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 308</td>
<td>The Art of Writing Nonfiction</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus electives to total 125 credits.*

Total Credits 125

* Students will be required to use their electives to establish some expertise in a second field. Normally that will mean taking a formal minor or second major. Suggested fields include Communication, Computer Science, Economics, Foreign Language, Industrial Technology, Atmospheric Sciences, Office Administration, Political Science, Psychology and Public Administration.

B.S. in Aeronautics with a Major in Aviation Technology Management

Admission to this program requires the successful completion of an approved two-year program in aviation maintenance, avionics or electronics, dispatch, simulator repair or other aviation technical support program. Students seeking a profession in Aviation Maintenance are required to have an FAA Mechanic Certificate with airframe and powerplant ratings. Students in avionics/electronics are required to pass the FCC General Class Radio and Telephone license examination. Students in dispatch are required to possess an FAA Dispatcher’s rating.

Required: 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. School of Aerospace Sciences Requirements (see College section).

III. The following curriculum:

Aviation Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ATSC 110</td>
<td>Meteorology I</td>
<td>3</td>
</tr>
<tr>
<td>ATSC 110L</td>
<td>Meteorology I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition I</td>
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<tr>
<td>ENGL 120</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 125</td>
<td>Technical and Business Writing</td>
<td></td>
</tr>
<tr>
<td>MATH 146</td>
<td>Applied Calculus I</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>AVIT 100</td>
<td>Aviation Orientation</td>
<td>1</td>
</tr>
<tr>
<td>or AVIT 102</td>
<td>Introduction to Aviation</td>
<td>2</td>
</tr>
<tr>
<td>AVIT 208</td>
<td>Aviation Safety</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 403</td>
<td>Aerospace Law</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 485</td>
<td>Aviation Senior Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

B.S. in Aeronautics with a Major in Commercial Aviation

Required: 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. School of Aerospace Sciences Requirements (see College section).

III. The following curriculum:

Management Component

Select 15 credits from the following: 15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 200</td>
<td>Elements of Accounting I</td>
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<tr>
<td>ACCT 315</td>
<td>Business in the Legal Environment</td>
<td></td>
</tr>
<tr>
<td>ISBC 320</td>
<td>Professional Communication for Business</td>
<td></td>
</tr>
<tr>
<td>ISBC 117</td>
<td>Personal Productivity with Information Technology</td>
<td></td>
</tr>
<tr>
<td>ISBC 317</td>
<td>Information Systems in Enterprise</td>
<td></td>
</tr>
<tr>
<td>ISBC 305</td>
<td>End-User Applications</td>
<td></td>
</tr>
<tr>
<td>ISBC 361</td>
<td>Records and Information Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Principles of Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Operations Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 302</td>
<td>Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 310</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>MGMT 409</td>
<td>Union-Management Relations</td>
<td></td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Industrial and Organizational Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 361</td>
<td>Social Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Plus electives to total 125 credits (to include remaining upper division credits) 15

Total Credits 125

* implies that PSYC 111 Introduction to Psychology is one of the Social Science GER courses

** implies that SOC 110 Introduction to Sociology is one of the Social Science GER courses
III. The following curriculum:

II. School of Aerospace Sciences Requirements (see College section).

I. Essential Studies Requirements (see University ES listing).

which must be from a 4-year institution) including:

Required: 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
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<td>ATSC 110</td>
<td>Meteorology I</td>
<td>3</td>
</tr>
<tr>
<td>ATSC 110L</td>
<td>Meteorology I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 125</td>
<td>Technical and Business Writing</td>
<td></td>
</tr>
<tr>
<td>MATH 146</td>
<td>Applied Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts and Humanities Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Social Science Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Math, Science, and Technology Elective</td>
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</table>

Aviation Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVIT 100</td>
<td>Aviation Orientation</td>
<td>1</td>
</tr>
<tr>
<td>AVIT 102</td>
<td>Introduction to Aviation</td>
<td>5</td>
</tr>
<tr>
<td>AVIT 103</td>
<td>Introduction to Air Traffic Control</td>
<td>2</td>
</tr>
<tr>
<td>AVIT 208</td>
<td>Aviation Safety</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 221</td>
<td>Basic Attitude Instrument Flying</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 222</td>
<td>IFR Regulations and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 250</td>
<td>Human Factors</td>
<td>2</td>
</tr>
<tr>
<td>AVIT 309</td>
<td>Flight Physiology</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 323</td>
<td>Aerodynamics - Airplanes</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 324</td>
<td>Aircraft Systems</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 325</td>
<td>Multi-Engine Systems and Procedures</td>
<td>2</td>
</tr>
<tr>
<td>AVIT 327</td>
<td>Gas Turbine Engines</td>
<td>2</td>
</tr>
<tr>
<td>AVIT 403</td>
<td>Aerospace Law</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 411</td>
<td>International and Long Range Navigation</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 414</td>
<td>Certified Flight Instructor Certification</td>
<td>5</td>
</tr>
<tr>
<td>AVIT 415</td>
<td>Instrument Flight Instructor</td>
<td>4</td>
</tr>
<tr>
<td>AVIT 421</td>
<td>Advanced Aerodynamics</td>
<td>3</td>
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<tr>
<td>AVIT 428</td>
<td>Transport Category Aircraft Systems</td>
<td>4</td>
</tr>
<tr>
<td>AVIT 430</td>
<td>Crew Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 480</td>
<td>Advanced Aircraft Operations</td>
<td>5</td>
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<td>AVIT 485</td>
<td>Aviation Senior Capstone</td>
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Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>AVIT 402</td>
<td>Airport Planning and Administration</td>
<td></td>
</tr>
<tr>
<td>AVIT 405</td>
<td>Airline Operations and Management</td>
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</tr>
<tr>
<td>AVIT 407</td>
<td>General Aviation Operations and Management</td>
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</table>

Other Requirements

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ATSC 231</td>
<td>Aviation Meteorology I</td>
<td>4</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>ENGL 226</td>
<td>Introduction to Creative Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 308</td>
<td>The Art of Writing Nonfiction</td>
<td></td>
</tr>
<tr>
<td>ISBC 320</td>
<td>Professional Communication for Business</td>
<td></td>
</tr>
</tbody>
</table>

Plus electives to total 125 credits. 13

Total Credits 125

B.S. in Aeronautics with a Major in Flight Education

Required: 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. School of Aerospace Sciences Requirements (see College section).

III. The following curriculum:

B.S. in Aeronautics with a Major in Unmanned Aircraft Systems Operations

Required: 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. School of Aerospace Sciences Requirements (see College section).

III. The following curriculum:

Essential Studies Courses

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ATSC 110</td>
<td>Meteorology I</td>
<td>3</td>
</tr>
<tr>
<td>ATSC 110L</td>
<td>Meteorology I Laboratory</td>
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<td>College Composition II</td>
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<tr>
<td>or ENGL 125</td>
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<tr>
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<td>9</td>
<td></td>
</tr>
<tr>
<td>Math, Science &amp; Technology Electives</td>
<td>2</td>
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Aviation Courses

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<td>Aviation Safety</td>
<td>3</td>
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<td>AVIT 221</td>
<td>Basic Attitude Instrument Flying</td>
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<td>AVIT 222</td>
<td>IFR Regulations and Procedures</td>
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<tr>
<td>AVIT 250</td>
<td>Human Factors</td>
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<td>AVIT 403</td>
<td>Aerospace Law</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 405</td>
<td>Airline Operations and Management</td>
<td>3</td>
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<td>AVIT 407</td>
<td>General Aviation Operations and Management</td>
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<td>Certified Flight Instructor Certification</td>
<td>5</td>
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<tr>
<td>AVIT 415</td>
<td>Instrument Flight Instructor</td>
<td>4</td>
</tr>
<tr>
<td>AVIT 416</td>
<td>Multi-Engine Flight Instructor</td>
<td>2</td>
</tr>
<tr>
<td>AVIT 485</td>
<td>Aviation Senior Capstone</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 490</td>
<td>Methods and Materials in Teaching Aviation</td>
<td>2</td>
</tr>
<tr>
<td>AVIT 491</td>
<td>Methods and Materials in Teaching Aviation</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 250</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 345</td>
<td>Curriculum Development and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ATSC 231</td>
<td>Aviation Meteorology I</td>
<td>4</td>
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<tr>
<td>ENTR 305</td>
<td>Marketing and Management Concepts for Entrepreneurship</td>
<td>3</td>
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Select one of the following:

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<td>ENGL 308</td>
<td>The Art of Writing Nonfiction</td>
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</tr>
<tr>
<td>ISBC 320</td>
<td>Professional Communication for Business</td>
<td></td>
</tr>
</tbody>
</table>

Plus electives to total 125 credits. 13

Total Credits 125
AVIT 102  Introduction to Aviation  5
AVIT 103  Introduction to Air Traffic Control  2
AVIT 208  Aviation Safety  3
AVIT 221  Basic Attitude Instrument Flying  3
AVIT 222  IFR Regulations and Procedures  3
AVIT 226  Introduction to UAS Operations  2
AVIT 250  Human Factors  2
AVIT 309  Flight Physiology  3
AVIT 323  Aerodynamics - Airplanes  3
AVIT 324  Aircraft Systems  3
AVIT 325  Multi-Engine Systems and Procedures  2
AVIT 327  Gas Turbine Engines  2
AVIT 331  Unmanned Aircraft Systems  3
AVIT 332  UAS Ground Systems  3
AVIT 333  UAS Remote Sensing  4
AVIT 334  UAS Communications and Telemetry Systems  3
AVIT 338  UAS Operations  4
AVIT 403  Aerospace Law  3
AVIT 411  International and Long Range Navigation  3
AVIT 421  Advanced Aerodynamics  3
AVIT 430  Crew Resource Management  3
AVIT 485  Aviation Senior Capstone  3
Other Requirements
ATSC 231  Aviation Meteorology I  4
Select one of the following: 3
ENGL 226  Introduction to Creative Writing
ENGL 308  The Art of Writing Nonfiction
ISBC 320  Professional Communication for Business
Plus electives to total 125 credits. 16
Total Credits 125

Minors in Aviation

NOTE: Students majoring in any of the seven aviation majors listed above are not eligible to declare either of these minors.

Minor in Professional Flight
Required: 30 credits including:
ATSC 110  Meteorology I  3
ATSC 110L  Meteorology I Laboratory  1
ATSC 231  Aviation Meteorology I  4
AVIT 102  Introduction to Aviation  5
AVIT 208  Aviation Safety  3
AVIT 221  Basic Attitude Instrument Flying  3
AVIT 222  IFR Regulations and Procedures  3
AVIT 323  Aerodynamics - Airplanes  3
AVIT 324  Aircraft Systems  3
AVIT 325  Multi-Engine Systems and Procedures  2
Total Credits 30

Minor in Aviation Management
Required: 21 credits including:
ATSC 110  Meteorology I  3
ATSC 110L  Meteorology I Laboratory  1
AVIT 101  Survey of Flight  5
or AVIT 102  Introduction to Aviation
AVIT 208  Aviation Safety  3
AVIT 402  Airport Planning and Administration  3
AVIT 403  Aerospace Law  3
AVIT 405  Airline Operations and Management  3
or AVIT 407  General Aviation Operations and Management  21
Total Credits 21

Optional Specializations
Student coursework toward the Bachelor of Business Administration or Bachelor of Science described above may be augmented with one or more of the following specializations. Each specialization completed will be noted on the student’s academic transcript.

Business Aviation Specialization
Required Courses (16 credits) including:
ENTR 305  Marketing and Management Concepts for Entrepreneurship  3
ENTR 306  Accounting and Financial Concepts for Entrepreneurship  3
AVIT 311  Safety Management System (SMS)  3
AVIT 313  Aviation Insurance  3
AVIT 408  Fleet Planning and Aircraft Acquisition  4
Total Credits 16

Safety Specialization
Required Courses (17 credits) including:
AVIT 311  Safety Management System (SMS)  3
AVIT 412  Aviation Safety Assurance  3
CSCI 290  Cyber-Security and Information Assurance  3
OSEH 395  Hazardous Materials Management  3
OSEH 435  Risk Management  2
TECH 440  Occupational Safety  3
Total Credits 17

Optional Courses (available with department approval)
AVIT 312  Aircraft Accident Investigation  3
AVIT 313  Aviation Insurance  3
All 300 and 400 level courses are restricted to Aviation majors, minors, or to students with instructor/departmental permission. All 400 level courses are restricted to junior/senior status.

Courses
AVIT 100. Aviation Orientation. 1 Credit.
This course is required for all aviation majors. Its purpose is to prepare new students for their university and professional careers by discussing students’ responsibilities and options concerning the aviation industry. Aviation career options will be explored. Academic and airport requirements and procedures will be covered.
AVIT 101. Survey of Flight. 5 Credits.
This course is designed for Airport Management, Air Traffic Control, or Aviation Systems Management majors, and Aviation Management minors, who do not intend to obtain a Private Pilot Certificate. However, there is still a flight component to the course. The flight lessons are designed to provide a broad array of flight experiences and practical knowledge concerning the nature of flight, the operation of airports, and the air traffic control system. Students will meet the aeronautical knowledge requirements of a Private Pilot. Course content includes instruction in aerodynamics, aircraft systems, FAA regulations, U.S. airspace system design and function, weight and balance, aircraft performance, aviation weather, flight publication interpretation, radio navigation, cross-country planning and navigation, basic flight physiology, and flight safety. Students must complete the appropriate flight lessons to satisfactorily complete the course. Students who desire to obtain a Private Pilot Certificate after completing this course may do so upon taking Aviation 102 and completing the associated flight lessons for that course. This course does not lead to a Private Pilot Certificate. Prerequisite or Corequisite: ATSC 110.
AVIT 102. Introduction to Aviation. 5 Credits.
The course will develop the student's knowledge and skills that are needed to safely exercise the privileges and responsibilities of a Private Pilot. Course content includes instruction in aerodynamics, aircraft systems, FAA regulations, U.S. Airspace System, weight and balance, aircraft performance, aviation weather, flight publications, radio navigation, cross-country planning and navigation, basic flight physiology, and flight safety. The student must complete the appropriate flight lessons to satisfactorily complete the course. Prerequisite or Corequisite: ATSC 110.

AVIT 103. Introduction to Air Traffic Control. 2 Credits.
This course allows all aviation majors the opportunity to simulate the role of an air traffic controller in a terminal radar approach control (TRACON) environment. Students will work in a north/south sectorization facility that has departures and arrivals landing at civilian controlled/uncontrolled airports and military airports. This realistic look at air traffic control (ATC) will enhance any aviation enthusiast's dream of working the radar scope.

AVIT 142. Introduction to Aviation-Helicopter. 5 Credits.
The course will develop the student's knowledge and skills that are needed to safely exercise the privileges and responsibilities of a Private Pilot. Course content includes instruction in helicopter aerodynamics, helicopter systems, FAA regulations, U.S. Airspace System, weight and balance, helicopter performance, aviation weather, flight publications, radio navigation, cross-country planning and navigation, basic flight physiology, and flight safety. The student must complete the appropriate flight lessons in the Private Helicopter course to satisfactorily complete the course. Prerequisite or Corequisite: ATSC 110.

AVIT 208. Aviation Safety. 3 Credits.
This course provides the student with a detailed introduction into aspects of aviation safety, aviation safety programs, risk management, and the associated components of pilot psychology, physiology, human factors, and accident review and investigation. Prerequisite: AVIT 101 or AVIT 102.

AVIT 221. Basic Attitude Instrument Flying. 3 Credits.
This course begins with a discussion of Aeronautical Decision Making (ADM), Airworthiness Requirements for flight, Human Factors and night flight. The course proceeds to an in-depth study of pilot/static and gyro instruments and Basic Attitude Instrument Flying. In addition, there will be a discussion of the operation, interpretation, and practical use of VOR, ADF, DME, GPS, RMI, and HSI as well as an introduction to Electronic Instrument Flight Displays (Glass Flight Decks). The student must complete the appropriate flight lessons to satisfactorily complete the course. Prerequisite: AVIT 102. Prerequisite or Corequisite: AVIT 100.

AVIT 222. IFR Regulations and Procedures. 3 Credits.
This course will provide the student with a detailed study of the regulations, procedures, and publications necessary for operating IFR in the national airspace system. Terminal and enroute procedures will be studied in detail. The student must complete the appropriate flight lessons to satisfactorily complete the course. Prerequisites: AVIT 208 and AVIT 221.

AVIT 226. Introduction to UAS Operations. 2 Credits.
This course of instruction introduces the student to the history of Unmanned Aircraft Systems and their current and future development for use in a burgeoning civil industry. Specific blocks deal with aircraft, ground, communications, launch and recovery systems while emphasizing the human integration into the overall system. Prerequisite: AVIT 102.

AVIT 243. Aircraft Systems-Helicopter. 3 Credits.
Provides a study of turbine powered helicopters including the theory and application of turbine engines. Drive trains, fuel, oil, hydraulic, and electrical systems will be studied. The student must complete the appropriate flight lessons in the Commercial Helicopter Course to satisfactorily complete the course. Prerequisite: AVIT 142. Prerequisite or Corequisite: AVIT 100.

AVIT 244. Basic Attitude Instruments and Navigation-Helicopter. 3 Credits.
This course begins with a discussion of Aeronautical Decision Making (ADM), Airworthiness Requirements flight, Human Factors and night flight. The course proceeds to an in-depth study of pilot/static and gyro instruments and Basic Attitude Instrument Flying. In addition, there will be a discussion of the operation, interpretation and practical use of VOR, ADF, DME, GPS, RMI, and HSI as well as an introduction to Electronic Instrument Flight Displays (Glass Flight Decks). The student must complete the appropriate flight lessons to satisfactorily complete the course. Prerequisite: AVIT 243.
AVIT 320. Airline Career Planning. 2 Credits.
This course introduces the student to operations and quality of life issues related to working in a large flight department or air carrier environment. The material is not limited to one specific area of a professional pilot’s career, but will seek to cover far reaching issues and provide the student with a wide perspective of what to expect as an airline pilot. Specific topics include: airline style interviews, training formats, working agreements, collective bargaining, bidding, scheduling, seniority, travel benefits, personal finance and other similar quality of life issues that will be encountered as a professional pilot. This course introduces the student to specific regulations pertaining to airline pilots, as such, duty, rest and flight time restrictions. Prerequisite: AVIT 222.

AVIT 323. Aerodynamics - Airplanes. 3 Credits.
This course will provide the student a study of the physical principles of airplane aerodynamics, thereby fostering an appreciation of the factors affecting aircraft performance, stability and control, and special flight conditions often experienced by commercial pilots of fixed-wing aircraft. The student must complete the appropriate flight lessons to satisfactorily complete the course. Prerequisite: AVIT 222 or AVIT 324. Corequisite: AVIT 324. Open to Aviation majors and minors only.

AVIT 324. Aircraft Systems. 3 Credits.
This course provides an in-depth study of reciprocating engine, propeller, electrical, environmental, hydraulic, pneumatic, fuel, ignition, lubrication, and pressurization systems. Prerequisite: AVIT 222. Prerequisite or Corequisite: AVIT 323. Open to Aviation majors and minors only.

AVIT 325. Multi-Engine Systems and Procedures. 2 Credits.
This course is designed to develop the knowledge and skills necessary to safely and proficiently exercise the privileges and responsibilities of a Commercial Pilot with a Multi-engine rating. Included are discussions concerning Aeronautical Decision Making of multi-engine aircraft systems, aerodynamics, Crew Resource Management, weight and balance, aircraft performance, and abnormal/emergency procedures. The course also includes a scenario based introduction to U.S. Title 14 Code of Federal Regulations (CFR) governing common carriage commercial operations. The student must complete the appropriate flight lessons to satisfactorily complete the course. Prerequisite: AVIT 324. Open to Aviation majors and minors only.

AVIT 327. Gas Turbine Engines. 2 Credits.
This course will provide an in-depth introduction to the turbine engine through the study of its development, theory of operation and the function of turbine engine components. Prerequisite: AVIT 142 or AVIT 324. Open to Aviation majors and minors only.

AVIT 331. Unmanned Aircraft Systems. 3 Credits.
This course of instruction introduces the student to the systems common to most Unmanned Aircraft with focus on those that differ significantly from their manned counterparts. Specific emphasis is placed upon autopilot systems and their integration with flight control and airborne communications systems. Prerequisites: AVIT 226 and AVIT 324.

AVIT 332. UAS Ground Systems. 3 Credits.
This course introduces the student to those subsystems that comprise the unmanned aircraft system (UAS) ground control and mission planning system. The launch and recovery systems typical of current UAS are also covered. Prerequisites: AVIT 226 and AVIT 324.

AVIT 333. UAS Remote Sensing. 4 Credits.
This course presents the theory and operations of common sensors used by the operators of unmanned aircraft systems. Theory is combined with operational scenarios in order to provide the student with the ability to match specific sensors with anticipated missions. Prerequisites: AVIT 226 and AVIT 324.

AVIT 334. UAS Communications and Telemetry Systems. 3 Credits.
This course introduces the student to control and sensor data link communications technology. Theory, combined with real-world examples, will allow the student to understand normal and degraded operations of UAS communications and telemetry data link systems. Prerequisites: AVIT 226 and AVIT 324.

AVIT 337. Survey of Unmanned Aircraft Systems. 2 Credits.
This course is designed for non-UAS majors to provide an introduction to Unmanned Aircraft Systems (UAS). Course content includes aircraft operating software, launch and recovery operations, payload operations, normal and emergency procedures, and mission planning and execution. It also includes a flight simulation component to provide exposure to the duties and responsibilities of UAS flight crew members but does not provide proficiency or certification on a specific UAS platform. Prerequisite: AVIT 101 or AVIT 102.

AVIT 338. UAS Operations. 4 Credits.
This course of instruction will develop the student’s knowledge and skills that are needed to safely employ unmanned aircraft systems. Course content includes aircraft operating software, launch and recovery operations, payload operations, normal and emergency procedures, and mission planning and execution. Specific emphasis will be placed upon aircraft and payload selection based upon proposed mission analysis. Students must complete the appropriate flight lessons to satisfactorily complete the course. Prerequisites: AVIT 226, AVIT 325, AVIT 331, AVIT 332, and AVIT 334.

AVIT 346. Aerodynamics and Performance-Helicopter. 4 Credits.
This course will provide study of helicopter aerodynamics, performance, stability, control, weight and balance and special flight conditions. The student must complete the appropriate flight lessons in the Commercial Pilot Helicopter Course to satisfactorily complete the course. Prerequisite: AVIT 245. Open to Aviation majors and minors only.

AVIT 348. Commercial Certification-Helicopter Additional Rating. 3 Credits.
This course provides the dual flight instruction and solo practice necessary to obtain a Commercial Pilot Certificate with a Rotorcraft/Helicopter Rating. The course includes ground instruction in helicopter aerodynamics, flight attitudes, control systems, auto rotation, vertical flight, and off-airport operations. The student must complete the appropriate flight lessons to satisfactorily complete the course. Commercial Pilot Certificate is the prerequisite; open to Aviation majors and minors only.

AVIT 349. Instrument Certification - Helicopter Additional Rating. 1 Credit.
At the completion of this course, helicopter students will have completed all FAA requirements for a Helicopter Instrument Rating. A minimum of a Private Pilot Certification with an Instrument Rating is required to enroll in this course. Prerequisite: AVIT 142. Open to Aviation majors and minors only.

AVIT 362. Air Traffic Control:Advanced Tower Operations II. 4 Credits.
Utilizing the 3D tower simulator, the students are taught the basic, advanced, and fundamental local control tower operations, structure, procedures, tower concepts, theories, positions, and faculty levels (5-7). Students will build on the knowledge gained in AVIT 260 ATC Tower Operations I. Students will be required to demonstrate the basic knowledge by applying radar arrivals/ departures procedures. To complete this course, students will be required to demonstrate their basic knowledge of control tower operations through written examinations and performance scenarios in an ATC lab. Prerequisite: AVIT 260.

AVIT 363. Air Traffic Control: Radar Operations II. 4 Credits.
This course provides students with advanced radar training and knowledge of separation requirements and procedures of terminal radar operations. Using advanced Air Traffic Control techniques, uncontrolled airport, military, and emergency operations are introduced. Student evaluations are based on demonstrated application of acquired controller skills utilizing ATC simulation. Scenarios progress in difficulty. To complete this course, students must, in addition to normal academic requirements, successfully complete required advanced radar simulation scenarios without assistance. An ATC lab is required. Prerequisites: AVIT 101 or AVIT 102 and AVIT 261.

AVIT 371. Global Perspectives. 3 Credits.
This course provides the student a truly well-rounded experience in global diversity, and helps produce graduates that are better prepared to engage and lead in the new global community. Students begin by studying a specific country’s history, geopolitics, economy, and culture, then travel to that country over the week of spring break for hands-on fieldwork. Aviation-oriented and cultural tours are conducted in the country visited to supplement daily life experience and cultural exchange opportunities. Repeatable to 6 credits. Open to Aviation majors and minors only.

AVIT 385. Seaplane Certification. 1 Credit.
The seaplane certification course includes all the necessary classroom and flight instruction for the student to acquire the skill, knowledge, and experience for obtaining a seaplane rating on his/her Private or Commercial Pilot Certificate. The course will include, but not be limited to, normal takeoffs, porpoising and skipping, water emergency takeoffs and landings, taxiing, sailing and docking, glassy water operations, cross-wind, rough water, and confined area takeoffs and landings, and the general care and operation of a seaplane. Prerequisite: AVIT 102. Open to Aviation majors and minors only.
AVIT 386. Conventional Aircraft Operations. 1 Credit.
Provides the necessary ground school and dual flight instruction for an endorsement for operation of tailwheel-type airplanes. Allows the student to acquire the knowledge and skills necessary for operation of the tailwheel aircraft on the ground and in flight. Prerequisite: AVIT 102. Open to Aviation majors and minors only.

AVIT 389. Introduction to Aerobic Flight. 1 Credit.
To introduce, analyze and fly some of the more advanced flight maneuvers defined as aerobatics. Basic aerobatic maneuvers will be flown during the course including loops, spins, rolls, and inverted flight, with advanced variations and combinations of maneuvers demonstrated in flight. Prerequisite: AVIT 102. Open to Aviation majors and minors only.

AVIT 397. Cooperative Education. 1-4 Credits.
A practical work experience with an employer closely associated with the student’s academic area. Arranged by mutual agreement between student, aviation department, and employer. A maximum of four cooperative education credits may be applied toward the total credits needed to complete degree requirements. Co-op credits may not be substituted for any required course within the student’s major. Acceptance into a co-op position with cooperating industry and approval of the aviation department are the prerequisites; open to aviation majors and minors only.

AVIT 399. Special Aerospace Topics. 1-12 Credits.
Prerequisite: AVIT 102. Open to Aviation majors and minors only.

AVIT 402. Airport Planning and Administration. 3 Credits.
This is the first of a two course curriculum in airport administration. This initial course provides an introduction to the complex elements of airport planning and its importance in achieving a successful airport operation. Course content includes a study of the duties and responsibilities of the airport manager with a special emphasis on the Federal Air Regulations governing the operation and administration of commercial service airports within the United States. Junior or Senior status is the prerequisite, open to Aviation majors and minors only.

AVIT 403. Aerospace Law. 3 Credits.
This course is designed to introduce the student to the United States legal system and the development of air law. The course will cover a broad range of topics related to aviation operations including constitutional law, administrative law, Federal Aviation Administration enforcement actions, aircraft ownership issues, products liability law, criminal law, contract law, and international law. Course activities include case reading, argument, and legal research. Junior or Senior status is the prerequisite, open to Aviation majors and minors only.

AVIT 405. Airline Operations and Management. 3 Credits.
This course examines the four major areas of air carrier operations, including ground, technical, flight and system operations, as well as airline economics, utilizing a management simulation tool. There is an intensive examination of regional, point-to-point and network carrier operations. Student management teams make weekly decisions in seven categories: Overall Strategy; Marketing; Operations Management; Human Resource Development; Finance; Asset Management; and Behavioral Elements. A portion of each class time is devoted to simulation activities, and the reading assignments focus on management decisions pertinent to the topic assigned, relying in part on current industry events, with an emphasis on ethical decision making. Junior or Senior status is the prerequisite, open to Aviation majors and minors only.

AVIT 407. General Aviation Operations and Management. 3 Credits.
Aspects of the operation and management of corporate flight departments, fixed-base operations, air cargo operations, and fractional ownership programs will be discussed. Pertinent regulations including FAR parts 91 and 135 will be studied. Aircraft and equipment evaluations will be conducted. Junior or Senior status is the prerequisite, open to Aviation majors and minors only.

AVIT 408. Fleet Planning and Aircraft Acquisition. 4 Credits.
This course will analyze the needs and missions of various business flight departments, provide insight into aircraft selection, and explore the details of aircraft acquisition. A broad range of issues will be discussed, including finance options, insurance coverage, and fleet management. Prerequisites: AVIT 101 or AVIT 102 and AVIT 407.

AVIT 411. International and Long Range Navigation. 3 Credits.
This course provides an understanding of global charting systems, great circle routes and waypoint plotting. Problems and methods of international flight and modern systems of long range navigation are studied as well as methods and systems of computing, communicating and displaying navigation information. This course also gives the student a familiarization with the international airspace structure including Required Navigation Performance (RNP) standards, Minimum Navigation Performance Specification (MNPS) operations and Reduced Vertical Separation Standards (RVSM). Prerequisites: AVIT 243 or AVIT 325 and MATH 146. Open to aviation majors and minors only.

AVIT 412. Aviation Safety Assurance. 3 Credits.
This course will examine the various techniques and processes used to assess and predict organizational risk as it pertains to aviation operations. The role of quality assurance within a Safety Management System (SMS) will be also explored. An introduction to specific aviation safety assurance programs will be conducted and will include safety surveys and formalized observations. Prerequisite: AVIT 311.

AVIT 414. Certified Flight Instructor Certification. 5 Credits.
Provides the student with a detailed study of the responsibilities and teaching concerns of a flight instructor. The course is divided into two major sections: fundamentals of teaching and learning, including effective teaching methods, learning process, consideration of flight training syllabi, effective evaluations, and flight instructor responsibilities; the second section is concerned with the analysis of the flight maneuvers involved with Private Pilot, Commercial Pilot and Flight Instructor Certificates. The course will also provide practical teaching experiences. The student must complete the associated flight lessons in the CFI Flight Course to satisfactorily complete the course. Prerequisites: AVIT 325 and Junior or Senior status. Open to Aviation majors and minors only.

AVIT 415. Instrument Flight Instructor. 4 Credits.
Provides the student with an in-depth study of the responsibilities and techniques to be used as an Instrument Flight Instructor. This course will also include additional study of instrument flight, charts, publications and regulations pertaining to the IFR environment, further develop the student’s knowledge of Technically Advanced Aircraft and provide practical teaching experience. The student must complete the associated flight lessons in the Instrument Flight Instructor course to satisfactorily complete the course. Prerequisites: AVIT 414 and Junior or Senior status. Open to Aviation majors and minors only.

AVIT 416. Multi-Engine Flight Instructor. 2 Credits.
This course provides an understanding of the fundamentals of teaching in a multi-engine airplane. The course will include multi-engine aerodynamics and performance, analysis of multieengine operations, single-engine operations and procedures, flight instructor responsibilities, flight safety concerns and instrument flight maneuvers in multi-engine airplanes. The student must complete the associated flight lessons in the Multi-engine Airplane CFI course to satisfactorily complete the course. Prerequisites: AVIT 415 and Junior or Senior status. Open to Aviation majors and minors only.

AVIT 421. Advanced Aerodynamics. 3 Credits.
Beginning with a brief review of low speed aerodynamics, the course provides a study of the terminology and aerodynamics fundamentals associated with transonic and supersonic flight. Prerequisites: AVIT 325 and Junior or Senior status or consent of the instructor. Open to aviation majors and minors only.

AVIT 428. Transport Category Aircraft Systems. 4 Credits.
This course provides an in-depth study of the complex systems of today’s air transport jet aircraft with an emphasis on the Canadair Regional Jet aircraft. It provides a review of all primary systems, to include both normal and abnormal operations. The course also provides the necessary background for Regional Jet simulator training to be presented in a later course. A course fee is charged for access to the Canadair Regional Jet virtual flight deck. Prerequisites: AVIT 325 and Junior or Senior status. Open to Aviation majors and minors only.

AVIT 429. Turboprop Operations. 4 Credits.
This course will provide an introduction to turboprop aircraft systems and procedures. Emphasis will be placed on the systems and operational procedures for a specific model of turboprop aircraft utilized by regional airlines. Course content and presentation will be similar to air carrier initial training. The course will provide a synopsis of the turboprop industry including any recent developments. Prerequisites: AVIT 325 and Junior or Senior status. Open to Aviation majors and minors only.
AVIT 430. Crew Resource Management. 3 Credits.
This course will provide an in-depth study of Crew Resource Management which involves having a thorough understanding of crew communications, teamwork, leadership, "followslinger," decision-making, and situational awareness. In addition, the student will learn how to properly utilize all available resources in order to conduct a safe and efficient flight. This course will also examine the benefits of diversity, and the role diversity plays in the modern aerospace industry. Prerequisites: AVIT 250 and either AVIT 245 or AVIT 325, Junior or Senior status. Open to Aviation majors and minors only.

AVIT 442. Airport Operations and Administration. 3 Credits.
This course is the second of a two course curriculum in airport administration. It is an advanced course emphasizing the further development of the skills and understanding of the operation and management of commercial service airports of all sizes. The content focuses upon the practical application of airport manager skills and includes educational tours of operating airports. The program stresses the airport manager’s role in relations with tenants, public officials, and patrons through the honing of individual writing and public speaking skills. Prerequisites: AVIT 402 and Junior or Senior status. Open to Aviation majors and minors only.

AVIT 464. Air Traffic Control: Tower and Radar Operations III. 4 Credits.
This course teaches advanced tower and radar operations and procedures. Students will learn about and practice military overhead maneuvers, arrivals and departures from uncontrolled airports, below Basic VFR minima operations, IFR operations, nighttime operations, in-flight and ground emergencies, bomb threat procedures, and special operations (runway incursions, hot cargo, hijacking) procedures. To complete this course, students must demonstrate their knowledge of the preceding tower courses, in addition to this course’s content. An ATC lab is required. Prerequisites: AVIT 362 and AVIT 363 and Junior or Senior status. Open to aviation majors and minors only.

AVIT 465. Air Traffic Control: Radar and Tower Operations IV. 4 Credits.
This is the capstone course for the ATC program focusing on the interaction between the Tower, Terminal Radar, and En-Route Facilities. The course provides students with highly advanced instruction on the ATC system, publications, Federal Aviation Regulations, separation standards, airspace utility, aircraft types and characteristics, fundamentals of navigation, pilot’s environment, flight assistance and emergencies, special operations, wake turbulence, weather, communications, and teamwork. Instruction is delivered through classroom lecture, group discussions and scenarios with hands-on practice. To complete this course, students must successfully complete the FAA AT Basic Exam and the required advanced simulation scenarios without assistance. An ATC lab is required. Prerequisites: AVIT 464 and Junior or Senior status. Open to aviation majors and minors only.

AVIT 468. Air Traffic Control:Non-Radar Procedures. 4 Credits.
This course stresses the comprehensive knowledge of ATC non-radar procedures, to include: airspace utilization, flight plans, general control procedures, board management, initial departure separation, IFR clearances to departing aircraft, communication requirements, and separation standards. Class scenarios will emphasize both enroute and terminal structures. To complete this course, the student shall be required to demonstrate and apply the skills and knowledge required to successfully complete a non-radar performance exercise in an ATC lab. Prerequisites: AVIT 260, AVIT 261, and Junior or Senior status. Open to aviation majors and minors only.

AVIT 480. Advanced Aircraft Operations. 3 Credits.
The topics of study include high speed and high altitude aerodynamics, physiological aspects of high altitude flight, considerations associated with operations near high speed buffet boundaries, effects of turbulence on high speed aircraft, the effects of maneuvering load factors, FAR Part 25 takeoff and landing performance, along with the general study of applied systems management. The student must complete the associated flight lessons to satisfactorily complete the course. No concurrent enrollment allowed with other aviation flight courses. Prerequisites: AVIT 415, AVIT 421, AVIT 428, and Junior or Senior status. Open to aviation majors and minors only.

AVIT 481. Airline Transport Pilot Certification Lab. 2 Credits.
Provides a comprehensive background of flight experience in two engine airplanes to meet the proficiency requirements of the FAA Airline Transport Pilot oral and flight examinations. Students enrolling in the course must hold a valid FAA Commercial Pilot Certificate with an airplane category and multi-engine class rating; in addition, they must hold a valid Instrument-Airplane Rating. Flight instruction in the course includes basic instrument flying, concentrated practice on instrument approach procedures, emergency procedures, and cross-country flying. Prerequisites: AVIT 208, AVIT 325, and Junior or Senior status. Open to aviation majors and minors only.

AVIT 485. Aviation Senior Capstone. 3 Credits.
This course will explore contemporary and ethical issues in the aviation industry. Students will work in multi-disciplinary teams to examine and solve issues related to global aviation, environmental concerns, technology advances, aviation safety and security practices, labor issues and aviation economics. Students will be required to demonstrate an understanding of information literacy and advanced communications through coursework. Prerequisites: AVIT 403 and Senior status.

AVIT 490. Methods and Materials in Teaching Aviation I. 2 Credits.
This course will acquaint the student with resources and software used in classroom teaching specific to aviation. Topics covered include teaching with technology, utilizing instructional aids, motivating students, marketing a program and a career exploration in aviation education. Students will also gain the experience of managing the Aerospace Learning Center. Prerequisite: AVIT 414 or consent of instructor. Open to Aviation majors and minors only.

AVIT 491. Methods and Materials in Teaching Aviation II. 2 Credits.
This course will be a continuation of the work started in Aviation 490 by providing the student with additional opportunities in the use of resources and software used in classroom teaching specific to aviation. Additional emphasis will be placed on the development of course syllabi and lesson plans, delivering classroom lessons, and the critique, evaluation, and assessment of student and instructor performance. Students will also gain the experience of managing the Aerospace Learning Center. Prerequisites: AVIT 414 and Junior or Senior status or consent of instructor. Open to Aviation majors and minors only.

AVIT 497. Aviation Internship. 1-4 Credits.
Aviation internship will provide a student with the actual, on-the-job exposure of a particular area of interest the student has within the aviation industry. Internships will be available in airport management, general aviation management, on both the manufacturer and fixed-base operator level and within the weather modification industry. The weather modification internship will be available only with the necessary federal funding or contractor support. A maximum of 4 credits will be awarded toward graduation. Prerequisites will vary depending on the area of the internship. Junior or senior standing required. Open to Aviation majors and minors only. Prerequisites will vary depending on the area of the internship.

AVIT 499. Readings in Aviation. 1-3 Credits.
Individual student projects designed to develop advanced knowledge in a specific area of expertise. A written report is required. Senior standing is the prerequisite; open to aviation majors and minors only.

Banking and Financial Economics
(See Economics (p. 103) listing)

Biochemistry and Molecular Biology (BMB)
http://www.med.und.edu/biochemistry/index.cfm
Dhasarathy, Foster, Milavetz, Ohm, Shabb, Singh, Sukalski (Interim Chair), Vaughan, Wu and Xie

Courses

BMB 301. Biochemistry. 3 Credits.
Topics including enzymology; bioenergetics; metabolism and its regulation; nucleic acid metabolism; recombinant DNA technology; structure and function of macromolecules. Prerequisite: CHEM 340 or Chem 342 or an equivalent approved by the department.

BMB 401. Biochemistry of Proteins and Information Flow. 3 Credits.
This course will build upon the overview of biochemistry and molecular biology as presented in BMB 301. Topics to be presented include protein structure and function, enzymology, and the expression and transmission of genetic information. Prerequisite: BMB 301.

BMB 403. Advanced Biochemistry Laboratory. 2 Credits.
Students will demonstrate competency in understanding and performing physical and molecular techniques commonly used in biomedical research. BMB 401 is the prerequisite or corequisite, permission of instructor is also required.
BMB 494. Directed Studies, 1-4 Credits.
A course designed to provide individual students with the opportunity for creative, scholarly, and research activities in Biochemistry and Molecular Biology under the direction of a departmental faculty member.

**Biology (Biol)**

http://www.arts-sciences.und.edu/biology

Carmichael, Darby, D. Darland, T. Darland, Goodwin (Chair), Kelsch, Meberg, Newman, Pyle, Ralph, Rhen, Schlosser, Sheridan, Simmons, Tkach, Vaughan and Yurkonis

The Biology Department’s program provides a well-rounded, balanced education, which focuses on the development of essential skills for professional and personal success and a broad exposure to all levels of biological organization, from molecules to ecosystems. Essential skills fostered in the program include: critical and creative thinking, quantitative reasoning, written and oral communication, and information literacy.

Our philosophy is that a university education should emphasize both formal classroom instruction and individual research experiences for highly motivated students. Class instruction benefits from having enthusiastic faculty scholars working at the forefront of their disciplines. Faculty research benefits from having enthusiastic undergraduate students integrally involved in faculty research projects.

**Facilities**

The Department of Biology is housed in Starcher Hall. In addition to classrooms, computer laboratories and other specialized teaching laboratories, the building houses a herbarium, three greenhouses, environmental chambers, animal rooms for terrestrial and aquatic organisms, observation rooms, vertebrate and invertebrate museums, tissue culture facilities, a biology core molecular facility, and more than 2,000 square feet of shared flexible research space. The Department also maintains three field stations which cover more than 1,500 acres and represent a range of natural and working landscapes in North Dakota.

**Independent Study, Research Opportunities, and the Honors Program**

Well-qualified Biology majors are urged to participate in independent studies, undergraduate research, or honors work. Normally, independent studies and research are initiated by invitation from a faculty member. Students selected for these programs usually carry out their studies in the research laboratories of the individual professors. Research apprenticeships or assistantships financed by private foundation support or faculty research grants may be available for part-time employment. The Department participates in the University Honors Program through certain interdisciplinary colloquia, by honors credit in advanced courses, and by independent studies and tutorials in advanced topics.

B.S. with Major in Molecular and Integrative Biology
B.S. with Major in Biology
B.S. with Major in Fisheries and Wildlife Biology

**College of Arts and Sciences Degree Programs and Options**

**B.S. with Major in Biology (Three Options)**

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies requirements (See University ES listing, minimum 39 total credits.) The following courses must be taken as part of the Essential Studies requirement:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ENGL 110</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>College Composition II</td>
<td>3</td>
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<tr>
<td>or ENGL 125</td>
<td>Technical and Business Writing</td>
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II. 44 major hours including:

A. Core requirements for each option (24 hours), all courses below:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 120</td>
<td>Orientation to the Biology Major</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
<td>3</td>
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<tr>
<td>&amp; BIOL 151</td>
<td>and General Biology II</td>
<td></td>
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<tr>
<td>BIOL 150L</td>
<td>General Biology I Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>&amp; BIOL 151L</td>
<td>and General Biology II Laboratory</td>
<td></td>
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<tr>
<td>BIOL 312</td>
<td>Evolution</td>
<td>3</td>
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<tr>
<td>BIOL 315</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 332</td>
<td>General Ecology</td>
<td>3</td>
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<tr>
<td>BIOL 341</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 480</td>
<td>Senior Capstone Seminar</td>
<td>3</td>
</tr>
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</table>

Total Credits: 24

• Students who take BIOL 111 Concepts of Biology and BIOL 111L Concepts of Biology Laboratory prior to becoming a Biology major are required to take BIOL 150 General Biology I and BIOL 150L General Biology I Laboratory to complete the General Biology sequence.

• Three credits for an accepted BIOL 489 Senior Honors Thesis can be substituted for the BIOL 480 Senior Capstone Seminar with prior approval of the thesis topic by the Chair of Biology.

We strongly advise mastery of materials in all core courses except BIOL 480 Senior Capstone Seminar prior to enrolling in other 300 or 400 level Biology courses.

No more than one Biology course intended for non-majors (all University of North Dakota 200 level Biology courses) will count toward the 44 hour major.

At least four upper-division Biology courses with laboratories must be included in the 44 hour major. Up to two upper-division, life sciences-related laboratory courses (lecture + lab = 1 course) from the UND School of Medicine and Health Sciences may be counted toward the four-course upper division laboratory requirement, provided they do not overlap extensively with subject matter in Biology Department courses also being used for credit.

Specifically:

• One or two of the following four courses from the UND School of Medicine and Health Sciences can be applied toward the 44 credits required for a BS in Biology degree.

• Select one or two of the following:
  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 204</td>
<td>Anatomy for Paramedical Personnel</td>
<td>5</td>
</tr>
<tr>
<td>&amp; 204L</td>
<td>and Anatomy for Paramedical Personnel Laboratory</td>
<td></td>
</tr>
<tr>
<td>MBIO 302</td>
<td>General Microbiology Lecture</td>
<td>3</td>
</tr>
<tr>
<td>&amp; 302L</td>
<td>and General Microbiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>MBIO 328</td>
<td>Introduction to Immunology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 301</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
</tbody>
</table>

• MBIO 202 Introductory Medical Microbiology Lecture/MBIO 202L Introductory Medical Microbiology Laboratory will only be allowed with special permission of the Biology department.

• Only ANAT 204L Anatomy for Paramedical Personnel Laboratory and MBIO 302L General Microbiology Laboratory can be applied toward the requirement for four advanced labs. PPT 301 Human Physiology will not be allowed for the advanced lab requirement.

• PPT 301 Human Physiology and BIOL 442L Physiology of Organs and Systems/BIOL 442L Physiology of Organs and Systems Laboratory will not both be counted towards the 44 credit requirement for a UND Biology degree.

• At least 15 of the total 44 credits required for the BS degree must be taken in the UND Biology department, exclusive of the credits earned in the UND School of Medicine and Health Sciences.
Option 1. General Biology

This program is designed for students interested in obtaining a broad background in biology, with maximum flexibility in program design. Students should consult with their advisor to develop an appropriate course of study.

Advanced requirements (20 credit hours of Biology electives)

All other 300 or 400 level Biology courses will count toward the 20 elective credit hours needed.

Option 2. Molecular, Cellular, and Developmental Biology

This program is designed for students interested in the cellular and sub-cellular mechanisms underlying biological phenomena. It is especially appropriate for students anticipating a career in biotechnology or biomedical research. These courses will provide a foundation for students planning to continue their studies in graduate or professional programs, or students wanting to pursue technical positions in life science research or pharmaceutical companies. Students should consult with their advisor to develop an appropriate course of study.

Advanced requirements (minimum 20 credit hours):

Required courses
- BIOL 341L Cell Biol Lab
- BIOL 410 Molecular Biology Techniques
- BIOL 378 Developmental Biology
- BIOL 415 Genomics

Select minimum 5 credit hours of the following (Option courses):
- BIOL 315R Genetics Recitation
- BIOL 369 Histology
- BIOL 369L Histology Lab
- BIOL 450 Molecular Genetics
- MBIO 302 General Microbiology Lecture
- MBB 401 Biochemistry of Proteins and Information Flow

Biology electives

Total Credits

* All 300 or 400 level Biology courses, including any of those not taken from the group above, will count toward the elective credit hours needed.

Option 3. Ecology and Evolutionary Biology

This program is designed for students interested in ecology, evolutionary biology, and related areas. Students will explore animal behavior, biodiversity, evolutionary history and interactions of organisms and their environments. The coursework outlined here will familiarize students with the conceptual framework of ecology and evolutionary biology and provide necessary analytical skills and familiarity with the major groups of living organisms. The program will help prepare students for careers with ecological and evolutionary applications and pursuit of graduate degrees in these fields. Students should consult with their advisor to develop an appropriate course of study.

Advanced requirements (minimum 20 credit hours):

Required courses
- BIOL 332L Gen Ecology Lab
- BIOL 376 Animal Biology
- & 376L and Animal Biology Laboratory
- or BIOL 350 Plant Biology

Select minimum 5 credit hours of the following (Option courses):
- BIOL 333 Population Biology
- BIOL 338 Animal Behavior
- BIOL 433 Aquatic Ecology
- BIOL 439 Conservation Biology

Biology electives

Physical Sciences requirement

Select minimum 3-4 credit hours of the following:
- GEOL 134 Introduction to Global Climate
  & 134L and Introduction to Global Climate Laboratory
- GEOG 471 Cartography and Visualization
  & 471L and Cartography and Visualization Laboratory
- GEOG 474 Introduction to Geographic Information Systems (GIS)
- GEOL 101 Introduction to Geology
  & 101L and Introduction to Geology Laboratory
- GEOL 102 The Earth Through Time
  & 102L and The Earth Through Time Laboratory

Total Credits

* All 300 or 400 level Biology courses, including any of those not taken from the groups above, will count toward the elective credit hours needed. Although not required, all students in the Ecology and Evolutionary Biology emphasis are encouraged to take both BIOL 350 Plant Biology and BIOL 376 Animal Biology. Depending on the student’s area of interest, any or several of the following courses that were not already identified are potentially recommended: BIOL 336 Systematic Botany; BIOL 363 Entomology; BIOL 364 Parasitology; BIOL 364L Parasitology Laboratory; BIOL 425 Ichthyology; BIOL 426 Birds & Mammals; BIOL 410 Molecular Biology Techniques, and/or BIOL 415 Genomics, are recommended as elective courses for students interested in Ecology and Evolutionary Biology.

III. Cognate requirements in other departments for all three options (30-33 credit hours):

Mathematics
- MATH 146 Applied Calculus I
  or MATH 165 Calculus I

Chemistry
- CHEM 121 General Chemistry I
  & 121L and General Chemistry I Laboratory
- CHEM 122 General Chemistry II
  & 122L and General Chemistry II Laboratory
- CHEM 340 Survey of Organic Chemistry
  & 340L and Survey of Organic Chemistry Laboratory
  & BMB 301 and Biochemistry
  or CHEM 341 Organic Chemistry I
  & 341L and Organic Chemistry I Laboratory
  & CHEM 342 and Organic Chemistry II
  & CHEM 342L and Organic Chemistry II Laboratory

Physical Sciences
- PHYS 211 College Physics I
  & PHYS 212 and College Physics II
  or PHYS 251 University Physics I
  & PHYS 252 and University Physics II

Statistical Methods and Data Interpretation

Select one of the following:
- BIOL 470 Biometry (****)
- SOC 326 Sociological Statistics
- MATH 321 Applied Statistical Methods

Total Credits

* Students with a particular aptitude for mathematics should consider taking both MATH 165 Calculus I and MATH 166 Calculus II and should consult with their advisor regarding this potential option.

** Pre-requisites for either course are the responsibility of the student.
The sequence of CHEM 341 Organic Chemistry I and CHEM 342 Organic Chemistry II and BMB 301 Biochemistry is highly recommended for pre-medicine students because some medical schools require or prefer this combination.

BIOL 470 Biometry, is required in the Ecology and Evolutionary Biology option.

Teacher Certification

Students seeking secondary teacher certification in Biology must complete the Department of Teaching and Learning requirements in Secondary Education (see Secondary Education (p. 225) listing).

These students must complete the B.S. with Major in Biology, the B.S. in Molecular and Integrative Biology, the B.S. with Major in Biology (Pre-Health Sciences Emphasis), or the B.S. in Fisheries and Wildlife Biology and include the following three courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 312</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 336</td>
<td>Systematic Botany</td>
<td>4</td>
</tr>
<tr>
<td>MBIO 302 &amp;</td>
<td>General Microbiology Lecture &amp; and Microbiology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

These students must also complete at least four credit hours of earth science from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 101L</td>
<td>and Introduction to Geology Laboratory</td>
<td></td>
</tr>
<tr>
<td>GEOG 121</td>
<td>Global Physical Environment</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 121L</td>
<td>and Global Physical Environment Laboratory</td>
<td></td>
</tr>
<tr>
<td>GEOG 134</td>
<td>Introduction to Global Climate</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 134L</td>
<td>and Introduction to Global Climate Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Other choices of courses in Biology should be made with the aid of a Biology adviser. Among the other requirements for the major, students seeking teacher certification must complete the following option.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp; 340L</td>
<td>Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>BMB 301</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

Students interested in certification in both Biology and Physics should take

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 213 &amp;</td>
<td>College Physics III</td>
<td>4</td>
</tr>
<tr>
<td>213L</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>PHYS 211 &amp;</td>
<td>College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>211L</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>PHYS 212 &amp;</td>
<td>College Physics II</td>
<td>4</td>
</tr>
<tr>
<td>212L</td>
<td>and</td>
<td></td>
</tr>
</tbody>
</table>

Formal admission to Teacher Education is required and is normally sought while enrolled in T&L 250 Introduction to Education (see Department of Teaching and Learning (p. 225) listing). Biology majors seeking secondary certification must have an adviser both in the Biology Department and in the Department of Teaching and Learning.

B.S. with Major in Molecular and Integrative Biology (Options in either Basic Life Science or Enhanced Applied Life Science)

Study of life science in the past has been largely confined to the intellectual platforms associated with individual levels of biological organization, e.g., molecular biology, cellular biology, physiology of organisms, and ecology.

This degree program emphasizes integration of knowledge across levels of biological organization from the gene/molecular/cellular to the development and physiology of individual organisms, along with their adaptation to local environments. The new training model has greater potential to contribute to educational success, medical advances, technological innovation, and commercialization of knowledge. Coursework in the degree provides a strong foundation for students planning to either continue their studies in medical science, graduate, and professional programs (Basic Life Science Option) or pursue technical positions/further training or professional positions in applied health science and biotechnology (Enhanced Applied Life Science Option). Students in the degree program will be encouraged, depending on their interests, to pursue research experiences with faculty in the medical or life sciences, additional coursework suited to the biotechnology industry, internships with regional biotechnology corporations, and cross-disciplinary training in entrepreneurship.

Required 125 credits (Basic Life Science Option) or 138 credits (Enhanced Applied Life Science Option), 36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution, including:

I. Essential Studies (ES) requirements (see University ES listing), minimum 39 total credits. The following courses must be taken as part of the Essential Studies requirement:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>College Composition II</td>
<td>6</td>
</tr>
<tr>
<td>&amp; ENGL 125</td>
<td>and Technical and Business Writing</td>
<td></td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 12

II. Core and Advanced Requirements (48 credit hours):

A. Core requirements for both the Basic Life Science and the Enhanced Applied Life Science options (24 hours), all courses below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>Orientation to the Biology Major</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 150 &amp;</td>
<td>General Biology I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; BIOL 151</td>
<td>&amp; General Biology II</td>
<td></td>
</tr>
<tr>
<td>BIOL 150L</td>
<td>General Biology I Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>&amp; BIOL 151L</td>
<td>and General Biology II Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL 312</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 332</td>
<td>General Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 341</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 480</td>
<td>Senior Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 24

* Students who take BIOL 111 Concepts of Biology and BIOL 111L Concepts of Biology Laboratory prior to becoming a Biology major are required to take BIOL 150 General Biology I and BIOL 150L General Biology I Laboratory to complete the General Biology sequence.

** Three credits for an accepted BIOL 489 Senior Honors Thesis can be substituted for the BIOL 480 Senior Capstone Seminar with prior approval of the thesis topic by the Chair of Biology.

We strongly advise mastery of materials in all core courses except BIOL 480 Senior Capstone Seminar prior to enrolling in other 300 or 400 level Biology courses.

No more than one Biology course intended for non-majors (all University of North Dakota 200 level Biology courses) will count toward the 44 hour major.

At least four upper-division Biology courses with laboratories must be included in the 44 hour major. Up to two upper-division, life sciences-related laboratory courses (lecture + lab = 1 course) from the UND School of Medicine and Health Sciences may be counted toward the four-course, upper-division laboratory requirement, provided they do not overlap extensively with subject matter in Biology Department courses also being used for credit.

Specifically:

- One or two of the following four courses from the UND School of Medicine and Health Sciences can be applied toward the 44 credits required for a BS in Molecular and Integrative Biology degree.

Select one or two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 204 &amp;</td>
<td>Anatomy for Paramedical Personnel</td>
<td>5</td>
</tr>
<tr>
<td>204L</td>
<td>and Anatomy for Paramedical Personnel Laboratory</td>
<td></td>
</tr>
<tr>
<td>MBIO 302 &amp;</td>
<td>General Microbiology Lecture &amp; and Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>302L</td>
<td>Laboratory</td>
<td></td>
</tr>
<tr>
<td>MBIO 328</td>
<td>Introduction to Immunology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 301</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
</tbody>
</table>
**Undergraduate Academic Information**

- **MBIO 202 Introductory Medical Microbiology Lecture/MBIO 202L Introductory Medical Microbiology Laboratory** will only be allowed with special permission of the Biology department.
- Only ANAT 204L Anatomy for Paramedical Personnel Laboratory and MBIO 302L General Microbiology Laboratory can be applied toward the requirement for four advanced labs. PPT 301 Human Physiology will not be allowed for the advanced lab requirement.
- PPT 301 Human Physiology and BIOL 442 Physiology of Organs and Systems/BIOL 442L Physiology of Organs and Systems Laboratory will not both be counted towards the 44 credit requirement for the degree.
- At least 15 of the total 44 credits required for the BS degree must be taken in the UND Biology department, exclusive of the credits earned in the UND School of Medicine and Health Sciences.
- BIOL 494 Directed Studies, or BIOL 492 Research, may be counted as one upper-division laboratory requirement with appropriate documentation of the laboratory experience and approval by the supervising faculty member, the faculty adviser, and the Biology Department Chairperson.
- Students may include no more than 10 combined credit hours from BIOL 494 Directed Studies; BIOL 492 Research; and BIOL 489 Senior Thesis, towards the total 44 credit hours required for this Biology major.

**B. Advanced requirements for both the Basic Life Science and the Enhanced Applied Life Science options (minimum 24 credit hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 341L</td>
<td>Cell Biol Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 378</td>
<td>Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 378L</td>
<td>Developmental Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 410</td>
<td>Molecular Biology Techniques</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 415</td>
<td>Genomics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 416</td>
<td>Ecological Genomics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 418</td>
<td>Systems Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 442</td>
<td>Physiology of Organs and Systems</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 442L</td>
<td>Physiology of Organs and Systems Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 24

**III. Cognate requirements in other departments:**

**A. Basic Life Science Option (30-36 credit hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 146</td>
<td>Applied Calculus I</td>
<td>3-4</td>
</tr>
<tr>
<td>or MATH 165</td>
<td>Calculus I</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics

**Chemistry and Biochemistry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 121L</td>
<td>and General Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 122L</td>
<td>and General Chemistry II Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM 340</td>
<td>Survey of Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>&amp; 340L</td>
<td>and Survey of Organic Chemistry Lab</td>
<td></td>
</tr>
<tr>
<td>or CHEM 341</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 341L</td>
<td>and Organic Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 342</td>
<td>Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 342L</td>
<td>Organic Chemistry II Laboratory</td>
<td></td>
</tr>
<tr>
<td>BMB 301</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

Physical Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 211</td>
<td>College Physics I</td>
<td>8</td>
</tr>
<tr>
<td>&amp; PHYS 212</td>
<td>and College Physics II</td>
<td></td>
</tr>
<tr>
<td>or PHYS 251</td>
<td>University Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 252</td>
<td>and University Physics II</td>
<td></td>
</tr>
</tbody>
</table>

Statistics and Data Interpretation

Select one of the following:

- BIOL 470 Biometry
- SOC 326 Sociological Statistics
- MATH 321 Applied Statistical Methods

Total Credits: 30-31

**B. Enhanced Applied Life Science Option (45-51 credit hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 146</td>
<td>Applied Calculus I</td>
<td>3-4</td>
</tr>
<tr>
<td>or MATH 165</td>
<td>Calculus I</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics

**Chemistry, Biochemistry, Immunology, and Microbiology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 121L</td>
<td>and General Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 122L</td>
<td>and General Chemistry II Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM 340</td>
<td>Survey of Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>&amp; 340L</td>
<td>and Survey of Organic Chemistry Lab</td>
<td></td>
</tr>
<tr>
<td>or CHEM 341</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 341L</td>
<td>and Organic Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 342</td>
<td>Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 342L</td>
<td>Organic Chemistry II Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM 333</td>
<td>Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>BMB 301</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BMB 401</td>
<td>Biochemistry of Proteins and Information Flow</td>
<td>3</td>
</tr>
<tr>
<td>BMB 403</td>
<td>Advanced Biochemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MBIO 302</td>
<td>General Microbiology Lecture</td>
<td>2</td>
</tr>
<tr>
<td>MBIO 302L</td>
<td>General Microbiology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MBIO 328</td>
<td>Introduction to Immunology</td>
<td>3</td>
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</tbody>
</table>

Physical Sciences

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHYS 211</td>
<td>College Physics I</td>
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</tr>
<tr>
<td>&amp; PHYS 212</td>
<td>and College Physics II</td>
<td></td>
</tr>
<tr>
<td>or PHYS 251</td>
<td>University Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 252</td>
<td>and University Physics II</td>
<td></td>
</tr>
</tbody>
</table>

**Select one of the following:**

- BIOL 470 Biometry
- SOC 326 Sociological Statistics
- MATH 321 Applied Statistical Methods

Total Credits: 45-46

* Students with a particular aptitude for mathematics should consider taking both and and should consult with their advisor regarding this potential option.
** Pre-requisites for either course are the responsibility of the student.
*** The sequence of CHEM 341 Organic Chemistry I and CHEM 342 Organic Chemistry II AND MBIO 301 Biochemistry is highly recommended for pre-medicine students because some medical schools require or prefer this combination.

Note: Enhanced Applied Life Science Option requires 117-123 total credit hours.

**IV. Additional recommendations.**

The coursework outlined for the B.S. degree in Molecular and Integrative Life Science builds a strong foundation for further work in either Basic Life Science or Enhanced Applied Life Science. As students progress through the B.S. degree in Molecular and Integrative Life Science, they are encouraged to seek out additional experiential learning opportunities. In either of the options, students are encouraged to get additional research experience working in the labs of individual faculty associated with the degree program. As
students continue to progress through the program they should also explore opportunities for indepth research experiences, including:

**Basic Life Science Option:** In their Junior and Senior years, students in this option are strongly encouraged to participate in independent summer research internships in the laboratories of UND faculty associated with either the Molecular and Integrative Life Science program or the School of Medicine and Health Sciences.

**Enhanced Applied Life Science Option:** In their Junior and Senior years, students interested in a career in the biotechnology industry are strongly encouraged to pursue internships in regional biotech corporations and at a minimum take the following courses in entrepreneurship:

<table>
<thead>
<tr>
<th>ENTR 200</th>
<th>Concept Generation and Technology Entrepreneurship</th>
<th>1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTR 201</td>
<td>The Entrepreneur and the Enterprise</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Summer research opportunities in faculty labs and the biotechnology industry are highly competitive. Students are encouraged to engage faculty and regional biotech corporations early in their program of study regarding the availability of such opportunities. They should also discuss with their faculty adviser the potential for receiving course credit for these activities.

**Description of Recommended Courses in Entrepreneurship**

**ENTR 200. Concept Generation and Technology Entrepreneurship. 1-3 Credits.**

Technical Entrepreneurship is an introductory course for non-business majors to explore important foundational concepts of entrepreneurship, including technical feasibility, marketability, intellectual property (IP) protection, technology transfer, and venture initiation. This course is team-taught by one business school faculty member and one faculty member from a technology-oriented discipline. Not repeatable.

**ENTR 201. The Entrepreneur and the Enterprise. 3 Credits.**

Introductory course that explores the relationship between ideas, entrepreneurs, markets, and enterprise. Topics include: What is an enterprise?, opportunity discovery, market feasibility, enterprise economics and profitability. Prerequisites: ENTR 200 or instructor consent.

**B.S. with Major in Biology (Pre-Health Sciences Emphasis)**

This program is designed for students interested in medicine or allied medical fields such as dentistry, veterinary medicine, or medical research. Pre-health students should consult with their Biology adviser and the pre-health adviser in the College of Arts and Sciences to develop an appropriate course of study.

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution), including:

I. Essential Studies requirements (see University ES listing, minimum 39 total credits). The following courses must be taken as part of the Essential Studies requirement:

<table>
<thead>
<tr>
<th>ENGL 110</th>
<th>College Composition I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 120</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 125</td>
<td>Technical and Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 9

II. 44 major hours including:

A. Core requirements or each option (24 credit hours), all courses below:

| BIOL 120       | Orientation to the Biology Major | 1   |
| BIOL 150       | General Biology I & BIOL 151    | 6   |
| BIOL 150L & BIOL 151L | General Biology I Laboratory & General Biology II Laboratory | 2 |
| BIOL 312       | Evolution                        | 3   |
| BIOL 315       | Genetics                         | 3   |

B. Advanced requirements (minimum 20 credit hours):

- Students who take BIOL 111 Concepts of Biology and BIOL 111L Concepts of Biology Laboratory prior to becoming a Biology major are required to take BIOL 150 General Biology I and BIOL 150L General Biology I Laboratory to complete the General Biology sequence.
- Three credits for an accepted BIOL 489 Senior Honors Thesis can be substituted for BIOL 480 Senior Capstone Seminar with prior approval of the thesis topic by the Chair of Biology.

We strongly advise mastery of materials in all core courses except BIOL 480 Senior Capstone Seminar prior to enrolling in other 300 or 400 level Biology courses.

No more than one Biology course intended for non-majors (all University of North Dakota 200 level Biology courses) will count toward the 44 hour major.

At least four upper-division Biology courses with laboratories must be included in the 44 hour major. Two upper-division, life sciences-related laboratory courses (lecture + lab = 1 course) from the UND School of Medicine and Health Sciences may be counted toward the four-course, upper-division laboratory requirement, provided they do not overlap extensively with subject matter in Biology Department courses also being used for credit.

Specifically:

- One or two of the following four courses from the UND School of Medicine and Health Sciences can be applied toward the 44 credits required for a BS in Biology degree.
- Select one or two of the following:
  - ANAT 204 & 204L Anatomy for Paramedical Personnel Laboratory
  - MBIO 302 & 302L General Microbiology Lecture and General Microbiology Laboratory
  - MBIO 328 Introduction to Immunology
  - PPT 301 Human Physiology
- MBIO 202 Introductory Medical Microbiology Lecture/MBIO 202L Introductory Medical Microbiology Laboratory will only be allowed with special permission of the Biology department.
- Only ANAT 204L Anatomy for Paramedical Personnel Laboratory and MBIO 302L General Microbiology Laboratory can be applied toward the requirement for four advanced labs. PPT 301 Human Physiology will not be allowed for the advanced lab requirement.
- PPT 301 Human Physiology and BIOL 442 Physiology of Organs and Systems/BIOL 442L Physiology of Organs and Systems Laboratory will not both be counted towards the 44 credit requirement for a UND Biology degree.
- At least 15 of the total 44 credits required for the BS degree must be taken in the UND Biology department, exclusive of the credits earned in the UND School of Medicine and Health Sciences.
- BIOL 494 Directed Studies, or BIOL 492 Research may be counted as one upper-division laboratory requirement with appropriate documentation of the laboratory experience and approval by the supervising faculty member, the faculty adviser, and the Biology Department Chairperson.
- Students may include no more than 10 combined credit hours from BIOL 494 Directed Studies; BIOL 492 Research; and BIOL 489 Senior Honors Thesis, towards the total 44 credit hours required for this Biology Major.

**Select minimum 12 credit hours of the following (Upper-Level Courses):**

| BIOL 341L | Cell Biol Lab |
| BIOL 364  | Parasitology |
| BIOL 364L | Parasitology Laboratory |
| BIOL 369  | Histology |
| BIOL 369L | Histology Lab |
| BIOL 376  | Animal Biology |
The Department offers a four-year program leading to the degree of Bachelor of Science in Fisheries and Wildlife Biology. Students completing this program are qualified to obtain positions with state, federal and private fisheries and wildlife organizations.

### B.S. with Major in Fisheries and Wildlife Biology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 376L</td>
<td>Animal Biology Laboratory</td>
</tr>
<tr>
<td>BIOL 378</td>
<td>Developmental Biology</td>
</tr>
<tr>
<td>BIOL 378L</td>
<td>Developmental Biology Lab</td>
</tr>
<tr>
<td>BIOL 418</td>
<td>Systems Biology</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>BIOL 442</td>
<td>Physiology of Organs and Systems</td>
</tr>
<tr>
<td>BIOL 442L</td>
<td>Physiology of Organs and Systems Laboratory</td>
</tr>
<tr>
<td>BIOL 450</td>
<td>Molecular Genetics</td>
</tr>
<tr>
<td>BIOL 460</td>
<td>Molecular Biology of the Cell</td>
</tr>
<tr>
<td>MBIO 328</td>
<td>Introduction to Immunology</td>
</tr>
</tbody>
</table>

**Biology Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 431</td>
<td>Aquatic Ecology</td>
</tr>
<tr>
<td>BIOL 432</td>
<td>Ichthyology</td>
</tr>
<tr>
<td>BIOL 433</td>
<td>Birds &amp; Mammals</td>
</tr>
<tr>
<td>BIOL 438</td>
<td>Fisheries Management</td>
</tr>
<tr>
<td>BIOL 481</td>
<td>Fisheries &amp; Wildlife Senior Capstone</td>
</tr>
</tbody>
</table>

Total Credits: 20

* All 300 or 400 level Biology courses, including any of those not taken from the group above, will count toward the elective credit hours needed.

**III. Cognate requirements in other departments (30-33 credit hours):**

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Select one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 146</td>
<td>Calculus I **</td>
</tr>
<tr>
<td>or MATH 165</td>
<td>Applied Calculus I **</td>
</tr>
</tbody>
</table>

### Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>&amp; 121L</td>
<td>General Chemistry I Laboratory</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>&amp; 122L</td>
<td>General Chemistry II Laboratory</td>
</tr>
<tr>
<td>CHEM 340</td>
<td>Survey of Organic Chemistry</td>
</tr>
<tr>
<td>&amp; 340L</td>
<td>Survey of Organic Chemistry Laboratory</td>
</tr>
<tr>
<td>&amp; BMB 301</td>
<td>Biochemistry **</td>
</tr>
</tbody>
</table>

### Physical Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 211</td>
<td>College Physics I</td>
</tr>
<tr>
<td>&amp; PHYS 212</td>
<td>College Physics II</td>
</tr>
</tbody>
</table>

**Electives**

Select minimum of 12 hours of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BIOL 338</td>
<td>Animal Behavior</td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Plant Biology</td>
</tr>
<tr>
<td>BIOL 363</td>
<td>Entomology</td>
</tr>
<tr>
<td>BIOL 364</td>
<td>Parasitology</td>
</tr>
<tr>
<td>&amp; 364L</td>
<td>Parasitology Laboratory</td>
</tr>
<tr>
<td>BIOL 376</td>
<td>Animal Biology</td>
</tr>
<tr>
<td>&amp; 376L</td>
<td>Animal Biology Laboratory</td>
</tr>
<tr>
<td>BIOL 380</td>
<td>Disease Biology</td>
</tr>
<tr>
<td>BIOL 425</td>
<td>Ichthyology</td>
</tr>
<tr>
<td>BIOL 426</td>
<td>Birds &amp; Mammals</td>
</tr>
<tr>
<td>BIOL 433</td>
<td>Aquatic Ecology</td>
</tr>
</tbody>
</table>

Total Credits: 55

**III Cognate courses required in other departments:**

### Math

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MATH 146</td>
<td>Applied Calculus I</td>
</tr>
<tr>
<td>or MATH 165</td>
<td>Calculus I</td>
</tr>
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</table>

### Chemistry

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### Physical Sciences

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<tbody>
<tr>
<td>BIOL 431</td>
<td>Wildlife Management</td>
</tr>
<tr>
<td>BIOL 432</td>
<td>Techniques in Wildlife Population Assessment</td>
</tr>
<tr>
<td>BIOL 438</td>
<td>Fisheries Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BIOL 470</td>
<td>Biometry</td>
</tr>
<tr>
<td>PSYC 241</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>SOC 326</td>
<td>Sociological Statistics</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Applied Statistical Methods</td>
</tr>
</tbody>
</table>

Total Credits: 30-33

* Students with a particular aptitude for mathematics should consider taking both MATH 165 Calculus I and MATH 166 Calculus II and should consult with their adviser regarding this potential option.

** Prerequisites for either course are the responsibility of the student.

*** The sequence of CHEM 341 Organic Chemistry I and CHEM 342 Organic Chemistry II AND BMB 301 Biochemistry is highly recommended for pre-medicine students because some medical schools require or prefer this combination.

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**Basic Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
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<tbody>
<tr>
<td>BIOL 120</td>
<td>Orientation to the Biology Major</td>
</tr>
<tr>
<td>BIOL 121</td>
<td>Introduction to Fisheries and Wildlife Biology</td>
</tr>
<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
</tr>
<tr>
<td>&amp; BIOL 151</td>
<td>General Biology II</td>
</tr>
<tr>
<td>BIOL 150L</td>
<td>General Biology I Laboratory</td>
</tr>
<tr>
<td>&amp; BIOL 151L</td>
<td>General Biology II Laboratory</td>
</tr>
<tr>
<td>BIOL 312</td>
<td>Evolution</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIOL 332</td>
<td>General Ecology</td>
</tr>
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<td>&amp; 332L</td>
<td>Gen Ecology Lab</td>
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<td>BIOL 481</td>
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**Advanced Courses**

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>BIOL 333</td>
<td>Population Biology</td>
</tr>
<tr>
<td>BIOL 336</td>
<td>Systematic Botany</td>
</tr>
<tr>
<td>BIOL 397</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>BIOL 439</td>
<td>Conservation Biology</td>
</tr>
<tr>
<td>BIOL 470</td>
<td>Biometry</td>
</tr>
</tbody>
</table>

Select at least two of the following:

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<tr>
<td>BIOL 438</td>
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</table>

**Electives**

Select minimum of 12 hours of the following:

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<td>Ichthyology</td>
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<tr>
<td>BIOL 426</td>
<td>Birds &amp; Mammals</td>
</tr>
</tbody>
</table>

Total Credits: 55
or Corequisite: BIOL 150.

A contemporary biology laboratory to complement BIOL 150, 151. Prerequisite

BIOL 150L. General Biology I Laboratory. 1 Credit.

A contemporary biology laboratory to complement BIOL 150, 151. Prerequisite or Corequisite: BIOL 151.

Minor in Biology (minimum 20 hours required)

Required 20 hours, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; BIOL 151</td>
<td>General Biology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 150L</td>
<td>General Biology I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>&amp; BIOL 151L</td>
<td>General Biology II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>or BIOL 341</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>&amp; BIOL 312</td>
<td>and Evolution</td>
<td>2</td>
</tr>
<tr>
<td>or BIOL 332</td>
<td>General Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

All other 300 or 400 level biology courses, including those listed above that have not already been taken to meet the minor requirements, will count toward the 20 hour minor.

No more than one UND life science course from outside the Biology Department may be counted toward completion of the minor.

Courses

Note: All biology courses that count as upper-division labs are marked with an asterisk (*).

BIOL 111. Concepts of Biology. 3 Credits.

Intended for non-science majors seeking general knowledge and cultural appreciation of contemporary biology.

BIOL 111L. Concepts of Biology Laboratory. 1 Credit.

A basic biology laboratory to complement BIOL 111. Prerequisite or Corequisite: BIOL 111.

BIOL 120. Orientation to the Biology Major. 1 Credit.

An introduction to careers available to students majoring in Biology and the coursework and other experiences valuable in pursuing those careers.

BIOL 121. Introduction to Fisheries and Wildlife Biology. 1 Credit.

This seminar will introduce Fisheries & Wildlife Biology Majors to their program curriculum and profession. Topics will include the history and future directions of the Fish & Wildlife Profession, specialties within the profession, coursework and training necessary for professional preparation, and potential opportunities for field experience during undergraduate education. Students will also meet fisheries and wildlife Biologists working for state or federal agencies or non-governmental organizations to learn what they do and about opportunities for employment. Permission of the instructor is the prerequisite.

BIOL 124. Environmental Science. 2 Credits.

A study of the effect of human activity upon the environment in which we live.

BIOL 150. General Biology I. 3 Credits.

Basic concepts of biology with emphasis on life’s diversity, processes, and man’s place in nature. Broadly designed to satisfy the needs of those pursuing biological and preprofessional curricula.

BIOL 150L. General Biology I Laboratory. 1 Credit.

A contemporary biology laboratory to complement BIOL 150, 151. Prerequisite or Corequisite: BIOL 150.

BIOL 151. General Biology II. 3 Credits.

Basic concepts of biology with emphasis on life’s diversity, processes, and man’s place in nature. Broadly designed to satisfy the needs of those pursuing biological and preprofessional curricula.

BIOL 151L. General Biology II Laboratory. 1 Credit.

A contemporary biology laboratory to complement BIOL 150, 151. Prerequisite or Corequisite: BIOL 151.

Advanced Courses

BIOL 312. Evolution. 3 Credits.

A study of the processes that have led from the origin of life to the diverse patterns and forms of life observable today. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 312R. Evolution Recitation. 1 Credit.

Students use computer simulations and case studies to explore concepts given in Biology 312 lecture, and prepare a scientific poster to communicate their findings to peers. Prerequisites: BIOL 150 and BIOL 151. Corequisites: BIOL 312.

BIOL 315. Genetics. 3 Credits.

An introduction to genetics, with emphasis on classical genetic analysis and the biochemistry of gene transmission, expression and regulation. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 315R. Genetics Recitation. 1 Credit.

A recitation to aid students enrolled in BIOL 315: Genetics. The class is designed to review both "big idea" concepts from lecture as well as to work through genetics problems. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L. Corequisites: BIOL 315.

BIOL 320. Forensic Biology. 3 Credits.

Forensic biology is the application of biological sciences to matters of law. This course covers the concepts of biological evidence and focuses on human identification using the serological and genetic methods. This is one of the courses that the American Academy of Forensic Sciences recommends for forensic scientists. Prerequisites: BIOL 150 and BIOL 151.

BIOL 332. General Ecology. 3 Credits.

An introduction to ecology. Covers the relationship of individuals, populations, communities and ecosystems to their biotic and abiotic environments. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 332L. Gen Ecology Lab. 1 Credit.

Field projects and laboratory exercises to complement BIOL 332. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L. Prerequisite or Corequisite: BIOL 332.

BIOL 333. Population Biology. 3 Credits.

Principles of population genetics, population ecology, and evolution in plants and animals. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, and MATH 102 or higher.

BIOL 336. Systematic Botany. 4 Credits.

Structure, classification, and evolution of vascular plants with emphasis on the flora of the Great Plains. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or equivalent approved by the department.

BIOL 338. Animal Behavior. 2 Credits.

Studies in animal social behavior. The influences of environmental factors on behavior is emphasized. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L or an equivalent approved by the department.

BIOL 341. Cell Biology. 3 Credits.

Description of processes common to life at the cellular level including: biochemical and structural organization, membrane function, motility, signal transduction, growth, division and genetic regulation of the cell. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L. Prerequisite or corequisite: CHEM 122.
BIOL 341L. Cell Biol Lab. 1 Credit.
Laboratory investigation utilizing techniques to study life at the cellular level including chemical composition and characterization, enzyme kinetics, metabolism and microscopy. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L. Prerequisites or Corequisites: BIOL 341, CHEM 121 and CHEM 122.

BIOL 350. Plant Biology. 3 Credits.
Structure and function of plants at the cellular, tissue, and whole plant levels. Topics also include ecological adaptations and plant-derived products. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or permission of instructor.

BIOL 363. Entomology. 4 Credits.
Structure, functions, life history, classification, habits and distribution of insects. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 364. Parasitology. 2 Credits.
Classification, structure, functions, and life-cycles of parasites having importance to human, wildlife and veterinary health. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L.

BIOL 364L. Parasitology Laboratory. 2 Credits.
A basic parasitology laboratory to complement BIOL 364. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L. Prerequisite or Corequisite: BIOL 364.

BIOL 369. Histology. 2 Credits.
Microscopical anatomy of vertebrate tissues and organs, with emphasis on man and other mammals. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 369L. Histology Lab. 2 Credits.
A basic histology laboratory to complement BIOL 369. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department. Prerequisite or Corequisite: BIOL 369.

BIOL 376. Animal Biology. 3 Credits.
Evolution, morpho-anatomy, development, reproduction and other aspects of the natural history of invertebrate and vertebrate animals. Prerequisites: BIOL 150 and BIOL 151.

BIOL 376L. Animal Biology Laboratory. 1 Credit.
Observation of live or fixed animals belonging to various invertebrate and vertebrate groups with emphasis on their adaptations to environment/life styles. Laboratory projects will include some of the classical and modern techniques used in systematic studies. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L. Corequisite: BIOL 376.

BIOL 378. Developmental Biology. 3 Credits.
An overview of general stages and mechanisms of development, experimental approaches used to study developmental processes, and genetic and environmental influences that govern development. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, and BIOL 315 and BIOL 341.

BIOL 378L. Developmental Biology Lab. 1 Credit.
Developmental Biology Lab is a one-credit class designed to complement the Developmental Biology Course (BIOL378). In the laboratory students will be learning and applying a series of analytical and technical skills using a hands-on approach to fundamental developmental concepts. Students should come away from the course with a set of observational and technical skills as well as practical training in clear and accurate scientific documentation. Emphasis will be placed on the scientific method, data analysis, and effective written communication of results. Prerequisite or Corequisite: BIOL 378.

BIOL 380. Disease Biology. 3 Credits.
A survey of the nature and etiology of infectious and parasitic disease in animals, pathogenicity and ways of transmission of most important disease agents and effect of disease on individual organisms and populations. Particular attention is given to emerging zoonotic diseases transmittable between animals and humans, and between wild and domestic animals. Prerequisites: BIOL 150 and BIOL 151.

BIOL 397. Cooperative Education. 1-8 Credits.
A practical work experience with an employer under the direction of a supervisory faculty member. A written final report will be required and will be used as a basis for evaluation. Sophomore standing and approval by the department chair and acceptance by a supervisory faculty member are the prerequisites.

BIOL 410. Molecular Biology Techniques. 4 Credits.
Applications of DNA and RNA analysis and recombinant DNA technologies, emphasizing practical experience in the laboratory. This class will meet twice a week for 50 minutes in the classroom, and students will be expected to work approximately 4-6 hours a week in the lab during open lab times. BIOL 315 is a recommended prerequisite.

BIOL 415. Genomics. 4 Credits.
Genomics describes the determination of the complete nucleotide sequence of an organism and subsequent analyses to decode the structural and functional information of all genes and regulatory sequences in the genome. This four-credit course will consist of lectures, computer lab sessions, in-class exercises, take-home assignments, student presentations, and discussion of research articles. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L and BIOL 315.

BIOL 416. Ecological Genomics. 3 Credits.
The objective of this course is to introduce students to the theories, vocabulary, and techniques used in the field of Ecological Genomics, which are drawn from ecology, genomics, evolution, and population genetics. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, BIOL 315, and BIOL 332. Prerequisite or Corequisite: BIOL 312.

BIOL 418. Systems Biology. 4 Credits.
Living organisms are complex systems composed of numerous parts that interact to produce a functional whole. This class introduces basic concepts and methods in systems biology with an emphasis on gene regulatory networks, protein-protein interactions, metabolic pathways, cell-cell interactions, and pattern formation to better understand whole organism function. Prerequisites: BIOL 315, BIOL 341, and MATH 103.

BIOL 420. Neuroscience. 3 Credits.
A course covering fundamental areas of neuroscience including neuroanatomy, cell and molecular neurobiology, sensory systems, motor systems, regulatory systems, nervous system development, and cognitive and behavioral neuroscience. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, and junior standing.

BIOL 425. Ichthyology. 3 Credits.
Structure and function, anatomy, physiology, behavior, classification, distribution and ecologic aspects of fishes. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 426. Birds & Mammals. 4 Credits.
Birds and Mammals is designed to familiarize students with avian and mammalian biology, including anatomy and physiology, behavior, ecology, evolution and conservation. Lab exercises will be integrated with lecture to emphasize taxonomy and identification. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L.

BIOL 431. Wildlife Management. 3 Credits.
Theory and methods of management of game populations. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 432. Techniques in Wildlife Population Assessment. 3 Credits.
Techniques in Wildlife Population Assessment is a course designed to teach wildlife biology students the techniques used to assess wildlife populations for conservation and management. Students learn the appropriate situations to use the techniques, how to properly conduct the procedures, how to collect data from the use of these techniques, and how to report the findings to a variety of audiences. The structure of the course is designed to teach students proper research methodology so that they not only know how and when to use the techniques, but also how they can apply their findings to make appropriate management recommendations for wildlife conservation and management under a variety of settings or conditions. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L.

BIOL 433. Aquatic Ecology. 3 Credits.
Analysis of the relationships between organisms and their physical, chemical and biological environments in freshwater ecosystems. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L.

BIOL 438. Fisheries Management. 3 Credits.
Concepts and approaches to the management of freshwater fisheries. Course will include discussion of life histories and requirements of important regional sport fishes. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.
BIOL 439. Conservation Biology. 3 Credits.
A course that integrates information from the disciplines of ecology, genetics, biogeography, economics, environmental policy, and ethics towards understanding how to maintain and restore biological diversity.

BIOL 442. Physiology of Organs and Systems. 3 Credits.
Study of the physiology of organs and organ systems in vertebrates. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, and Junior or Senior standing or an equivalent approved by the department.

BIOL 442L. Physiology of Organs and Systems Laboratory. 1 Credit.
A physiology laboratory to complement BIOL 442. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, and BIOL 315 or and equivalent approved by the department.

BIOL 450. Molecular Genetics. 2 Credits.
Topics will include basic molecular genetic mechanisms, recombinant DNA technology, the organization and function of the cell nucleus, and the molecular control of gene expression. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, and BIOL 315 or and equivalent approved by the department.

BIOL 460. Molecular Biology of the Cell. 3 Credits.
A study of the structure and organization of the cell with a special emphasis on genetic regulation of the cell division cycle, the genetic basis of cancer, and the role of genes in the immune system. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, and BIOL 315 or and equivalent approved by the department.

BIOL 470. Biometry. 3 Credits.
Analysis of biological data. Covers descriptive statistics, inferential statistics (e.g., t-tests, goodness-of-fit tests, regression, ANOVA and non-parametric tests), and interpreting and presenting statistical results. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or and equivalent approved by the department.

BIOL 480. Senior Capstone Seminar. 3 Credits.
Key aspects of scientific inquiry and communication are investigated and assessed. Students will participate in discussions of relevant current issues in biology and will develop an independent research project. This course provides an opportunity for students to integrate and apply knowledge and skills obtained in biology. Senior status in biological science or permission of instructor is the prerequisite.

BIOL 481. Fisheries & Wildlife Senior Capstone. 3 Credits.
Key aspects of scientific inquiry and communication are investigated and assessed. Students will participate in discussions of relevant current issues in fisheries and wildlife biology and will complete an independent research project. The course provides an opportunity for students to integrate and apply knowledge and skills acquired in fisheries and wildlife biology. Senior status in Fisheries and Wildlife Biology or permission of the instructor is the prerequisite.

BIOL 488. Senior Honors Thesis. 1-15 Credits.
Supervised independent study culminating in a thesis. Consent of the department and approval of the honors committee are the prerequisites.

BIOL 491. Seminar. 1 Credit.
Discussion of selected topics in advanced biology, a different topic each semester. Major or minor in biology is the prerequisite.

BIOL 492. Research. 1-4 Credits.
Research conducted under the supervision of a faculty member. BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, and consent of instructor are the prerequisites.

BIOL 494. Directed Studies. 1-4 Credits.
Designed to meet the needs of individual students in the areas of faculty specialization. Consent of instructor is required.

BIOL 499. Special Topics. 1-4 Credits.
Important and current topics in biology not covered by other courses. Repeatable when topics vary. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or consent of instructor.

Business Administration (BAdm)

http://www.business.und.edu
Minor in Sports Business (For Business Majors Only)

The College of Business and Public Administration provides undergraduate business students with the opportunity to earn a minor in sport business. The minor requires a minimum of 21 semester hours described below.

Students receive a conceptual grounding in sport-specific business thought through coursework as well as experience in the sports field through internship opportunities. Students are encouraged to select a business major which corresponds to a sport career choice of interest. Options are covered in the Introduction to Sport Business course requirement. Internship experiences also expose students to sport business career options and serve as a networking tool so vital in the sports industry. Students will be assisted in the identification of internship options; however, students are ultimately responsible for acquiring a meaningful internship position. Students may also be required to relocate for the duration of the internship.

Required Credits

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPRT 205</td>
<td>Introduction to Sport Business</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 310</td>
<td>Economics of Sport</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 320</td>
<td>Sport Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 330</td>
<td>Sport Law</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 440</td>
<td>Sport Branding and Sponsorship</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 450</td>
<td>Facility and Event Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 397</td>
<td>Cooperative Education in Sport Business</td>
<td>3</td>
</tr>
<tr>
<td>or SPRT 497</td>
<td>Internship in Sport Business</td>
<td></td>
</tr>
<tr>
<td>Completion of B.B.A. or B.Acc. degree</td>
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<td>3</td>
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</tbody>
</table>

Total Credits 21

The College of Business and Public Administration offers two courses under the BADM prefix that are available to any student on campus. Our Introduction to Business course fulfills essential studies requirements and provides students with an overview of all business topics. BADM 395 courses are generally restricted to business majors. The purpose of these courses is to provide special interest courses for particular groups of students. The course title and number may also be used for experimental courses which may later be established as regular offerings within departments or programs.

Courses

BADM 101. Introduction to Business. 3 Credits.
An essential studies business course and the first step in a well-planned learning agenda that prepares students to become contributing citizens capable of making astute personal economic decisions. Topics covered include economic environment, global competition, entrepreneurship, general and human resources management, marketing, accounting, finance, information systems, and challenges of business careers. In order to foster students' ability to think critically, the course emphasizes an integrated approach that provides opportunities for synergy among various business functions.

BADM 105. Career Development I. 1 Credit.
This course is the first in a series of four courses designed to address career exploration processes. Through this series of courses, important topics such as exploring career interests, developing a resume, improving interview skills, learning effective networking skills, and working with a mentor are covered. CoBPA pre-majors and majors only is the prerequisite.

BADM 106. Career Development II. 1 Credit.
This course is the second in a series of four courses designed to address career exploration processes. Through this series of courses, important topics such as exploring career interests, developing a resume, improving interview skills, learning effective networking skills, and working with a mentor are covered. Prerequisites: BADM 105 and CoBPA pre-majors and majors only with sophomore or above standing.

BADM 205. Career Development III. 1 Credit.
This course is the third in a series of four courses designed to address career exploration processes. Through this series of courses, important topics such as exploring career interests, developing a resume, improving interview skills, learning effective networking skills, and working with a mentor are covered. Prerequisites: BADM 105, BADM 106, and CoBPA pre-majors and majors only with Junior or above standing.

BADM 206. Career Development IV. 1 Credit.
This course is the fourth in a series of four courses designed to address career exploration processes. Through this series of courses, important topics such as exploring career interests, developing a resume, improving interview skills, learning effective networking skills, and working with a mentor are covered. Prerequisites: BADM 105, BADM 106, BADM 206 and CoBPA majors only with Senior standing.

BADM 316. Introduction to Business in China. 3 Credits.
An overview of China's past, present and future with particular emphasis on cross-cultural business skills and doing business in China today.

BADM 318. China Then and Now. 3 Credits.
Offered only in China, this course examines China's culture, customs, politics, and artistic heritage through existing monuments, temples, historic residences, city structures and artifacts.

BADM 319. Business Fieldwork in Shanghai. 3 Credits.
Offered only in China, this course exposes students to the practical problems associated with conducting business in China through lectures and fieldwork.

BADM 395A. Special Topics. 1-4 Credits.
Specially arranged seminars, courses, or independent study on a variety of subjects not covered by regular departmental offerings. May be initiated by students with approval of dean and departments involved. BADM 395A-B repeatable to 9 credits.

BADM 395B. Special Topics. 1-4 Credits.
Specially arranged seminars, courses, or independent study on a variety of subjects not covered by regular departmental offerings. May be initiated by students with approval of dean and departments involved. BADM 395B-B repeatable to 9 credits.

BADM 497. Internship in China. 1-6 Credits.
Approval of Director of International Business Programs required. On the job work experience (may be compensated or not) in various areas of business in China. Approval of Director of International Business Programs required.

Courses

SPRT 205. Introduction to Sport Business. 3 Credits.
An overview of the business of sport, including career opportunities. A study of the value of professional business practices to sport organizations.

SPRT 310. Economics of Sport. 3 Credits.
Application of micro and macro economic theory to the analysis of sports markets. Prerequisites: ECON 201 and SPRT 205.

SPRT 320. Sport Financial Management. 3 Credits.
Application of financial management theory as it relates to sport business. Utilizes financial models and quantitative methods. Includes coverage of financial statement analysis, cash flow computations, risk and return analysis, cost of capital, capital budgeting, valuation of real assets, capital structure planning, and working capital management for sport businesses. Prerequisites: SPRT 205 and FIN 310.

SPRT 330. Sport Law. 3 Credits.
Identification and analysis of legal issues, and the ramifications of these issues as they relate to the sports industry. Includes coverage of contracts, antitrust law, labor relations, collective bargaining, agent-athlete relations, intellectual property, governing bodies, and presentation of the athlete. Prerequisites: SPRT 205 and ACCT 315.

SPRT 395. Special Topics in Sport Business. 1-3 Credits.
Specific topics will vary. Provides opportunities for in-depth study beyond that of regularly scheduled courses. May be seminars, workshops, or lectures. Repeatable to a maximum of 6 credits. Prerequisite: SPRT 205.

SPRT 397. Cooperative Education in Sport Business. 1-6 Credits.
Substantive, compensated on-the-job experiential learning with a participating organization in a segment of the sport industry. Three credits of SPRT 397 or SPRT 497 are required in the Sport Business minor. Credits beyond the first three are elective credits. Repeatable to a maximum of 6 credits. Approval of Sport Business Internship Coordinator is the prerequisite.
Chemical Engineering (ChE)

http://engineering.und.edu/chemical

Bowman, Ji, Kolodka, Krishnamoorthy, Mann (Chair), Seames, Tande and Wills

The department's primary objective is the education of undergraduate students so that, upon graduation, they are prepared to take challenging entry-level positions in a wide range of industries. These include not only traditional chemical and petroleum processing, but also fields such as biotechnology, consumer products, electronic materials, energy, food, polymers, pulp and paper, and environmental protection. They may be engaged in research, teaching, development, manufacturing, technical support, marketing, sales or project engineering, and frequently enter engineering management later in their careers. The prescribed curriculum provides a sound, technically based general education for those graduates who wish to pursue other professions such as medicine, law and business. Research and professional activities by members of the faculty, conducted in collaboration with graduate and undergraduate students, provide training for our students on how to succeed as researchers.

To help meet our primary objective, the department has established the following as its education objectives:

• Graduates have the knowledge and skills required to analyze and solve problems related to the field of chemical engineering and communicate these results in verbal and written form to a diverse audience.
• Graduates are prepared to take entry-level positions in the chemical process and broadly related industries and demonstrate integrity, responsibility, ownership, and accountability for their work.
• Graduates have a thorough grounding in fundamentals, allowing them to obtain advanced degrees in chemical engineering or to pursue other professional interests such as medicine or law.
• Graduates have the teamwork, leadership, and lifelong learning skills that prepare them for future professional growth in a broad spectrum of careers.
• Graduates understand the role of chemical engineering as a profession and their role in addressing societal issues, including sustainability, environmental responsibility, and safety.

The core of the program is a strong technical curriculum, whereby the fundamentals of the physical sciences, mathematics, and chemical engineering are learned. This core is complemented by general courses in other engineering and technical disciplines to help prepare the students for professional registration or other future careers. Six of the required technical courses are electives, which provide each student the opportunity to tailor the program to his/her individual interests such as environmental concerns, materials, bio-processes, entrepreneurship, etc. Other prescribed courses include topics such as economics, statistics and professional integrity. The program also gives students a chance to become proficient in skills such as computer use, oral and written communication, and team work. The undergraduate program culminates in a senior capstone design course in which the students bring together all they have learned as they work in teams on a process design and evaluation project. UND's program is accredited by the Engineering Accreditation Commission (EAC) of ABET.

Practical, hands-on experience is gained in laboratories distributed throughout the undergraduate program. Lab experiments form a significant part of each student's learning beginning immediately in first year chemistry and continuing through the curriculum. In addition to university experiences, which include opportunities to conduct research, students are encouraged to spend time working in the engineering profession via summer internships or cooperative education.

Besides the technical education embodied in the program, there is a strong required general education component with a focus on thinking and reasoning in a diverse society. This is included to round out the individual's university experience and help prepare for a full life, not just a career. There are also many extracurricular activities available (including professional societies, honor societies, sports and clubs) to enhance the enjoyment of the time spent at UND and to develop important friendships and leadership and team building skills.

One of the main characteristics of this department, which distinguishes it from most other chemical engineering programs around the country, is the commitment to building a strong rapport between the students and faculty. We are able to maintain close interaction because of the relatively small class sizes (typically 20-25 students), and because all faculty members are committed to helping all students do their best and succeed. The interaction between faculty and students occurs formally in the classrooms and through the advising process, but it also frequently arises informally because all faculty maintain an open door policy. It all adds up to an environment that fosters mutual respect and maximizes learning. Our alumni report that the education they received at UND enables them to compete effectively with graduates from any other institution.

To allow qualified students to complete both undergraduate and graduate degrees in one year beyond that required to receive the baccalaureate degree alone, the department offers combined Bachelor of Science in Chemical Engineering (BSChE)/Master of Science (with a major in chemical engineering) and BSChE/Master of Engineering degrees. See Combined Degree Program under the College of Engineering and Mines (p. 486) section for additional details. For even more complete information, see School of Graduate Studies (p. 492) section.

College of Engineering and Mines

B.S. in Chemical Engineering

Required 133 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

Freshman Year

First Semester

CHEM 221 & 221L  
ENGL 110  
MATH 165

Chemical Engineering Fundamentals  
College Composition I  
Calculus I

4
3
4

Credits

Electives 4

Second Semester

CHE 102  
CHEM 254 & 254L  
MATH 166  
PHYS 251  
ENGS 70  
ENGL 125  
ENGR 201

Introduction to Chemical Engineering  
Inorganic Chemistry I  
Calculus II  
University Physics I  
Technical and Business Writing  
Statics

2
4
4
4
3
3
3

Sophomore Year

First Semester

CHE 201  
ENGL 125  
ENGR 201

Chemical Engineering Fundamentals  
Technical and Business Writing  
Statics

3
3
3

Credits

*†
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MATH 265</td>
<td>Calculus III *</td>
</tr>
<tr>
<td>PHYS 252</td>
<td>University Physics II *</td>
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**Second Semester**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHE 232</td>
<td>Chemical Engineering Laboratory I ††</td>
</tr>
<tr>
<td>MATH 266</td>
<td>Elementary Differential Equations</td>
</tr>
<tr>
<td>CHE 206</td>
<td>Unit Operations in Chemical Engineering **</td>
</tr>
<tr>
<td>CHEM 340 &amp; 340L</td>
<td>Survey of Organic Chemistry and Survey of Organic Chemistry Laboratory *</td>
</tr>
<tr>
<td>CHE 315</td>
<td>Statistics and Numerical Methods in Engineering</td>
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**Junior Year**

**First Semester**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CHE 301</td>
<td>Introduction to Transport Phenomena</td>
</tr>
<tr>
<td>CHE 331</td>
<td>Chemical Engineering Laboratory II ††</td>
</tr>
<tr>
<td>EE 206</td>
<td>Circuit Analysis</td>
</tr>
<tr>
<td>CHE 303</td>
<td>Chemical Engineering Thermodynamics</td>
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**Technical Elective II**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHE 305</td>
<td>Separations **</td>
</tr>
<tr>
<td>CHE 332</td>
<td>Chemical Engineering Laboratory III ††</td>
</tr>
<tr>
<td>CHE 321</td>
<td>Chemical Engineering Reactor Design **</td>
</tr>
<tr>
<td>CHE 340</td>
<td>Professional Integrity in Engineering</td>
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</tbody>
</table>

**Second Semester**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHE 408</td>
<td>Process Dynamics and Control</td>
</tr>
<tr>
<td>CHE 411</td>
<td>Plant Design I: Process Design and Economics **</td>
</tr>
<tr>
<td>CHE 412</td>
<td>Plant Design II: Process Project Engineering **</td>
</tr>
<tr>
<td>CHE 431</td>
<td>Chemical Engineering Laboratory IV **</td>
</tr>
<tr>
<td>CHEM 470</td>
<td>Thermodynamics &amp; Kinetics</td>
</tr>
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</table>

**Advanced Chem. Science Elective**

**Second Semester**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
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<tr>
<td>Arts/Humanities ES</td>
<td>Social Science ES</td>
</tr>
<tr>
<td>Advanced Chem. Science Elective</td>
<td>Engineering Science Elective</td>
</tr>
</tbody>
</table>

**Total Credits:** 133

# CHEM 121 General Chemistry I/CHEM 121L General Chemistry I Laboratory may be taken in lieu of CHEM 221 Fundamentals of Chemistry - Concepts/CHEM 221L Fundamentals of Chemistry Laboratory and CHEM 122 General Chemistry II/CHEM 122L General Chemistry II Laboratory may be taken in lieu of CHEM 254 Inorganic Chemistry I/CHEM 254L Inorganic Chemistry I Laboratory. * Must be completed with a grade of C or better prior to enrollment in Junior-level CHE courses. ** Must be completed at UND.

†† ENGL 120 College Composition II may be substituted.

## Concentration in Energetics

Energetics concepts are widely used in defense applications, as well as many other areas including space exploration, counter-terrorism, fire suppression and public safety technologies, automotive airbags, and fireworks. With defense and security representing important issues facing our nation today, there is a critical need to grow and optimize the research and development of energetic materials. Furthermore, it has become equally important to train replacements for the aging workforce in this important technological area. This program is designed to equip students for careers associated in energetics, conduct research and development activities, or to pursue advanced studies in technologies that will meet the demands of the space and defense industries in the future.

To qualify for a Concentration in Energetics, a student must complete the requirements for the B.S. in Chemical Engineering. Requirements for the concentration are fulfilled by taking the following courses to meet the required electives of the B.S. ChE degree. In addition, one additional credit is required for the concentration: CHE 422 Capstone in Energetics: Capstone in Energetics.

Select one of the following (Social Electives):  
- ANTH 171 Introduction to Cultural Anthropology  
- COMM 103 Information, Technology and Social Change  
- CJ 201 Introduction to Criminal Justice  
- ENGR 410 Technology Ventures  
- GEOG 161 World Regional Geography  
- ME 370 Engineering Disasters and Ethics  
- PHIL 130 Introduction to Political Philosophy  
- POLS 220 International Politics  
- POLS 225 Comparative Politics  
- SOC 115 Social Problems  

Other as approved by department  

**Technical Elective I:**  
- CHE 530 Combustion Theory and Modeling  
- CHE 531 Rocket Propulsion  

**Advanced Chemical Science Electives:**  
- CHE 532 Explosives: Theory and Modeling  
- Select one of the following:  
  - CHE 435 Materials and Corrosion  
  - CHE 525 Polymer Engineering  
  - Capstone:  
    - CHE 422 Capstone in Energetics  

**Total Credits:** 16

The student’s transcript will be marked by a Concentration in Energetics upon completion of the recommended curriculum.

## Concentration in Sustainable Energy Engineering

Climate change, rising energy costs, and energy security represent some of the most significant issues facing today’s society. It will take major advances in technology to help resolve these issues. More importantly, energy-related issues have created a new industry with a strong need for the training and development of human capital. The concentration in Sustainable Energy Engineering is designed to help students prepare themselves for careers associated with sustainable energy technologies.

To qualify for a concentration in Sustainable Energy Engineering, a student must complete the requirements for the B.S. in Chemical Engineering. Requirements for the concentration are fulfilled by taking the following courses to meet the required electives of the B.S. ChE degree. In addition, one additional credit is required for the concentration: CHE 422 Capstone in Sustainable Energy.
Engineering Science Elective:
CHE 435 Materials and Corrosion 3

Select one of the following (Business/Entrepreneurship Elective): 3
ENGR 301 Technology and Innovation Case Studies
ENGR 410 Technology Ventures

ENTR 306 Accounting and Financial Concepts for Entrepreneurship
ENTR 305 Marketing and Management Concepts for Entrepreneurship

Select one of the following (Technical Elective I): 3
CHE 503 Fuels Technology
ENG 501 Energy, Resources and Policy
ENG 502 Alternative Energy Systems
EE 522 Renewable Energy Systems

Select one of the following (Technical Elective II): 3
GEOL 103 Introduction to Environmental Issues
GEOG 121 & 121L Global Physical Environment and Global Physical Environment Laboratory
GEOG 134 & 134L Introduction to Global Climate and Introduction to Global Climate Laboratory

Select one of the following (Advanced Chemical Science Elective):
CHEM 333 & 333L Analytical Chemistry and Analytical Chemistry Laboratory
CHE 493A Special Topics (Research)

Capstone:
CHE 420 Capstone in Sustainable Energy 1

Total Credits 13

The student’s transcript will be marked with a Concentration in Sustainable Energy Engineering upon completion of the recommended curriculum.

CHE 102. Introduction to Chemical Engineering. 2 Credits.
An introduction to the chemical engineering profession. Also includes introduction to dimension analysis, material balances, unit operations, safety and engineering economics.

CHE 201. Chemical Engineering Fundamentals. 3 Credits.
Introductory principles of stoichiometry with emphasis directed to material and energy balances involved in chemical processes. Prerequisite: CHEM 122 or CHEM 254.

CHE 206. Unit Operations in Chemical Engineering. 3 Credits.
Application of the principles of momentum and heat transfer from a unit operations perspective. Prerequisite: CHE 201.

CHE 232. Chemical Engineering Laboratory I. 2 Credits.
The use and application of apparatus to measure the physical and chemical properties involved in chemical process material and energy balances. Prerequisite or Corequisite: CHE 201.

CHE 235. Chemical Engineering Summer Laboratory I. 3 Credits.
The use and application of apparatus to measure the physical and chemical properties involved in chemical process material and energy balances and fluid flow. Prerequisites: CHE 201 and CHE 206.

CHE 301. Introduction to Transport Phenomena. 4 Credits.
An analytical study of the transport of momentum, energy and mass; derivation and utilization of the differential equations of change. Prerequisites: PHYS 252 and CHE 201. Prerequisite or Corequisite: MATH 266.

CHE 303.* Chemical Engineering Thermodynamics. 4 Credits.
Thermodynamics applied to chemical engineering with emphasis on computational work, including thermodynamic laws, chemical equilibrium and pressure-volume-temperature relationships. Prerequisites: CHE 201 with a grade of C or better or GEOG 351.

CHE 305.* Separations. 3 Credits.
Theory and application of rate-based and equilibrium-staged separations. Prerequisites: CHE 201 with a grade of C or better. Prerequisite or Corequisite: CHE 206.

CHE 315. Statistics and Numerical Methods in Engineering. 3 Credits.
Numerical methods include integration, differentiation, Taylor series expansion, curve fitting, linear and nonlinear regression. Statistical analyses of data include hypothesis testing, confidence intervals, tests for equal variances, analysis of variance, propagation of error, and an introduction to statistical design of experiments. Prerequisite or Corequisite: MATH 266.

CHE 321. Chemical Engineering Reactor Design. 3 Credits.
Theory of chemical reaction rates. Design of batch, tubular, CSTR and catalytic chemical reactors. Prerequisites: CHE 201, CHE 206, and MATH 266.

CHE 331. Chemical Engineering Laboratory II. 2 Credits.
Experiments illustrating physico-chemical principles and the application of fluid flow and heat transfer theory. Prerequisites: CHE 201, CHE 315, and CHE 206.

CHE 332. Chemical Engineering Laboratory III. 2 Credits.
Experiments reinforcing physico-chemical principles, unit operations, and separations. Pre-design labs are also introduced. Prerequisite: CHE 331.

CHE 335. Chemical Engineering Summer Laboratory II. 3 Credits.
Experiments reinforcing physico-chemical principles, unit operations, separations, and mass and energy balances. Pre-design labs are also introduced. Prerequisites: CHE 201, CHE 206, and CHE 315.

CHE 340. Professional Integrity in Engineering. 3 Credits.
This course emphasizes the need for technical professionals to develop personal integrity and moral character in order to benefit society. Students will develop an appreciation for the global context of their decisions, the ability to make sound ethical decisions, and communicate their ideas effectively. This course also explores the impact of engineering and applied science on society.

CHE 397. Cooperative Education. 1-8 Credits.
A practical work experience with an employer closely associated with the student’s academic area. Arranged by mutual agreement among student, department and employer. Repeatable to 24 credits. Admission to the chemical engineering degree program is the prerequisite.

CHE 404. Air Emissions: Regulation and Control. 3 Credits.
This course is designed to enable engineers to understand natural and anthropogenic sources of air pollution, their impact on health and the environment, and learn ways to minimize air emissions by application of control practices.

CHE 408. Process Dynamics and Control. 3 Credits.
Dynamics and control of chemical processes and of systems. Prerequisites: MATH 266, CHE 206, and CHE 305.

CHE 411. Plant Design I: Process Design and Economics. 4 Credits.
Introduction to how projects are executed in the process industries, including an understanding of what constitutes preliminary process design, preliminary cost estimation, the fundamentals of economics as applied to processes, economic assessment, sustainability considerations in design, oral & written communications, teamwork, and the typical drawings and other deliverables produced during the scoping phase of process plant design. There is a particular emphasis on safety considerations in design. Prerequisites: CHE 206, CHE 303, CHE 305 and CHE 321.

CHE 412. Plant Design II: Process Project Engineering. 5 Credits.
Proficiency is gained in the development of the preliminary design for a major chemical process. In addition, this course provides an introduction to the second stage of process design—the conceptual design process including an introduction to Piping and Instrument-level design development, process control design and facility layout. A variety of oral communications skills are included. Prerequisite: CHE 411.

CHE 420. Capstone in Sustainable Energy. 1 Credit.
The student will work one-on-one with a faculty member to develop a concept paper on the primary issues facing the development and implementation of sustainable energy technologies. Completion of 12 credit hours towards a Concentration in Sustainable Energy.

CHE 422. Capstone in Energetics. 1 Credit.
The student will work with a faculty mentor to develop a white paper on a major issue facing the development and implementation of energetics technologies. This will include a discussion of the technical, economic, political, and social barriers facing implementation of the selected technology(s) plus plausible methodologies of overcoming these barriers. Completion of, or concurrent enrollment in, 12 credit hours towards a concentration in Energetics is the prerequisite.
CHE 431. Chemical Engineering Laboratory IV. 3 Credits.
Laboratory study of the unit operations of Chemical Engineering. Prerequisites: CHE 206 and CHE 305.

CHE 435. Materials and Corrosion. 3 Credits.
Provides an introduction to the fundamental properties of metals and polymers, reviews the forms of metal corrosion and of polymer degradations.

CHE 489. Senior Honors Thesis. 1-8 Credits.
Supervised independent study culminating in a thesis. Repeatable to 9 credits.

CHE 493A. Special Topics. 1-3 Credits.
Special topics dictated by student request and current faculty interest. The particular course may be initiated by the students by contacting members of the faculty. Repeatable to 9 credits.

CHE 493B. Special Topics. 1-3 Credits.
Special topics dictated by student request and current faculty interest. The particular course may be initiated by the students by contacting members of the faculty. Repeatable to 9 credits. Consent of instructor is the prerequisite.

* Completed with a C or better. See degree program for admission requirements.

Chemistry (Chem)

http://www.arts-sciences.und.edu/chemistry

Abrahamson, H. Abrahamson, J., Chu, Delhommelle, Du, Hightower, Hoffmann, Kozlak, Kubatova, Novikov, Pierce (Chair), Smoliaková, Stahl, Thomasson and Zhao

The Chemistry Department’s Bachelor of Science (B.S.) in Chemistry program has been approved by the Committee on Professional Training of the American Chemical Society (ACS). This means that the teaching staff, curriculum, equipment, library, and other facilities of the Department meet the standards established by the Society for the proper undergraduate training of chemists. Students who complete the work for the professional degree, Bachelor of Science in Chemistry, will receive a special certificate from the Society upon graduation and certification by the chairman of the department. Chemistry graduates are eligible to become full members of the ACS.

Students who wish to have the best preparation for graduate work or for an industrial position in chemistry should follow the program leading to the Bachelor of Science in Chemistry. Students who desire a course of study which is less concentrated in chemistry, in order to prepare themselves for advanced work in other fields, should pursue the program leading to the B.S. degree with a major in chemistry. Those students who wish to prepare themselves for teaching in High School may pursue the program leading to the B.S. degree with a major in chemistry. The specific course requirements for each of these major programs are listed below.

Graduate Study

The Department of Chemistry offers graduate programs leading to the degrees of Master of Science and Doctor of Philosophy with majors in inorganic chemistry, organic chemistry, physical chemistry and analytical chemistry. In order to pursue graduate work in chemistry, the student must have the baccalaureate degree with a major in chemistry.

College of Arts and Sciences

Teacher Certification

In addition to fulfilling the requirements of one of the majors listed above, students seeking secondary teacher certification in Chemistry must complete the Department of Teaching and Learning (p. 225) requirements in Secondary Education. Students seeking certification must also complete these additional courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BMB 301</td>
<td>Biochemistry</td>
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<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; BIOL 151</td>
<td>and General Biology II</td>
<td></td>
</tr>
</tbody>
</table>

B.S. with Major in Chemistry

College of Arts and Sciences

B.S. in Chemistry (ACS Certified Program)

Required 125 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES guidelines and course listings).

II. The Following Curriculum:

Major Requirements—48 hours of Chemistry including:

<table>
<thead>
<tr>
<th>Freshman Year</th>
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</thead>
<tbody>
<tr>
<td>CHEM 221</td>
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<td>&amp; 221L</td>
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<td>ENGL 110</td>
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<tr>
<td>MATH 165</td>
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<td>Calculus I</td>
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<td>Essential Studies Electives</td>
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<tr>
<td>Liberal Arts Electives</td>
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<tbody>
<tr>
<td>CHEM 254</td>
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<td>&amp; 254L</td>
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<tr>
<td>ENGL 125</td>
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<tr>
<td>MATH 166</td>
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<tr>
<td>Essential Studies Electives</td>
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<table>
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<tr>
<th>Sophomore Year</th>
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<tbody>
<tr>
<td>CHEM 333</td>
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<tr>
<td>&amp; 333L</td>
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<tr>
<td>CHEM 341</td>
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<tr>
<td>&amp; 341L</td>
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<tr>
<td>Liberal Arts Electives</td>
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<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHEM 342</td>
<td>5</td>
</tr>
<tr>
<td>&amp; 342L</td>
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</tr>
</tbody>
</table>
**B.S. with Major in Chemistry**

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES guidelines and course listings)

II. The Following Curriculum:

Major Requirements — 36 hours of Chemistry including:

### Option A. Physical Science Emphasis

#### Freshman Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>CHEM 121 General Chemistry I &amp; 121L General Chemistry I Laboratory</td>
<td>4</td>
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<tr>
<td></td>
<td>ENGL 110 College Composition I</td>
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<tr>
<td></td>
<td>MATH 165 Calculus I</td>
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#### Second Semester

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<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>First</td>
<td>CHEM 122 General Chemistry II &amp; 122L General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENGL 125 Technical and Business Writing</td>
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<tr>
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<td>MATH 166 Calculus II</td>
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<td>Electives</td>
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#### Sophomore Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>First</td>
<td>CHEM 333 Analytical Chemistry &amp; 333L Analytical Chemistry Laboratory</td>
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<tr>
<td></td>
<td>CHEM 341 Instrumental Analysis III - Chromatography/Mass Spectrometry &amp; 341L Instrumental Analysis III - Chromatography/Mass Spectrometry Laboratory</td>
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</tr>
<tr>
<td></td>
<td>PHYS 251 University Physics I</td>
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<tr>
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<td>&amp; 251L University Physics II</td>
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<td>MATH 265 Calculus III</td>
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#### Second Semester

<table>
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<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>First</td>
<td>CHEM 342 Instrumental Analysis II - Spectroscopy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM 471 Quantum Mechanics &amp; Spectroscopy</td>
<td>3</td>
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<tr>
<td></td>
<td>Level II Language</td>
<td>6</td>
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<td></td>
<td>Electives &amp; Other Electives</td>
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#### Junior Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>First</td>
<td>CHEM 462 Physical Chemistry Laboratory</td>
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#### Second Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>First</td>
<td>CHEM 442 Instrumental Analysis II - Electrochemistry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>13</td>
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</table>

Total Credits: 125

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1. With permission of the adviser, a student may substitute ENGL 120 College Composition II if ENGL 125 Technical and Business Writing is not available.

2. If a student is not ready for MATH 165 Calculus I, the math sequence may be moved back one semester and MATH 107 Precalculus (also MATH 103 College Algebra, if needed) should be taken in the first semester.

3. Suggested electives are courses in Physics, Mathematics, Biology, Languages, Computer Science, Chemical Engineering, Business Management, and Speech.

4. Chem 44X (CHEM 441 Instrumental Analysis I - Spectroscopy, CHEM 442 Instrumental Analysis II - Electrochemistry and CHEM 443 Instrumental Analysis III - Chromatography/Mass Spectrometry) courses are offered within a regular, two-year cycle. Students can take Chem 44X courses in any order.

5. Other undergraduate and graduate level courses in Chemistry may be taken as electives.

6. Two semesters of a foreign language.
Option B. Biochemistry Emphasis

### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 121 &amp; 121L</td>
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<td>ENGL 110 &amp; 110L</td>
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<td>ENGL 125 &amp; 125L</td>
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<tr>
<td>BIOL 150 &amp; 150L</td>
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<td>Essential Studies</td>
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<td>Electives</td>
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<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>CHEM 122 &amp; 122L</td>
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<tr>
<td>MATH 146 &amp; 146L</td>
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<tr>
<td>BIOL 151 &amp; 151L</td>
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<td>Essential Studies</td>
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<td>Electives</td>
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### Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 333 &amp; 333L</td>
<td>4</td>
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<tr>
<td>CHEM 341 &amp; 341L</td>
<td>5</td>
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<tr>
<td>PHYS 211 &amp; 211L</td>
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<tr>
<td>Essential Studies and Other</td>
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<td>Electives</td>
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<tr>
<th>Second Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 342 &amp; 342L</td>
<td>5</td>
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<tr>
<td>PHYS 212 &amp; 212L</td>
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<td>Essential Studies and Other</td>
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<td>Electives</td>
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### Junior Year

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<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Level II Language</td>
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<td>Electives</td>
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<td>CHEM 466 &amp; 466L</td>
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<tr>
<td>BMB 301 &amp; 301L</td>
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<tr>
<td>Essential Studies and Other</td>
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<td>Electives</td>
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### Senior Year

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<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Electives</td>
<td>4</td>
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</tbody>
</table>

**Total Credits:** 125

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3. Suggested electives are courses in Physics, Mathematics, Biochemistry, Biology, Languages, Computer Science, Chemical Engineering, Business Management, and Speech.

4. Chem 44X (CHEM 441 Instrumental Analysis I - Spectroscopy, CHEM 442 Instrumental Analysis II - Electrochemistry, and CHEM 443 Instrumental Analysis III - Chromatography/Mass Spectrometry) courses are offered within a regular, two-year cycle. Students can take Chem 44X courses in any order.

5. Other undergraduate and graduate level courses in Chemistry may be taken as electives.

6. Two semesters of a foreign language.

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**Minor in Chemistry**

Required: A minimum of 20 semester hours unless all twenty are required for the student’s current major. The 20 semester hours shall include one year of general/inorganic chemistry with laboratory, a seminar of analytical chemistry with laboratory, and one year of organic chemistry with laboratory. CHEM 340 Survey of Organic Chemistry and BMB 301 Biochemistry can be substituted for one year of organic chemistry. If all twenty hours are required by the student’s major, a minor may be achieved by taking 2 semester hours at or above the 300 level beyond the chemistry courses required for the major.

**Courses**

- **CHEM 110. Survey of Chemistry. 4 Credits.** A course designed specifically for non-science majors who wish to obtain a basic understanding of chemistry as applied in the world today. Does not serve as a prerequisite for any other chemistry course. Includes laboratory.
- **CHEM 115. Introductory Chemistry. 3 Credits.** Measurement, ionic and covalent compounds, chemical calculations, states of matter; energy, solutions, reactions, chemical bonding.
- **CHEM 115L. Introductory Chemistry Lab. 1 Credit.** Laboratory to accompany Chem 115.
- **CHEM 116. Introduction to Organic and Biochemistry. 3 Credits.** Does not satisfy the prerequisite for any advanced chemistry course. A second semester of general chemistry with emphasis on organic and biochemistry. Includes alkanes, alkenes, alkynes, aromatics, alcohols, phenols, ethers, aldehydes, ketones, carboxylic acids, esters, amines, amines, carboxylic acids, lipids, amino acids, proteins, and nucleic acids. Required of students in the B.S. in Chemistry program. Prerequisites: CHEM 115 and CHEM 115L or CHEM 121 and CHEM 121L; a minimum of a C in either course is required.
- **CHEM 116L. Introduction to Organic and Biochemistry Laboratory. 1 Credit.** Laboratory to accompany Chem 116. Prerequisites: CHEM 115 and CHEM 115L or CHEM 121 and CHEM 121L. Corequisite: CHEM 116.
CHEM 121. General Chemistry I. 3 Credits.
Open to all students; no high school credit in chemistry required. Elementary principles and theories of chemistry: matter, measurement, atoms, ions, molecules, reactions, chemical calculations, thermochromy, bonding, molecular geometry, periodicity, gases. Prerequisites: MATH 102. Corequisites: MATH 103 or an appropriate score on the Math Placement Test.

CHEM 121L. General Chemistry I Laboratory. 1 Credit.
Laboratory to accompany Chem 121. Prerequisite or Corequisite: CHEM 121.

CHEM 122. General Chemistry II. 3 Credits.
Elementary principles and theories of chemistry; Intermolecular forces, liquids, solids, kinetics, equilibria, acids and bases. Solution of chemistry, precipitation, thermodynamics, electrochemistry. Prerequisite: CHEM 121 with a grade of C or better and CHEM 121L.

CHEM 122L. General Chemistry II Laboratory. 1 Credit.
Laboratory to accompany Chem 122. Prerequisite: CHEM 121 and CHEM 121L. Corequisite: CHEM 122.

CHEM 221. Fundamentals of Chemistry - Concepts. 3 Credits.
Atomic and molecular structure, stoichiometry, states of matter, thermodynamics, periodicity and descriptive inorganic chemistry. Prerequisites: High school chemistry, appropriate score on Chemistry Placement Test, and MATH 103 or appropriate Math Placement score. Corequisite: CHEM 221L.

CHEM 221L. Fundamentals of Chemistry Laboratory. 1 Credit.
Laboratory to accompany Chem 221. Prerequisites: High school chemistry and MATH 103 or appropriate Math Placement score. Corequisite: CHEM 221.

CHEM 254. Inorganic Chemistry I. 3 Credits.
Required for chemistry majors. Chemistry of the elements with emphasis on occurrence, preparation, physical properties, chemical reactivity, uses, nomenclature, structure, and periodic behavior. Includes chemical kinetics and thermodynamics. Prerequisite: CHEM 122 or CHEM 221. Corequisite: CHEM 254L.

CHEM 254L. Inorganic Chemistry I Laboratory. 1 Credit.
Qualitative and quantitative inorganic chemistry, including precipitation, acid-base reactions, and redox reactions in aqueous solutions. The preparation and isolation of main-group element and transition metal compounds. The characterization of these compounds with standard chemical and instrumental methods. Determinations of the rates of chemical reactions and of bond parameters. Prerequisite: CHEM 122 or CHEM 221. Corequisite: CHEM 254.

CHEM 333. Analytical Chemistry. 3 Credits.
For all science majors interested in using analytical chemistry techniques in a modern science laboratory. Principles of quantitative and qualitative chemical analysis as applied to environmental, clinical and forensic science are covered. Prerequisite: CHEM 122 or CHEM 221. Corequisite: CHEM 333.

CHEM 333L. Analytical Chemistry Laboratory. 1 Credit.
Laboratory to accompany Chem 333. Principles of quantitative and qualitative chemical analysis as applied to environmental, clinical and forensic science are covered. Prerequisite: CHEM 122 or CHEM 254. Corequisite: CHEM 333.

CHEM 340. Survey of Organic Chemistry. 4 Credits.
For all students interested in a one-semester survey of organic chemistry. Structure and bonding, nomenclature; hydrocarbons: alkanes, alkenes, alkynes, aromatics; substituted hydrocarbons: alkyl halides, stereochemistry, alcohols, phenols, ethers, amines; carboxyls: aldehydes, ketones; carboxylic acids, esters, amides. Prerequisites: CHEM 122 with a grade of C or better and CHEM 122L; or CHEM 254 and CHEM 254L. Corequisite: CHEM 340.

CHEM 340L. Survey of Organic Chemistry Laboratory. 1 Credit.
Laboratory to accompany Chem 340. Prerequisite: CHEM 122L or CHEM 254L. Corequisite: CHEM 340.

CHEM 341. Organic Chemistry I. 4 Credits.
Designed for science and pre-professional students. Required for chemistry majors. Structure and bonding, acid-base reactions, nomenclature, stereochemistry, functional groups, alkanes, alkenes, alkynes, alkyl halides and alcohols. Prerequisites: CHEM 122 with a grade of C or better and CHEM 122L; or CHEM 254 and CHEM 254L. Corequisite: CHEM 341L.

CHEM 341L. Organic Chemistry I Laboratory. 1 Credit.
Laboratory to accompany Chem 341. Required for chemistry majors. Chem 122L or Chem 254L is the prerequisite and Chem 341 is the corequisite or prerequisite.

CHEM 342. Organic Chemistry II. 4 Credits.
Designed for science and preprofessional students. Required for chemistry majors. Spectroscopy (NMR, IR, MS) for structure determination, structure and reactivity, aldehydes, ketones, carboxylic acids and their derivatives, aromatic compounds, amines, multi-step synthesis. Prerequisite: CHEM 341 with a grade of C or better. Prerequisite or Corequisite: CHEM 342L.

CHEM 342L. Organic Chemistry II Laboratory. 1 Credit.
Required for all chemistry majors. Laboratory to accompany Chem 342. Prerequisite: CHEM 341. Prerequisite or Corequisite: CHEM 342.

CHEM 392. Special Problems in Chemistry. 1-3 Credits.
An opportunity for students to work on research problems under close faculty guidance. Total credits not to exceed 3. Consent of Instructor is the prerequisite.

CHEM 397. Cooperative Education. 1-8 Credits.
May be repeated for a maximum of 12 credits. Prerequisites: One year of freshman chemistry with laboratory and either one for the following course sequences: CHEM 341, CHEM 342.

CHEM 431. Selected Topics in Chemistry. 1-5 Credits.
Repeatable with different topics.

CHEM 441. Instrumental Analysis I - Spectroscopy. 2 Credits.
Topics ranging from the fundamentals of spectroscopic analysis to contemporary techniques (including atomic absorption spectroscopy, atomic emission spectroscopy, atomic fluorescence spectroscopy, UV-vis molecular spectroscopy, fluorescence molecular spectroscopy, and infrared spectroscopy) are explored in the classroom and in laboratory exercises. Prerequisites: CHEM 333 and CHEM 333L.

CHEM 442. Instrumental Analysis II - Electrochemistry. 2 Credits.
Topics ranging from the fundamentals of electrochemistry (including thermodynamics, kinetics, and mass transfer) to contemporary techniques of electroanalysis (such as potentiometry, coulometry, amperometry, and voltammetry) are explored in classroom and laboratory exercises. Prerequisites: CHEM 333 and CHEM 333L.

CHEM 443. Instrumental Analysis III - Chromatography/Mass Spectrometry. 2 Credits.
Topics involving the fundamentals of gas and liquid chromatography (GC and LC) and mass spectrometry (MS) as well as their practical considerations in the method development (including sample preparation and MS interpretation) are covered. The modern chromatographic techniques (GC, GC/MS, and high resolution MS) are explored in classroom and laboratory exercises. Prerequisites: CHEM 333 and CHEM 333L.

CHEM 454. Inorganic Chemistry II. 3 Credits.
Chemistry of inorganic compounds in terms of modern theories and concepts. Prerequisites: CHEM 254 and CHEM 342. Corequisites: CHEM 470 and CHEM 454L.

CHEM 454L. Inorganic Chemistry II Laboratory. 1 Credit.
A course in laboratory techniques as applied to inorganic systems, including modern methods for synthesizing inorganic compounds and their analyses by spectroscopic and diffraction techniques. Prerequisites: CHEM 254 and CHEM 254L. Corequisite: CHEM 454.

CHEM 455. Spectroscopy and Structure. 3 Credits.
Applications of spectroscopic techniques to the determination of molecular structure. Prerequisite: CHEM 342 or CHEM 466.

CHEM 462. Physical Chemistry Laboratory. 3 Credits.
Required for B.S. in Chemistry and B.S. with Major in Chemistry Physical Science Emphasis majors. The solution of chemical problems in the laboratory using modern physical and analytical methods. Prerequisites: CHEM 470 and CHEM 471.

CHEM 463. Advanced Synthesis Laboratory. 3 Credits.
Advanced synthetic, separatory and characterization methods currently used in modern laboratory practice will be emphasized. Prerequisites: CHEM 462 or CHEM 467 and CHEM 455.

CHEM 466. Survey of Physical Chemistry. 4 Credits.
Required for chemistry majors in the B.S. with Major in Chemistry with Emphasis option. Survey of topics in physical chemistry with an emphasis for the life sciences. Topics include chemical thermodynamics, kinetics, introductory quantum mechanics, and spectroscopy. Prerequisites: CHEM 342, MATH 146, and PHYS 212.
CHEM 467. Survey of Physical Chemistry Laboratory. 2 Credits.
The solution of chemical problems in the laboratory using physical and
biophysical methods. Prerequisite: CHEM 466.

CHEM 470. Thermodynamics & Kinetics. 3 Credits.
The use of energy concepts in studying and understanding the nature of matter,
equilibria, reactivity, kinetics, criteria for reactions. Prerequisites: CHEM 341,
MATH 265, and PHYS 252.

CHEM 471. Quantum Mechanics & Spectroscopy. 3 Credits.
Theory and nature of bonding and structure, spectroscopy, and optics.
Prerequisite: CHEM 470.

CHEM 488. Undergraduate Seminar. 1 Credit.
Required for B.S. in Chemistry. Introduction to current research in chemistry
and to professional chemistry seminar preparation. Corequisite: CHEM 492 or
CHEM 463.

CHEM 489. Senior Honors Thesis. 1-8 Credits.
Supervised independent study culminating in a thesis. Repeatable to 9 credits.

CHEM 492. Senior Research. 1-6 Credits.
An opportunity for advanced students to work on research problems under
close faculty guidance. Submission of a comprehensive final report is part of
the course requirements. May be repeated up to 6 credits. Prerequisite: CHEM
342. Corequisite: CHEM 462 or CHEM 467.

Civil Engineering (CE)

http://www.engineering.und.edu/civil

Gedafa, Gullicks (Chair), Jerath, Lim, Moretti, Mamaghani and Suleiman

The mission of the civil engineering program at the University of North
Dakota is to provide students with a well-rounded civil engineering education.
Graduates of the program will be prepared to function effectively in a wide
range of professional settings such as engineering consulting firms, industries
and governmental agencies. The civil engineering program emphasizes the
areas of environmental engineering, geotechnical engineering, structural
engineering, and water resources engineering. The required curriculum
includes the fundamentals for each of these areas and provides an opportunity
for additional learning experiences with technical electives and a major design
experience.

Teamwork, problem solving, and design exercises are interwoven throughout
the curriculum; culminating in a two-semester, capstone design project
during the senior year. Several courses include laboratories which develop
experimental, teamwork, and communication skills. Technical reports and/or
presentations required in several courses develop knowledge of contemporary
issues and life-long learning skills, as well as communication skills. Relevant
computer software is used throughout the curriculum. Students are strongly
encouraged to prepare for a professional license by taking the national
engineer exam prior to graduation. Students who
excel academically are also well qualified to pursue graduate work in civil
engineering or a related field.

To encourage undergraduate engineering students to extend their studies
to include a graduate degree, the College of Engineering and Mines has
combined programs which permit students to earn both Bachelor of Science/ 
Master of Engineering or Bachelor of Science/Master of Science degrees in an
engineering discipline. These programs allow students to designate two three-
credit hour courses to count for both B.S. and master’s degrees. The selected
courses must have graduate course standing and must be designated when a
student requests admission to the program.

See Combined Degree Program under the College of Engineering and Mines
(p. 486) section for additional details.

The following are the educational objectives (EO) of the B.S. in Civil
Engineering program:

• EO1 Graduates practice civil engineering, using knowledge and skills for
problem analysis and solving, in a wide range of professional settings
including consulting firms, government agencies and industries.

• EO2 Graduates work mainly in the areas of engineering design, project
management, construction, contract administration, technical support, and
research.

• EO3 Most graduates continue learning by participating in job related training
activities, pursuing a professional engineering license, and/or attending

graduate school.

• EO4 Most graduates contribute to the economic development of North
Dakota and the surrounding region.

The civil engineering program is accredited by the Engineering Accreditation
Commission of the Accreditation Board for Engineering and Technology
(ABET).

In addition to the normal transfer credit stipulations, Distance Engineering
Degree Program (DEDP) and transfer students in Civil Engineering must
complete a minimum of 22 credit hours of CE 300-level or higher engineering
coursework, including the CE 482 Civil Engineering Design and CE 483 Civil
Engineering Design II course sequence.

B.S. in Civil Engineering

Required 134 credits (36 of which must be numbered 300 or above, and 60 of
which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121 &amp; 121L</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 101</td>
<td>Graphical Communication</td>
<td>3</td>
</tr>
<tr>
<td>MATH 165</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

| Second Semester | | |
|---------------------------------|
| CHEM 122 & 122L | General Chemistry II and General Chemistry II Laboratory | 4 |
| ENGL 125 or ENGL 120 | Technical and Business Writing or College Composition II | 3 |
| CE 101 | Introduction to Civil Engineering | 1 |
| ENGR 200 | Computer Applications in Engineering | 2 |
| MATH 166 | Calculus II | 4 |
| Arts and Humanities | | 3 |

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 313</td>
<td>General Surveying</td>
<td>2</td>
</tr>
<tr>
<td>CE 313L</td>
<td>General Surveying Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ENGR 201</td>
<td>Statics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 265</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 251 &amp; 251L</td>
<td>University Physics I and</td>
<td>4</td>
</tr>
<tr>
<td>GEC 203 or GEC 201</td>
<td>Earth Dynamics or Introduction to Geology</td>
<td>3</td>
</tr>
</tbody>
</table>

| Second Semester | | |
|-------------------|
| CE 202 | Introduction to Digital Terrain Modeling | 1 |
| ECON 210 | Introduction to Business and Economic Statistics | 3 |
| ENGR 203 | Mechanics of Materials | 3 |
| MATH 266 | Elementary Differential Equations | 3 |
| PHYS 252 or PHYS 252L | University Physics II or | 4 |
| Social Science | | 3 |

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 301</td>
<td>Civil Engineering Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>CE 306</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>CE 351</td>
<td>Structural Mechanics</td>
<td>4</td>
</tr>
</tbody>
</table>
CE 412 Soil Mechanics 3
ENGR 202 Dynamics 3
PHIL 250 Ethics in Engineering and Science 3
or ME 370 Engineering Disasters and Ethics 3
or CHE 340 Professional Integrity in Engineering 3

Second Semester
CE 302 Civil Engineering Laboratory II 2
CE 423 Hydraulic Engineering 3
CE 431 Environmental Engineering I 3
CE 451 Steel Design 3
COMM 110 Fundamentals of Public Speaking 3

Senior Year
First Semester
CE 432 Environmental Engineering II 3
CE 453 Reinforced Concrete 3
CE 421 Hydrology 3
ENGR 460 Engineering Economy 3
CE 482 Civil Engineering Design 2
Technical Elective 3

Second Semester
CE 414 Foundation Engineering 3
CE 416 Transportation Engineering 3
CE 444 Contracts and Specifications 3
CE 483 Civil Engineering Design II 2
Technical Elective 3
Social Science 3

Total Credits: 134

* Students are encouraged to take ENGL 125 Technical and Business Writing.
** Students are encouraged to take GEOE 203 Earth Dynamics.

Courses

CE 101. Introduction to Civil Engineering. 1 Credit.
This course will be a series of lectures and discussions concerning the practice of civil engineering. Topics covered include the scope of civil engineering practice, professional practice issues, engineering design, ethics, communication skills, teamwork skills, and career planning.

CE 202. Introduction to Digital Terrain Modeling. 1 Credit.
The course introduces some basic functions of the Civil 3D land systems design program. The course uses a combined lecture and laboratory format to teach fundamentals of land surface modeling. Students will have access to Civil 3D software through the SEM computer system.

CE 301. Civil Engineering Laboratory I. 2 Credits.
Course involves lab experiences dealing with: 1) determining soil index properties, grain size distribution, permeability, moisture density relations, shear strength, and consolidation of soils; 2) engineering properties of concrete, asphalt, steel, and composites; and 3) design of experiments. Students perform lab work in teams and communicate results by written reports. Prerequisites: ENGR 203 and ENGL 110. Corequisites: ECON 210 and CE 412.

CE 302. Civil Engineering Laboratory II. 2 Credits.
Course involves lab experiences dealing with: 1) fluid properties, flow measurements, open channel flow, pipe flow, and hydraulic machinery; 2) water and wastewater treatment topics such as BOD, total and suspended solids, water hardness, chlorination, alkalinity, coagulation, and jar testing; and 3) design of experiments. Students perform lab work in teams and communicate results in written reports and one oral presentation. Prerequisites: ENGR 203 and ENGL 110. Corequisites: ECON 210, CE 431, and CE 423.

CE 306. Fluid Mechanics. 3 Credits.
Fluid properties; fluid statics and dynamics; transport theory and transport analogies, conservation of mass, energy, and momentum; dimensional analysis; boundary layer concepts; pipe flows; compressible flow; open channel flow. Prerequisites: PHYS 521 and MATH 265.

CE 313. General Surveying. 2 Credits.
Measurements of distances and angles; EDM; satellite and inertial systems; triangulation; differential leveling; horizontal curves; vertical curves; traverse surveys; U.S. public land surveys; earthwork; boundary surveys; construction surveys. Prerequisites: MATH 165. Corequisite: On campus students must take CE 313L along with this class.

CE 313L. General Surveying Laboratory. 1 Credit.
Course will involve laboratory assignments dealing with measurements of distances and angles; use of EDM, GPS, and automatic levels; traversing; leveling; horizontal curves; vertical curves; and topographic survey. Offered in Summer for DEDP students. Prerequisite: DEDP students must have completed CE 313. Corequisite: One-campus students must be enrolled in CE 313.

CE 351. Structural Mechanics. 4 Credits.
Reactions, shear and bending moment, plane and space trusses, influence lines, deflections, virtual work, energy methods, approximate analysis, consistent deformations method, slope deflection and moment distribution methods, introduction to matrix methods. Use of computer for analysis. Prerequisite: ENGR 203.

CE 397. Cooperative Education. 1-8 Credits.
A practical work experience with an employer closely associated with the student’s academic area. Arranged by mutual agreement among student, department and employer. Repeatable to 24 credits. Admission to the civil engineering program is the prerequisite or consent of advisor.

CE 412. Soil Mechanics. 3 Credits.
Course topics include principles of soil mechanics including weight-volume relationships, classification, compaction, effective stress, permeability and seepage, consolidation, shear strength, site exploration, introduction to lateral earth pressure, and slope stability. Prerequisite: ENGR 203.

CE 412L. Soil Mechanics Lab. 1 Credit.

CE 414. Foundation Engineering. 3 Credits.
Soil improvements and ground modifications, soil exploration and sampling, bearing capacity, spread footings, mat foundations, settlement analysis, drilled shaft and pile foundations, foundations on difficult soil. Prerequisite: CE 412.

CE 414L. Laboratory.

CE 416. Transportation Engineering. 3 Credits.
Transportation systems; transportation planning and future developments; computer aided design; design and analysis of transportation facilities including traffic operations, highway geometry, and pavement. Prerequisite: CE 412.

CE 421. Hydrology. 3 Credits.
Course topics include measurement, interpretation, analysis and application of hydrologic data; precipitation, evaporation and transpiration; runoff hydrographs; routing methods; groundwater; and snow hydrology. Computer applications. Prerequisite: CE 306.

CE 423. Hydraulic Engineering. 3 Credits.
Fluid statics and dynamics; open channel flow; transitions and controls; hydraulic structures; hydraulic machinery; hydraulic power conversion; and hydraulic modeling. Prerequisite: CE 306.

CE 423L. Hydraulic Engineering Laboratory. 1 Credit.

CE 431. Environmental Engineering I. 3 Credits.
Environmental quality, water quality modeling, water wastewater treatment systems, sludge processing, solid wastes, hazardous wastes, environmental law. Prerequisite: CE 306.

CE 432. Environmental Engineering II. 3 Credits.
Water distribution networks, mass curve analysis, wastewater collection systems, pumping systems for water and wastewater, system design project, computer-assisted design, confined spaces. Prerequisite: CE 306.

CE 434. Environmental Engineering Laboratory. 4 Credits.
Physical, chemical and biological methods used in environmental engineering, water chemistry, instrumental methods, lab tours.

CE 435. Hazardous Waste Management. 3 Credits.
Regulations, generation, storage, transportation, disposal, classification, fate and transport of contaminants, environmental audits, pollution prevention and management facilities, remediation alternatives, physical-chemical treatment, bioremediation, stabilization/solidification, thermal processes. Prerequisites: CE 306 and CHEM 121.
CE 444. Contracts and Specifications. 3 Credits.
Engineering contracts and specification essentials, legal aspects of engineering practice and employment; professional practice issues; procurement of work; governmental regulation.

CE 451. Steel Design. 3 Credits.
Selection of sections, bolted and welded connections, trusses, bearings, lightgage structural members, fatigue of structural members and introduction to plastic design. Prerequisite: CE 351.

CE 453. Reinforced Concrete. 3 Credits.
Materials and specifications, axially and eccentrically loaded columns, strength beam theory, shear stresses, bond and development length, serviceability, and one-way slabs. Prerequisite: CE 351.

CE 482. Civil Engineering Design. 2 Credits.
This is a comprehensive design course which integrates engineering design and engineering science components of previous and ongoing coursework into a major design experience. Design projects can be in the areas of environmental, geotechnical, structures, water resources, or transportation engineering. Course activities include defining the problem, formulating project objectives, gathering background information, scheduling the project, applying design standards and realistic constraints; developing design alternatives; and evaluating design alternatives. Other topics covered include project management, effective team-working, engineering ethics, and computer-aided design. Group design reports and individual oral presentations are required. The prerequisites are two of these four: CE 451, CE 412, CE 423 and CE 431.

CE 483. Civil Engineering Design II. 2 Credits.
This is a comprehensive design course which integrates engineering design and engineering science components of previous and ongoing coursework into a major design experience. Design projects can be in the area of environmental, geotechnical, structures, water resources, or transportation engineering. Course activities include developing and analyzing a detailed design, preparing plans and drawings, developing design specifications, and estimating construction costs. Other topics covered include professional practice issues and computer-aided design. Group design reports and individual oral presentations are required. Prerequisites: CE 482 or departmental consent. Two of these four: CE 451, CE 412, CE 423 and CE 431.

CE 490. Special Topics. 1-3 Credits.
Investigation of special topics dictated by student and faculty interests. Repeatable. Department approval is required.

Communication Program (Comm)

http://www.arts-sciences.und.edu/communication

Anatonova, Aregood, Conway, Cowden, Fiorido, Haslerud Opp, Ommen, Pasch, Rakow, Rendahl and Shafer

The Communication Program offers a comprehensive, integrated curriculum in communication focusing on how information processes and communication technologies affect and can benefit a diversity of local and global communities. It prepares undergraduate students for careers as ethical, competent, and professional communicators with a broad understanding of contemporary communication issues and with skills that are adaptable to a variety of contexts.

One major, Communication, is offered leading to the Bachelor of Arts degree. The curriculum also allows for special emphasis areas. A minor in Communication is also offered.

Facilities and Special Programs

The program has state of the art computerized writing, graphics, and editing laboratories, as well as its own reading room that houses a wide selection of daily and weekly newspapers, magazines and professional journals. The University’s Television Center facility is available for student training. The Communication Program also administers the Northern Interscholastic Press Association, which serves high school journalism programs in North Dakota and northern Minnesota.

Student Opportunities

Students are encouraged to supplement classroom instruction through work on campus publications, a national award-winning television program, and supervised, professional internships. The strong support of alumni allows the program to award a number of scholarships to our admitted Communication majors.

Admission Requirements

Admission to the College of Arts and Sciences does not automatically carry admission to the Communication Program. Students planning to pursue a major through the program should declare Pre-Communication as their intended major. In order to reach the next level, that of Admitted Major, Pre-Communication—and those who are pursuing an Admitted Minor status—must:

• Pass COMM 102 Communication and the Human Community or COMM 103 Information, Technology and Social Change with a grade of C or better
• Pass ENGL 110 College Composition I and ENGL 120 College Composition II or ENGL 110 College Composition I and ENGL 125 Technical and Business Writing with a grade of B or better
• Have a 2.50 overall GPA (which must be continued in order to take courses in Communication. At graduation, GPA must also be at least 2.50.)
• Have earned at least 24 semester credits
• Have his or her assigned faculty adviser approve a personal Plan of Study contract

Students are classified as Pre-Communication majors until they have completed these requirements. Additional information about the application process is available from the program’s student adviser.

Attaining Admitted Major status opens many restricted classes. In addition, students are eligible for communication scholarships when they are admitted majors.

College of Arts and Sciences

B.A. with Major in Communication

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a four-year institution) including:

I. Essential Studies Requirements (see University Essential Studies listing.)

II. Major Requirements

Required minimum of 36 credits. Communication majors must earn a grade of “C” or better in all Communication courses.

Major Course Requirements

12 credits required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 102</td>
<td>Communication and the Human Community</td>
<td>3</td>
</tr>
<tr>
<td>COMM 103</td>
<td>Information, Technology and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMM 200</td>
<td>Introduction to Media Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>12</td>
</tr>
</tbody>
</table>

Experience

3 credits required with maximum allowed of 5 credits for major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 329</td>
<td>Practicum</td>
<td>1-5</td>
</tr>
<tr>
<td>COMM 394</td>
<td>Individual Projects and Readings</td>
<td>1-5</td>
</tr>
<tr>
<td>COMM 397</td>
<td>Cooperative Education</td>
<td>1-5</td>
</tr>
<tr>
<td>COMM 497</td>
<td>Internship</td>
<td>1-5</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>4-20</td>
</tr>
</tbody>
</table>

Additional Communication Courses

21 credits required with at least 15 credits at 300 level or above

Majors receiving a special emphasis are required to take a minimum of 15 credits in the emphasis area plus 6 approved elective credits. A list of approved electives for each emphasis is available on the Communication Program website or from a communication faculty advisor. Each emphasis completed will be noted on the student’s academic record. A student is not required to
follow a special emphasis, and may choose from any of the communication courses listed below (21 credits required with at least 15 credits at 300 level or above). Students who wish to follow a special emphasis may select from one or more of the following options.

**Journalism and Computer Mediated Communication Emphasis**

Select five of the following: 15

- COMM 206  Digital Communication: Fundamentals
- COMM 246  Journalistic Reporting and Editing
- COMM 305  Publications
- COMM 319  Digital Communication: Imaging
- COMM 324  Feature and Opinion Writing
- COMM 328  Community Journalism
- COMM 329  Practicum
- COMM 332  Television Studio Production
- COMM 354  Electronic Field Production
- COMM 405  Social Implications of the Information Society
- COMM 414  Media Law and Ethics
- COMM 428  Media History

Approved Electives  6

**Culture and Communication Emphasis**

Select five of the following: 15

- COMM 212  Interpersonal Communication
- COMM 300  Communication and Society
- COMM 302  Popular Culture
- COMM 308  Argumentation
- COMM 310  Media and Diversity
- COMM 313  Persuasion
- COMM 331  Survey of Broadcasting
- COMM 354  Electronic Field Production
- COMM 401  Organizational Communication
- COMM 402  Intercultural/International Communication
- COMM 403  Community Relations
- COMM 405  Social Implications of the Information Society
- COMM 414  Media Law and Ethics
- COMM 428  Media History
- COMM 461  Political Communication

Approved Electives  6

**Advertising Emphasis**

Select five of the following: 15

- COMM 206  Digital Communication: Fundamentals
- COMM 300  Communication and Society
- COMM 301  Psychology of Communication
- COMM 305  Publications
- COMM 313  Persuasion
- COMM 319  Digital Communication: Imaging
- COMM 329B  Practicum **
- COMM 341  Advertising Creative Strategy
- COMM 404  Advertising and Society
- COMM 430  AD/PR Campaigns: Research **

Approved Electives  6

**Health Communication Emphasis**

Select five of the following: 15

- COMM 212  Interpersonal Communication
- COMM 407  Communication Technologies and the Future
- COMM 410  Research Methods in Communication
- NURS 282  Health Promotion
- IS 311  Health and American Indian Cultures
- SOC 354  Medical Sociology

Approved Electives  6

**Organizational Communication Emphasis**

Select five of the following: 15

- COMM 212  Interpersonal Communication
- COMM 300  Communication and Society
- COMM 401  Organizational Communication
- MGMT 300  Principles of Management
- MGMT 362  Leadership and Conflict Resolution

**Public Relations Emphasis**

Select five of the following: 15

- COMM 206  Digital Communication: Fundamentals
- COMM 300  Communication and Society
- COMM 303  Principles of Public Relations
- COMM 310  Media and Diversity
- COMM 313  Persuasion
- COMM 329B  Practicum
- COMM 352  Writing for Public Relations
- COMM 401  Organizational Communication
- COMM 461  Political Communication
- COMM 430  AD/PR Campaigns: Research

Approved Electives  6

**Speech Communication Emphasis**

Select five of the following: 15

- COMM 212  Interpersonal Communication
- COMM 308  Argumentation
- COMM 313  Persuasion
- COMM 366  Business and Professional Speaking
- COMM 368  Criticism and Controversies
- COMM 401  Organizational Communication
- COMM 403  Community Relations
- ISBC 499  Special Topics (this course may be taken twice)

Approved Electives  6

**Computer Mediated Communication Emphasis**

Select five of the following: 15

- COMM 206  Digital Communication: Fundamentals *
- COMM 302  Popular Culture
- COMM 310  Media and Diversity
- COMM 319  Digital Communication: Imaging
- COMM 405  Social Implications of the Information Society *
- COMM 410  Research Methods in Communication

Approved Electives  6

*  courses are required for this emphasis

**  These courses work toward facilitating the National Student Advertising Competition project.

Note: Additional prerequisites may apply to some courses. Check individual course descriptions.

**Minor in Communication**

Required: 24 credits

6 credits from COMM 102 Communication and the Human Community and COMM 103 Information, Technology and Social Change; 18 additional Communication credits with 12 of these credits 300 level or above.

Internship or practicum courses will not count toward the minor. Minors must fulfill the admissions requirements of the Communication program. They must also earn a grade of C or better in all communication courses and must maintain an overall GPA of 2.5.
Courses

COMM 102. Communication and the Human Community. 3 Credits.
An introduction to the important concepts and principles of human communication, with a focus on how humans create meaningful worlds to live in through shared language, shared visual perception and interaction processes. Examination of the conflicts and opportunities that can result from communication differences within and among communities, with particular emphasis on gender, race and ethnicity, age, sexual orientation, class and physical ability.

COMM 103. Information, Technology and Social Change. 3 Credits.
Evolution of communication technology and the consequences for how people communicate and acquire information, including the impact of culture, economics and public policy on contemporary media practices. Current issues related to media content, access and effects are examined.

COMM 110. Fundamentals of Public Speaking. 3 Credits.
The theory and practice of public speaking with emphasis on content, organization, language, delivery, and critical evaluation of messages. Additional emphasis on student performance stressing original thinking, effective organization, and direct communication of ideas.

COMM 200. Introduction to Media Writing. 3 Credits.
Introduction to writing in the various styles and forms required in journalism, advertising, broadcasting, public relations, electronic and speech communication.

COMM 201. Visual Communication. 3 Credits.
An examination of the history and development of design in visual communication with emphasis on design components in visual literacy. Images in news and advertising, photography, film and television are examined using theoretical, ethical, and critical perspectives.

COMM 206. Digital Communication: Fundamentals. 3 Credits.
An introduction to the theory and practice of digital communication for print, online and mobile media. Course emphasis is on a holistic approach to digital design including both theoretical knowledge and software expertise. Course involves creating a series of portfolio-ready digital artifacts. Admitted communication major is the corequisite.

COMM 212. Interpersonal Communication. 3 Credits.
Introduces fundamental concepts of communication between individuals. Explores aspects of self expression and relationship communication. To give insights into the dynamics of interpersonal communication. To aid in the understanding of how people present themselves to other people, and how others perceive them in return.

COMM 246. Journalistic Reporting and Editing. 3 Credits.
Professional techniques of news gathering, editing, source analysis and information dissemination for diverse mass media audiences utilizing traditional and new technologies and methods. Prerequisites: COMM 200 and Communication major or instructor consent.

COMM 300. Communication and Society. 3 Credits.
Explores the interrelationships of society and forms of communication. Objectives include developing knowledge of the media, an ability to discuss in an informed manner the issues of communication in a democratic society and to develop an awareness of intelligent use of the media. Prerequisite: COMM 102 or COMM 103 or instructor consent.

COMM 301. Psychology of Communication. 3 Credits.
Analysis of the nature and function of communication in interpersonal relationships, special consideration of recurring patterns of communication behavior and the relations among personal characteristics and communications. Admitted communication major is the prerequisite or instructor consent.

COMM 302. Popular Culture. 3 Credits.
Critical analysis of culture(s), their characteristics, and the relationship between media, interpersonal communication, and broader cultural patterns. A look at how popular culture works and influences the public and how everyday actions, objects and experiences affect us. A critical look at the ways in which culture is defined by such elements as fashion, shopping malls, television, film, music, books, newspapers and the internet. Admitted communication major is the prerequisite or instructor consent.

COMM 303. Principles of Public Relations. 3 Credits.
Examines public relations as a professional communication and management function, applications within a range of organizations, and PR’s impact on society and role in community-building. In-depth analysis of the PR campaign process, PR media and publicity. Ethical and legal considerations.

COMM 305. Publications. 3 Credits.
This course investigates the changing dynamic of publishing. Moving from traditional print publication models, the course examines publishing for the web, mobile devices, blogs, increasing readership, self-publishing and peer-reviewed options. Course includes publication conceptualization, production, budgeting, pre-press and printing processes. Admitted communication major are the prerequisite.

COMM 308. Argumentation. 3 Credits.
An introduction to the philosophical development of argument, basic components of argumentation, kinds of argument structures and practical application of argumentation. Admitted Communication major is the prerequisite.

COMM 310. Media and Diversity. 3 Credits.
Study of minority status within mass media organizations and in media content from historical, contemporary and speculative points of view. Admitted communication major is the prerequisite.

COMM 313. Persuasion. 3 Credits.
An examination of principles and practices of persuasion and its influence across communication contexts such as interpersonal, group, and mass communication. Emphasis will be placed on ethical standards and implication of persuasion and influence. Admitted communication major is the prerequisite.

COMM 319. Digital Communication: Imaging. 3 Credits.
This course introduces students to the practice of digital imaging, including photographic principles, digital acquisition devices, software, and transmission for the web and other media. Admitted Communication major is the prerequisite.

COMM 324. Feature and Opinion Writing. 3 Credits.
Investigative reporting and writing for traditional and new media using innovative research and source analysis techniques. Includes methods for informed opinion and commentary writing. Prerequisites: COMM 200 and admitted Communication major or instructor consent.

COMM 328. Community Journalism. 3 Credits.
Considers the role that news media can play in enhancing community life. May focus on the role of print and broadcast journalism in Native American communities, on the role of weekly newspapers in small, rural towns or on broadcast and print media in cities. Provides an in-depth introduction to an assessment of efforts to determine how new forms of news media could provide innovative service for communities. Admitted communication major is the prerequisite.

COMM 330. Practicum. 1-5 Credits.
Faculty supervised and graded experiences offered in a variety of communication contexts. Junior standing and instructor consent are the prerequisites.

COMM 330A. Practicum. 1-5 Credits.
Faculty supervised and graded experiences offered in a variety of communication contexts. Junior standing and instructor consent are the prerequisites.

COMM 330B. Practicum. 1-5 Credits.
Faculty supervised and graded experiences offered in a variety of communication contexts. Junior standing and instructor consent are the prerequisites.

COMM 331. Survey of Broadcasting. 3 Credits.
Examination of broadcasting with emphasis on basic technology, structure, and organization. Study will include the basic legal, social and artistic aspects of broadcasting as well as techniques and utilization of audience research. Admitted communication major is the prerequisite.

COMM 332. Television Studio Production. 3 Credits.
Introduction to basic studio production. Emphasis on the function and operation of TV equipment, lighting, producing and directing, including crew management, program conception, writing, planning and evaluation. Admitted communication major is the prerequisite.
COMM 341. Advertising Creative Strategy. 3 Credits.
Introduces students to creative ideas in advertising and their translation into words and images. Emphasis is on strategic approaches to creative decision-making across all media. Topics include the setting of objectives, selection of copy structure, demands of different media, design principles, layout and storyboards, and regulations affecting messages.

COMM 352. Writing for Public Relations. 3 Credits.
Intensive practice in preparing the most common types of materials used in public relations. Special emphasis on writing style and form, and effective media relations. Prerequisites: COMM 200 and admitted communication major.

COMM 354. Electronic Field Production. 3 Credits.
Study and application of the concepts, principles, and practices of single camera production of nonfiction video and audio outside of a studio setting. Includes the study of news, documentary, corporate, educational, and independent video production. Consideration of ethical issues involved in video field production. Admitted Communication major is the prerequisite.

COMM 366. Business and Professional Speaking. 3 Credits.
Advanced study of rhetorical invention, disposition and style, and the application of those principles through preparation of business and professional speeches and speech manuscripts. Admitted communication major is the prerequisite.

COMM 368. Criticism and Controversies. 3 Credits.
A study of critical perspectives on civic discourse by examining contemporary controversies. Admitted Communication major is the prerequisite.

COMM 394. Individual Projects and Readings. 1-5 Credits.
Individual projects or directed study related to topics, issues, or activities in communication studies. Junior standing and instructor consent are the prerequisites.

COMM 397. Cooperative Education. 1-5 Credits.
A practical work experience closely associated with the student’s academic or professional interests. Arranged by mutual agreement among student, program, and employer. Junior standing and instructor consent are the prerequisites.

COMM 401. Organizational Communication. 3 Credits.
Analysis of communication behavior in formally structured relationships as it relates to the organization and to individuals. Special attention given to organizational style, status, trust and conflict-management. Informal communication networks and rumor are studied. Admitted communication major is the prerequisite or instructor consent.

COMM 402. Intercultural/International Communication. 3 Credits.
This course will provide an overview of the study of intercultural or international communication. Topics addressed will include: history, literature, and culture of specific groups including racial, religious, and ethnic issues that affect communication patterns and outcomes. Admitted communication major is the prerequisite or instructor consent.

COMM 403. Community Relations. 3 Credits.
Examination of strategies organizations use to establish and maintain rapport with communities. Theoretical foundations, crisis and issues management, conflict resolution, promotional strategies and effective media relations. Admitted communication major is the prerequisite or instructor consent.

COMM 404. Advertising and Society. 3 Credits.
Examines and evaluates the social, ethical and economic aspects of advertising. Attention is given to appraising the effects of advertising on the consumer and competition. Admitted Communication Major is the prerequisite or consent of the instructor.

COMM 405. Social Implications of the Information Society. 3 Credits.
Considers and evaluates different perspectives on the information society, ranging from humanistic and Neomarxist critiques to the optimistic scenarios of some futurists. Examines the implications of new means of creating, storing, manipulating and disseminating information. Discussion of whether or not the potential benefits will be realized. Admitted communication major is the prerequisite or consent of the instructor.

COMM 407. Communication Technologies and the Future. 3 Credits.
Enables students to develop an in-depth understanding of new communication technologies and to explore their potential. Consideration of how media industries are being restructured, of the social consequences of new technological applications and of implications for the exercise of social power. Admitted communication major is the prerequisite or instructor consent.

COMM 410. Research Methods in Communication. 3 Credits.
Introduction to methodologies of historical, descriptive, and experimental research with attention to interpreting research results, selecting research designs and conducting communication research projects. Admitted communication major is the prerequisite or instructor consent.

COMM 414. Media Law and Ethics. 3 Credits.
This course introduces the students to the contemporary legal and regulatory environment for media and digital communication. The philosophical and historical background, and the development and court interpretations of the First Amendment are examined, along with the theories of libel law, right to privacy, copyright protection, access to information, and advertising and broadcast regulation. The ethical principles that guide communication practices in journalism, mass media, public relations, and online social networking are explored with a particular attention to the concepts of public trust and public interest. Admitted Communication major is the prerequisite or instructor consent.

COMM 428. Media History. 3 Credits.
Origins and evolution of human communication, mass media and related technological innovations. Addresses mass media’s historical influence on social, political and economic change, as well as on maintaining the status quo. Admitted communication major is the prerequisite or instructor consent.

COMM 430. AD/PR Campaigns: Research. 3 Credits.
Understand audience segmentation and qualitative and quantitative approaches to market research and campaign testing to develop research driven advertising and public relations communication campaign.

COMM 461. Political Communication. 3 Credits.
Analysis of political campaigns: a study of leading speakers, their speeches and the impact these have on our political, social, legal, and religious life. The rhetoric of mass movements and power, protest, and conciliation are analyzed. Admitted communication major is the prerequisite or instructor consent.

COMM 497. Internship. 1-5 Credits.
Supervised experience in the mass media or related field consistent with student’s career objectives. Final report, employer’s evaluation and samples of work required. Formal application in advance of internship needs department approval. Junior standing and instructor consent are the prerequisites.

COMM 499. Special Topics. 1-3 Credits.
Selected topics in communication that allow students to study specific communication issues and/or topics that are not covered by regular department offerings. Repeatable to 6 credits. Communication majors may not exceed 45 credits in the major within the 125 credits for graduation. Admitted communication major is the prerequisite.

Communication Sciences and Disorders (CSD)

arts-sciences.und.edu/communication-sciences-disorders

Biberdorf, Cummings, Madden, Pawlowska, Rami (Chair), Robinson, Schill, Seddoh, Swisher and Weisz

It is the general mission of the Department of Communication Sciences and Disorders to provide academic and clinical instruction, supervised clinical practicum, and research experience for students; to provide clinical services to individuals, groups, and agencies within the University and greater Grand Forks area; to provide professional leadership within local, state, and national organizations; to contribute to the body of knowledge concerning communication processes and communication disorders; and to serve the University and participate in its governance. This mission is directed at meeting the needs of the University of North Dakota and its constituency.

Academic Programs

The undergraduate coursework in Communication Sciences and Disorders is grounded in a liberal arts education. The undergraduate degree is designed to prepare the student to become a lifelong learner, critical thinker, and problem solver.

The coursework is also designed to prepare the undergraduate major to pursue professional and graduate work, including a graduate degree in Speech-Language Pathology or Audiology. A graduate degree in either field of
communication disorders is required to work as a speech-language pathologist or audiologist.

A minor in American Sign Language and Deaf Studies also is offered. The minor provides an option for students who wish to acquire American Sign Language skills and gain a greater understanding of the culture of the deaf community.

College of Arts and Sciences
B.A. with Major in Communication Sciences and Disorders

Required 125 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

(Laboratory science requirement to be met by 4 credits of biology, chemistry or physics)

II. The Following Curriculum

A. Major Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 223</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>CSD 231</td>
<td>Anatomy and Physiology of the Speech and Hearing</td>
<td>4</td>
</tr>
<tr>
<td>CSD 232</td>
<td>Survey of Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 235</td>
<td>Speech and Hearing Science</td>
<td>4</td>
</tr>
<tr>
<td>CSD 333</td>
<td>Articulation and Phonological Development and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 340</td>
<td>Normal Language Structure</td>
<td>3</td>
</tr>
<tr>
<td>CSD 343</td>
<td>Language Development</td>
<td>3</td>
</tr>
<tr>
<td>CSD 343L</td>
<td>Language Development Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CSD 422</td>
<td>Neuroanatomy of Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 425</td>
<td>Language, Multiculturalism and Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 431</td>
<td>Introduction to Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 434</td>
<td>Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>CSD 438</td>
<td>Craniofacial Anomalies</td>
<td>2</td>
</tr>
<tr>
<td>CSD 440</td>
<td>Language Disorders I</td>
<td>3</td>
</tr>
<tr>
<td>CSD 441</td>
<td>Language Disorders II</td>
<td>3</td>
</tr>
<tr>
<td>CSD 461</td>
<td>Senior Seminar in Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 484</td>
<td>Clinical Practicum I: Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 485</td>
<td>Clinical Practicum II: Speech Language Pathology</td>
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B. Major courses not required for the B.A., but recommended:

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
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C. Courses required in other departments:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 241</td>
<td>Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 270</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra (or above)</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following (Gerontology):</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Adulthood and Aging</td>
<td></td>
</tr>
<tr>
<td>SOC 352</td>
<td>Aging</td>
<td></td>
</tr>
<tr>
<td>SWK 313</td>
<td>Orientation to Gerontology</td>
<td></td>
</tr>
<tr>
<td>Select one of the following (Physics or Chemistry):</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHYS 110</td>
<td>Introductory Astronomy</td>
<td></td>
</tr>
<tr>
<td>PHYS 130</td>
<td>Natural Science-Physics</td>
<td></td>
</tr>
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</table>

D. Courses Required for Teacher Certification:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 400</td>
<td>School Programs in Speech-Language-Hearing</td>
<td>3</td>
</tr>
<tr>
<td>CSD 585</td>
<td>Practicum in the School Setting (100 clock hours minimum)</td>
<td>10</td>
</tr>
<tr>
<td>T&amp;L 433</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>or CSD 425</td>
<td>Language, Multiculturalism and Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>&amp; IS 121</td>
<td>and Introduction to American Indian Studies</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 315</td>
<td>Education of Exceptional Students</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 319</td>
<td>Inclusive Strategies</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 328</td>
<td>Survey of Children’s Literature</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 335</td>
<td>Understanding Readers and Writers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>19</td>
</tr>
</tbody>
</table>

Graduate students can choose courses from the list of 300-level courses above or from the higher level courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 510</td>
<td>Early Intervention for Children with Special Needs</td>
<td>2</td>
</tr>
<tr>
<td>SPED 511</td>
<td>Identification and Assessment of Young Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 512</td>
<td>Methods and Materials for Preschool Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 514</td>
<td>Intervention Strategies with Infants and Toddlers</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 530</td>
<td>Foundations of Reading Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

Speech, Language and Hearing Clinic

The Clinic provides an opportunity for students to gain practical experience in speech and language evaluation and treatment procedures as student clinicians and provides a basis for research in the clinical process. This experience is under the direct supervision of departmental faculty who hold the Certificate of Clinical Competence of the American Speech-Language-Hearing Association. The Department of Communication Sciences and Disorders is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

Services provided include evaluation and treatment of individuals with all types of speech and language disabilities and hearing impairments (including evaluations for hearing aid candidacy). Referrals to the Clinic may be made by anyone, and treatment is provided for individuals of all ages.

Minor in American Sign Language and Deaf Studies

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 101</td>
<td>American Sign Language I</td>
<td>2</td>
</tr>
<tr>
<td>CSD 102</td>
<td>American Sign Language II</td>
<td>2</td>
</tr>
<tr>
<td>CSD 201</td>
<td>American Sign Language III</td>
<td>2</td>
</tr>
<tr>
<td>CSD 202</td>
<td>American Sign Language IV</td>
<td>2</td>
</tr>
<tr>
<td>CSD 343</td>
<td>Language Development</td>
<td>3</td>
</tr>
<tr>
<td>CSD 363</td>
<td>Deaf Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 171</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>21</td>
</tr>
</tbody>
</table>
Courses

CSD 101. American Sign Language I. 2 Credits.
This course is designed to teach functional American Sign Language (ASL) which can be used in everyday interactions. The grammar and vocabulary of ASL will be learned within the context of communicative activities. Topics relating to Deaf Culture will be discussed throughout the course.

CSD 102. American Sign Language II. 2 Credits.
This course is a continuation of ASL I. Students will be responsible for all information from the previous units. The grammar and vocabulary of ASL will be learned within the context of communicative activities. Topics relating to Deaf Culture will be discussed throughout the course. Prerequisite: CSD 101.

CSD 201. American Sign Language III. 2 Credits.
This advanced course is a continuation of ASL I and II. Students will apply previous knowledge from ASL II as a tool to enrich their vocabulary and understanding of the structure of ASL. This course is designed to teach functional American Sign Language which can be used in everyday interactions. The grammar and vocabulary of ASL will be learned within the context of communicative activities. Topics relating to Deaf Culture will be discussed throughout the course. Prerequisite: CSD 101.

CSD 202. American Sign Language IV. 2 Credits.
This advanced course is a continuation of ASL I, II, and III. Students will apply previous knowledge from ASL I, II, and III to deepen their understanding of the structure of ASL while continuing to increase their vocabulary base. Receptive and expressive skills will greatly be enhanced. As in the previous courses, grammar and vocabulary of ASL will be learned within the context of communicative activities. Topics relating to Deaf Culture will also be discussed throughout the course. Prerequisite: CSD 101, CSD 102 and CSD 201.

CSD 223. Phonetics. 3 Credits.
Introduction to Phonetics includes articulatory descriptions of the speech sounds of English and other language, the International Phonetic Alphabet, coarticulatory phenomena, suprasegmentals, phonological features and phonological processes. Supervised practice in broad and narrow transcription of normal and disordered speech is provided.

CSD 231. Anatomy and Physiology of the Speech and Hearing Mechanism. 4 Credits.
Structure and function of the mechanisms involved in breathing, phonation, resonance, articulation and hearing.

CSD 232. Survey of Communication Disorders. 3 Credits.
Speech disorders: causes, symptoms, diagnosis and therapy of the common speech defects.

CSD 235. Speech and Hearing Science. 4 Credits.
An introduction to the normal processes of speech, hearing and language through the study of basic speech and hearing science exploring the scientific investigation of the physiological and acoustical parameters of speech. Prerequisites: CSD 231 and CSD 223, and MATH 103 or consent of instructor.

CSD 333. Articulation and Phonological Development and Disorders. 3 Credits.
Development, etiology, diagnoses and management of phono-logical and articulation disorders. Prerequisite: CSD 223.

CSD 340. Normal Language Structure. 3 Credits.
The purpose of this course is to learn to analyze the grammar of English, focusing on morphology and syntax. The knowledge gained will serve as a foundation for the analysis of normal and impaired language. Prerequisite: ENGL 209 or equivalent.

CSD 343. Language Development. 3-4 Credits.
The nature and development of linguistic content, form, and use from birth to adulthood are studied relative to the development of communication and speech; relative to cognitive, social, and physical development; and relative to cultural diversity. Prerequisites or corequisites: ENGL 209, PSYC 241 and PSYC 250 and CSD 340; or equivalents.

CSD 343L. Language Development Laboratory. 2 Credits.
Laboratory component of CSD 343. Prerequisite or corequisite: CSD 343.

CSD 363. Deaf Studies. 4 Credits.
The purpose of this course is to provide an introduction and broad overview of the history and culture of the Deaf community. A particular emphasis will be on the role of American Sign Language (ASL) in the values, norms, traditions, and identity that encompass the Deaf community. As well, the field of signed language interpreting will be discussed.

CSD 400. School Programs in Speech-Language-Hearing. 3 Credits.
This course covers the educational model of service delivery and how the speech-language pathologist works collaboratively in a school setting to meet the needs of students with speech, language, and hearing disabilities. Prerequisite: CSD 333 and CSD 343. TL 486 is the corequisite.

CSD 422. Neuroanatomy of Communication Disorders. 3 Credits.
A study of the essentials that form the basis for neuroanatomy, neurophysiology, neuropharmacology, and neurology, with a special section of study dealing with the neurological bases for speech, language and hearing. Prerequisite: CSD 231.

CSD 425. Language, Multiculturalism and Communication Disorders. 3 Credits.
Study of language structure and its interaction with culture from the perspective of the concept of world view, and the application of this relationship to the practice of speech-language pathology. Prerequisites: ENGL 209, CSD 223 and 343. Corequisite: CSD 440.

CSD 431. Introduction to Audiology. 3 Credits.
Elementary structure and function of the hearing mechanism; basic psychophysical dimensions of the auditory mechanism; types of deficient hearing; pure tone threshold and screening audiometry. Students are required to do hearing testing to qualify for certification in speech and hearing. Prerequisites: CSD 231 and CSD 235, and MATH 103.

CSD 434. Aural Rehabilitation. 3 Credits.
Principles, techniques and clinical practice in the diagnosis and rehabilitation of hearing disorders in children and adults; auditory training, speech reading and hearing conservation. Prerequisites: CSD 431 and CSD 343, or consent of instructor.

CSD 438. Craniofacial Anomalies. 2 Credits.
An introduction to medical genetics and craniofacial anomalies and syndromes, the etiology of these disorders, and the assessment and treatment of related feeding and communication disorders. Prerequisites: CSD 223, CSD 231 and CSD 333.

CSD 440. Language Disorders I. 3 Credits.
The course covers the causes, identification, assessment, and remediation of language disorders. The focus is on the phonological, semantic, syntactic, and pragmatic aspects of language disorders. Prerequisite: CSD 343.

CSD 441. Language Disorders II. 3 Credits.
The course integrates the concepts learned in Language Disorders I with the assessment and remediation of specific disorders. It includes a more in-depth analysis of special topics. General principles of diagnostic testing, including criterion and norm referenced assessment tools, are discussed. Prerequisite: CSD 440.

CSD 461. Senior Seminar in Communication Disorders. 3 Credits.
Students will (1) learn to synthesize knowledge of the various areas of communication disorders, (2) develop an ability to read critically and evaluate the research literature in communication disorders, and (3) develop their writing skills. This is a writing intensive course. Senior status is the prerequisite.

CSD 484. Clinical Practicum I: Speech-Language Pathology. 3 Credits.
An introduction to the clinical process and speech and language intervention. Includes supervised observation of clinical intervention.

CSD 485. Clinical Practicum II: Speech Language Pathology. 3 Credits.
Continuation of the content introduced in CSD 484 with increased emphasis on the clinical process and clinical skills. Includes supervised observation of direct clinical intervention. Prerequisite: CSD 484.

CSD 489. Senior Honors Thesis. 1-8 Credits.
Supervised independent study culminating in a thesis. Repeatable to 9 credits.

CSD 497. Special Problems in Communication Disorders. 1-3 Credits.
An examination of special topics in Communication Disorders. Consent of instructor is the prerequisite.

Computer Science (CSci)

http://www.cs.und.edu

Desell, Grant, Hu, Kerlin, Kim, Liu, Marsh (Chair), O’Neil, Reza and Stokke

The underlying goal of the Department of Computer Science is to provide up-to-date, quality instruction in its undergraduate and graduate programs. In support of this goal, a curriculum has been developed which encourages a formal, abstract, theoretical approach to the study of computer science while providing
students with experience on state-of-the-art equipment. The degree programs are designed to provide a background of professional education for careers in business, science, government, and industry, and to furnish a strong foundation for graduate study in computer science.

The department offers a Bachelor of Science in Computer Science through the John D. Odegard School of Aerospace Sciences and a Bachelor of Arts with a Major in Computer Science through the College of Arts and Sciences. A minor in computer science is also available.

The B.S. program provides the strongest mathematical and scientific background. It is recommended for students who intend to pursue graduate studies or to seek employment involving technical or scientific applications of computing. The B.S. degree is accredited by the Computing Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone: 410-347-7700.

The B.A. program offers more flexibility with fewer requirements relating to science and mathematics, but with additional requirements for courses in the humanities. This degree program is recommended for students pursuing a broader-based liberal arts education.

Optional specializations in Network and Operating Systems Analysis, Software Engineering, Game Development and Computer Animation, and Information Technology are available in conjunction with the degree programs.

In addition to the majors and minor, several courses are offered to provide basic knowledge of computer technology and programming for students wishing to use the computer as a tool in other disciplines.

B.A. with Major in Computer Science Optional Specializations

John D. Odegard School of Aerospace Sciences

B.S. in Computer Science

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. College of Arts and Sciences Requirements. See College listing.

III. Courses from computer science as follows:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSCI 160</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 161</td>
<td>Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 230</td>
<td>Systems Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 242</td>
<td>Algorithms and Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 289</td>
<td>Social Implications of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 363</td>
<td>User Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 365</td>
<td>Organization of Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 370</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 435</td>
<td>Formal Languages and Automata</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 451</td>
<td>Operating Systems I</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 492</td>
<td>Senior Project I</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 493</td>
<td>Senior Project II</td>
<td>2</td>
</tr>
<tr>
<td>CSCI Electives *</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

* A combined total of 6 credits from CSCI 260 Advanced Programming Languages, CSCI 297 Experiential Learning, CSCI 299 Topics in Computer Science, CSCI 397 Cooperative Education or CSCI 494 Special Projects in Computer Science may be applied toward these electives. The remaining electives must be UND Computer Science courses numbered 300 or above.

IV. Courses from other departments as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EE 201</td>
<td>Introduction to Digital Electronics</td>
<td>2</td>
</tr>
<tr>
<td>EE 202</td>
<td>Electrical Engineering Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 208</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 165</td>
<td>Calculus I &amp; MATH 166 and Calculus II</td>
<td>8</td>
</tr>
<tr>
<td>Approved math elective</td>
<td></td>
<td>2-3</td>
</tr>
<tr>
<td>Approved probability/statistics elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Approved 2-semester laboratory science sequence</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>2 approved courses in science or quantitative methods</td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>36-39</strong></td>
</tr>
</tbody>
</table>

College of Arts and Sciences

B.A. with Major in Computer Science

Required 125 hours (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. College of Arts and Sciences Requirements. See College listing.

III. Courses from Computer Science as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 160</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 161</td>
<td>Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 230</td>
<td>Systems Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 242</td>
<td>Algorithms and Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 365</td>
<td>Organization of Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 370</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 435</td>
<td>Formal Languages and Automata</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 451</td>
<td>Operating Systems I</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 465</td>
<td>Principles of Translation</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 492</td>
<td>Senior Project I</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 493</td>
<td>Senior Project II</td>
<td>2</td>
</tr>
<tr>
<td>CSCI Electives *</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

* Electives may be selected from CSCI 260 Advanced Programming Languages (at most 3 hours), CSCI 289 Social Implications of Computer Technology, CSCI 297 Experiential Learning, CSCI 299 Topics in Computer Science or CSCI 397 Cooperative Education (at most 3 hours) and any other Computer Science courses numbered 300 or above.

IV. Courses from other departments as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 209</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>EE 201</td>
<td>Introduction to Digital Electronics</td>
<td>2</td>
</tr>
<tr>
<td>EE 202</td>
<td>Electrical Engineering Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 208</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 110</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 221</td>
<td>Symbolic Logic</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Optional Specializations

A student’s coursework in either the B.S. program, the B.A. program, or the Minor program above may be designed to complete one or more of the following three specializations. Each specialization completed will be noted on the student’s academic record.

I. Network and Operating Systems Analysis
Coursework must include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 327</td>
<td>Data Communications</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 370</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 389</td>
<td>Computer and Network Security</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 451</td>
<td>Operating Systems I</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 260</td>
<td>Advanced Programming Languages</td>
<td>6</td>
</tr>
<tr>
<td>CSCI 427</td>
<td>Advanced Data Communications</td>
<td></td>
</tr>
<tr>
<td>CSCI 452</td>
<td>Operating Systems II</td>
<td></td>
</tr>
<tr>
<td>CSCI 551</td>
<td>Distributed Operating Systems</td>
<td></td>
</tr>
<tr>
<td>CSCI 555</td>
<td>Computer Networks</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits = 19

II. Software Engineering

Coursework must include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 230</td>
<td>Systems Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 242</td>
<td>Algorithms and Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 363</td>
<td>User Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 365</td>
<td>Organization of Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 463</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 465</td>
<td>Principles of Translation</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 562</td>
<td>Formal Specification Methods</td>
<td></td>
</tr>
<tr>
<td>CSCI 565</td>
<td>Advanced Software Engineering</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits = 18

III. Information Technology

Coursework must include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 363</td>
<td>User Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 389</td>
<td>Computer and Network Security</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 455</td>
<td>Database Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 457</td>
<td>Electronic Commerce Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 260</td>
<td>Advanced Programming Languages</td>
<td>6</td>
</tr>
<tr>
<td>CSCI 327</td>
<td>Data Communications</td>
<td></td>
</tr>
<tr>
<td>CSCI 399</td>
<td>Topics in Computer Science</td>
<td></td>
</tr>
<tr>
<td>CSCI 513</td>
<td>Advanced Database Systems</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits = 18

A student’s coursework in the B.S. program may be designed to complete the following specialization. This specialization will be noted on the student’s academic record.

IV. Game Development and Computer Animation

Elective coursework must include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 384</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 463</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 446</td>
<td>Computer Graphics I</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 448</td>
<td>Computer Graphics II</td>
<td>3</td>
</tr>
<tr>
<td>ART 110</td>
<td>Introduction to the Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>ART 112</td>
<td>Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 251</td>
<td>University Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 252</td>
<td>University Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 207</td>
<td>Introduction to Linear Algebra</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits = 28

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Minor in Computer Science

20 credit hours from Computer Science including:

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 160</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 130</td>
<td>Introduction to Scientific Programming</td>
<td></td>
</tr>
<tr>
<td>CSCI 161</td>
<td>Computer Science II</td>
<td>4</td>
</tr>
</tbody>
</table>

CSCI electives *

Total Credits = 20

* All 12 credit hours of Computer Science electives must be 200 level or above.

Courses

CSCI 101. Introduction to Computers. 3 Credits. An overview of the fundamental concepts and applications of computer science. Topics include data storage, hardware, operating systems, and programming principles. Csci 101T is the recommended corequisite.

CSCI 101T. Software Applications Tutorial. 1 Credit. An introductory tutorial course to complement CSci 101. Activities will include hands-on experience with operating systems and application software (including word processors, spreadsheets, and databases). Csci 101 is the recommended corequisite.

CSCI 120. Computer Programming I. 4 Credits. An introduction to computer programming in a high-level language, with emphasis on problem solving and logical thinking. Students learn to design, implement, test, and debug programs for small-scale problems using elementary data types and control structures. Includes laboratory.

CSCI 130. Introduction to Scientific Programming. 4 Credits. An introduction to scientific computing, with problem solving, algorithm development, and structured programming in a high-level language with an engineering and mathematical focus. Emphasis on learning how to design, code, debug, and document programs, using techniques of good programming style. Includes laboratory.

CSCI 150. Introduction to Computer Science. 3 Credits. This is an introductory course for prospective computer science majors as well as offering an introduction to computing for non-computer science majors. Students will receive a broad introduction to the discipline of computer science without the immersion into a programming language. Students will learn to write interactive Web-based programs. No previous computing or programming experience is assumed.

CSCI 160. Computer Science I. 4 Credits. An introduction to computer science, with problem solving, algorithm development, and structured programming in a high-level language. Emphasis on learning how to design, code, debug, and document programs, using techniques of good programming style. Includes laboratory.

CSCI 160L. Computer Prog I Lab. CSCI 161. Computer Science II. 4 Credits. A broadening of foundations for computer science with advanced concepts in computer programming. Includes an introduction to data structures, analysis of algorithms, and the theory of computation. Includes laboratory. Prerequisites: CSCI 130 or CSCI 160 and MATH 103 or MATH 107; concurrent enrollment in MATH 208 is recommended.

CSCI 161L. Computer Prog II Lab. CSCI 170. Computer Programming II. 4 Credits. Advanced techniques in computer programming using a high-level language. Topics include the use of recursion, pointers, and fundamental data structures in developing small to medium-scale programs. Includes laboratory. Prerequisite: CSCI 120.

CSCI 199. Topics in Computing. 1-3 Credits. Selected introductory-level topics in computing for students of all majors. Course may be repeated to 6 credits with different topics.

CSCI 230. Systems Programming. 3 Credits. Focus on low level programming. Topics covered include pointers, memory management, code optimization, compiling and linking, and library management. Prerequisites: CSCI 130 or CSCI 161.
CSCI 242. Algorithms and Data Structures. 3 Credits.
Object-oriented implementations of complex data structures including lists, sets, trees, and graphs. Time and space analysis and classification of algorithms using upper bounds (big Oh), lower bounds (big Omega), and exact bounds (big Theta). Techniques for analysis of recursive algorithms including use of the "Master Theorem" for divide-and-conquer recurrences. Prerequisites: CSCI 161 and MATH 208.

CSCI 260. Advanced Programming Languages. 3 Credits.
Programming in a specific high-level language for students who are already proficient at programming in another high-level language. Course may be repeated for different languages. A student may not receive credit for both CSCI 260 and a 100-level programming course in the same language. Prerequisite: CSCI 161 or consent of instructor.

CSCI 289. Social Implications of Computer Technology. 3 Credits.
An introduction to the effects of computer technology on society and individuals and to ethical problems faced by computer professionals. Topics covered include privacy, the nature of work, centralization versus decentralization and the need for human factors analysis in the development of a new computer system.

CSCI 290. Cyber-Security and Information Assurance. 3 Credits.
An introduction covering the breadth of essential Cyber-Security and Information Assurance topics. Students will hone skills in observation, deduction, analysis, logical reasoning and critical thinking as they gain experience with non-technical and lightly technical aspects of Cyber-Security and Information Assurance through practical and real-world examples.

CSCI 297. Experiential Learning. 1-3 Credits.
A practical experience in which students offer their proficiency in computing as a resource or service for others. The experience may involve software development, software consulting and assistance, system administration, or instruction. Prerequisite: CSCI 161.

CSCI 299. Topics in Computer Science. 1-3 Credits.
Selected intermediate-level topics in computer science for students with some experience or previous coursework in computing. Course may be repeated up to 6 credits with different topics.

CSCI 327. Data Communications. 3 Credits.
An introduction to the concepts of data transmission, communication hardware and protocols, communication software and the design, performance and management of computer networks. Prerequisites: CSCI 230 and MATH 208.

CSCI 363. User Interface Design. 3 Credits.
A study of the design and implementation of user interfaces for software applications. Students will apply principles of interface design to build applications using a toolkit of graphical interface components. Required coursework includes a team project. Prerequisite: CSCI 161.

CSCI 364. Concurrent and Distributed Programming. 3 Credits.
This course focuses on concurrent object oriented programming and modern distributed/parallel programming models (such as OpenMP, CUDA, OpenCL and Actors). Students will utilize various high performance distributed computing technology. Topics covered will include shared and distributed memory systems, sockets, threads, and message passing. Prerequisites: CSCI 242 and CSCI 230.

CSCI 365. Organization of Programming Languages. 3 Credits.
Compile and run time requirements of programming languages, parameter passing and value binding techniques. Vector and stack processing. Prerequisite: CSCI 242.

CSCI 370. Computer Architecture. 4 Credits.
Computer structure, machine presentation of numbers and characters, instruction codes and assembly systems. Introduction to hardware methodologies and software extensions to hardware in computers. Some topics on hardware and software selection will be discussed. Prerequisites: CSCI 230, EE 201, and EE 202.

CSCI 384. Artificial Intelligence. 3 Credits.
A survey of the applications and techniques of artificial intelligence. Topics include problem solving paradigms, tree searching, rule-based systems, theorem proving, knowledge representation, natural language processing, image processing, and computer learning. Prerequisite: CSCI 242.

CSCI 389. Computer and Network Security. 3 Credits.
This course introduces techniques for achieving security in multi-user standalone computer systems and distributed computer systems. Coverage includes host-based security topics (cryptography, intrusion detection, secure operating systems), network-based security topics (authentication and identification schemes, denial-of-service attacks, worms, firewalls), risk assessment and security policies. Prerequisite: CSCI 161.

CSCI 397. Cooperative Education. 1-3 Credits.
A practical work experience with an employer closely associated with the student’s academic area. Arranged by mutual agreement among student, department, employer, and the UND Cooperative Education office. Repeatable to 6 credits. Prerequisites: Declared Computer Science major with 15 completed credits in CSCI including CSCI 161.

CSCI 399. Topics in Computer Science. 1-3 Credits.
Selected topics in Computer Science which allow students to study specialized subjects. Repeatable to 12 credits. Consent of instructor is the prerequisite.

CSCI 427. Advanced Data Communications. 3 Credits.
Analysis of existing and future data communications technologies and protocols, including the modeling of realistic networked environments and the analysis of their performance. Prerequisites: CSCI 327.

CSCI 435. Formal Languages and Automata. 3 Credits.
A study of automata, grammars, and Turing machines as specifications for formal languages. Computation is defined in terms of deciding properties of formal languages, and the fundamental results of computability and undeciability are derived. Prerequisites: CSCI 242 and minimum second semester junior standing.

CSCI 445. Mathematical Modeling and Simulation. 3 Credits.
A study of various mathematical applications for digital computers, including the modeling, simulation and interpretation of the solution of complex systems. Prerequisites: CSCI 161 or CSCI 170, MATH 166 and a statistics course.

CSCI 446. Computer Graphics I. 3 Credits.
Introduction to computer graphics. Topics include display technology, light and color, 2D and 3D representations, image processing, ray-tracing, and computer animation. Prerequisites: CSCI 242, CSCI 363, and MATH 166.

CSCI 448. Computer Graphics II. 3 Credits.
A continuation of CSCI 446, topics covered include: history of games, game taxonomies, game design theory, computer game development, physics engines and AI engines. Prerequisite: CSCI 446.

CSCI 451. Operating Systems I. 3 Credits.
Introduction to operating system theory and fundamentals. Topics include: multiprogramming, CPU scheduling, memory management methods, file systems, interprocess communication, and a survey of modern operating systems. Prerequisites: CSCI 242 and CSCI 370.

CSCI 452. Operating Systems II. 3 Credits.
A study of the implementation of operating systems and parts of operating systems, and development of system software. Prerequisites: CSCI 451.

CSCI 455. Database Management Systems. 3 Credits.
Database concepts, database administration, database design, and database performance, including the partial design of a DBMS application. Prerequisite: CSCI 242.

CSCI 457. Electronic Commerce Systems. 3 Credits.
A study of electronic commerce system architecture and electronic commerce content design and implementation. Topics include Internet basics, business issues, Web markup languages, static and dynamic Web programming, e-commerce content design and construction, and databases and host languages with embedded SQL such as JDBC. Prerequisite: CSCI 260.

CSCI 463. Software Engineering. 3 Credits.
This course teaches software engineering principles and techniques used in the specification, design, implementation, verification and maintenance of large-scale software systems. Major software development methodologies are reviewed. As development team members, students participate in a group project involving the production or revision of a complex software product. Prerequisites: CSCI 242 and CSCI 363.

CSCI 465. Principles of Translation. 3 Credits.
Techniques for automatic translation of high-level languages to executable code. Prerequisites: CSCI 365 and CSCI 370.

CSCI 491. Seminars in Computer Science. 1 Credit.
A course for advanced students. Repeatable to 3 credits. Consent of instructor is the prerequisite.
CSCI 492. Senior Project I. 1 Credit.
The first course in a two-semester sequence in which computer science majors undertake a culminating research or software development project. The course requires written documents, oral presentations, and peer review for the initial phases of the project, including a project proposal, a review of previous work, and a complete software design or research plan. Prerequisites: CSCI 242 and at least second-semester junior standing.

CSCI 493. Senior Project II. 2 Credits.
The second course in a two-semester sequence in which computer science majors undertake a culminating research or software development project. The course requires written documents and oral presentations/demonstrations for both a preliminary and a final review of the completed project. Prerequisite: CSCI 492.

CSCI 494. Special Projects in Computer Science. 1-3 Credits.
A course for advanced students. 1-3 credits varying with the choice of project. May be repeated (6 credits maximum). Consent of instructor is the prerequisite TEST.

Counseling Psychology and Community Services (Coun)
http://www.und.edu/counseling-psychology-community-services
Bailey, Edwards, Juntunen (Ph.D Training Director), Navarro, Perry (M.A. Program Director and RHS Coordinator), Schroeder (RTS Coordinator), Walker (School Counseling Director), Wettersten (Chair) and Whitcomb

The Department of Counseling Psychology and Community Services offers graduate programs leading to the degrees of Master of Arts in Counseling and the Doctor of Philosophy in Counseling Psychology. The Department also offers Bachelor of Science degrees in Rehabilitation and Human Services (RHS) and in Recreation and Tourism Studies (RTS). The M.A. with a school counselor emphasis is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The Ph.D. in Counseling Psychology is accredited by the American Psychological Association (APA) and prepares graduates for Psychologist licensure in North Dakota, as well as other states. Coursework for the M.A. degree satisfies eligibility requirements for licensure as a Counselor, for School Counselor and Rehabilitation Counselor certification, and for Addiction Counselor licensure in North Dakota and other states. The Department is committed to diversity with a particular emphasis on providing graduate training for Native Americans interested in mental health careers.

M.A. in Counseling
The master’s program provides preparation for counseling practice in community mental health agencies, universities and colleges, rehabilitation agencies, addiction treatment agencies, or schools, depending upon the emphasis of the student. Students are admitted to one of four program emphases: Addiction Counseling, Community Mental Health, Rehabilitation Counseling, or School Counseling, each of which has separate requirements.

Admission is based on achievement in undergraduate work, particularly during the junior and senior years, scores on the General Record Exam (General Test) or the Miller Analogies Test (Addiction, Mental Health, and Rehab emphases only), recommendation letters, a personal statement, and relevant experience. Prospective students must have completed at least twenty semester credits of undergraduate coursework in the behavioral sciences, e.g., psychology, sociology, etc. In the School Counseling emphasis, these include educational psychology, instructional methods, statistics, and developmental psychology. In the Addiction, Community Mental Health, and Rehabilitation emphases, these include abnormal psychology, developmental psychology, theories of personality, and statistics. In the School Counseling emphasis, offered as a distance education program, students are admitted once a year, with completed applications required by November 1 for a spring start date. In the Addiction Counseling, Community Mental Health, and Rehabilitation Counseling emphases, students are admitted once a year, with completed applications required by February 1 for a summer or fall start date.

Typically, 20-25 students are admitted each year from a pool of 45-65. The master’s program requires completion of 48-54 semester credits depending on emphasis (Addiction, Community Mental Health, Rehabilitation, or School).

To complete the program in two academic years, part-time summer enrollment required, along with full-time fall and spring semester course loads. The program includes a two-semester supervised internship at a community agency.

Combined Program in Counseling with a Rehabilitation Emphasis
To encourage students who are majoring in Rehabilitation and Human Services to extend their studies to include a graduate degree, the Department of Counseling offers a Combined Program in Counseling with a Rehabilitation Emphasis. The Combined Program allows students to earn a bachelor’s degree in Rehabilitation and Human Services and a master’s degree in Counseling with a Rehabilitation Emphasis in approximately five years. This would be a year less than is typically required to complete these degrees separately.

The deadline for a completed application to be received in the School of Graduate Studies is February 1. In addition to the admission requirements for the Counseling master’s program, a completed application must include the following:

1. At least 95 credit hours (including credits in progress) towards the bachelor’s.
2. A degree in Rehabilitation and Human Services, including RHS 200 Helping Skills in Community Services, RHS 250 Contemporary Issues in Rehabilitation, RHS 350 Overview of Disabilities, and Parts IV and V in the RHS Program.
3. A minimum GPA of 3.0 in all undergraduate work.
4. A written statement of interest in Rehabilitation Counseling as a Profession.

Students are granted approved admission status in the School of Graduate Studies when they have completed a total of 125 credits with an overall GPA of 3.0 or higher. This program allows students to designate two three-credit graduate courses to count for both degrees. These courses would be COUN 514 Rehabilitation Counseling: Assessment and Evaluation and COUN 519 Career Counseling.

The B.S. degree in Rehabilitation and Human Services and the M.A. degree in Counseling are granted at the same time. In the event that a student does not complete the graduate degree, the undergraduate degree is granted only after the completion of 125 credits, including an approved rehabilitation internship.

Degree Requirements

1. Completion of an additional 24 undergraduate credits during or after the senior year.
2. Completion of the following 35 credits of graduate course work in the Counseling Department:
   3. COUN 506 Rehabilitation Counseling: Foundations and Ethical Issues 3
   4. COUN 510 Counseling Methods 3
   5. COUN 514 Rehabilitation Counseling: Assessment and Evaluation 3
   6. COUN 515 Methods of Research 3
   7. COUN 516 Counseling Research Laboratory 1
   8. COUN 518 Group Theory and Process 3
   9. COUN 519 Career Counseling 3
   10. COUN 530 Theories of Counseling, Personality and Development 3
   11. COUN 531 Psychology of Women, Gender and Development 3
   12. COUN 532 Multicultural Counseling 3
   13. COUN 533 Couples And Family Counseling 3
   14. COUN 580 Counseling Practicum 4

4. Completion of 8 credits of COUN 588 Rehabilitation Counseling Internship.
5. Completion of either COUN 997 Independent Study (2 cr) or COUN 998 Thesis (1-9 cr)
PH.D. in Counseling Psychology

The doctoral degree program, Counseling Psychology, provides advanced preparation in counseling psychology theory, practice, and research. The program accepts students at the post bachelor’s and post master’s level. Admission is based upon achievement in undergraduate and graduate work (if applicable), scores on the Graduate Record Examination (General Test), recommendation letters, and relevant experience. The program requires four years of full-time study at the post bachelors level or three years at the post master’s level, plus a year-long, full-time, external internship. Upon completion, graduates are prepared to work as doctoral-level counseling psychologists in a variety of settings, such as university counseling centers, mental health agencies, university departments of counseling or psychology, hospitals and private practice. Six to eight students are admitted each year. The application deadline is January 10th for admission the following year.

Details of the bachelor’s, master’s and doctoral degree programs in the Department of Counseling Psychology and Community Services may be found in the respective sections of this catalog or at www.counseling.und.edu. For more information, contact the respective directors, Department of Counseling, Psychology and Community Services (701-777-2729).

Courses

COUN 101. Career Exploration. 1 Credit.
The process of making career choices and decisions is explored through assessment, instruments, class activities, and assignments. Student interests, skills, and work values are explored and related to information about careers and job market trends. Recommended for students in the process of choosing an academic major.

COUN 250. Dialogue on U.S. Diversity. 3 Credits.
This seminar on diversity issues in the U.S. will cover group communication skills, psychological impact of social/cultural group identities and inequality.

COUN 399. Special Topics. 1-3 Credits.
Specially arranged seminars or courses on a variety of subjects not covered by regular departmental offerings. May be initiated by students with approval of dean and departments involved, provided appropriate instructors are available. Repeatable to 6 credits.

Criminal Justice Studies (CJ)

http://www.arts-sciences.und.edu/criminal-justice
DiCristina, Gottschalk, Hume (Chair), Mayzer and Meyer

This program is a cooperative venture that draws on the resources of the departments of anthropology, philosophy, sociology, and criminal justice. The purpose of the program leading to a Bachelor of Science in Criminal Justice Studies in the college of Arts and Sciences is to prepare students for positions as practitioners within criminal justice professions while also offering educational upgrading for individuals already working in criminal justice fields. By incorporating the various disciplines, departments and colleges along with their respective faculty, the program is able to integrate the various approaches and ideals to the study of criminal justice.

Admission Requirements

Students pursuing a major in criminal justice must be formally admitted to the program. To be formally admitted, students must have completed 45 total credit hours with a minimum overall grade point average of 2.70; must have completed the following courses with a minimum grade point average of 2.70; and declare their major in the College of Arts and Sciences.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 201</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 210</td>
<td>Introduction to Policing</td>
<td>3</td>
</tr>
<tr>
<td>CJ 270</td>
<td>Introduction to Corrections</td>
<td>3</td>
</tr>
<tr>
<td>SOC 253</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
</tbody>
</table>

After the successful completion of all admission requirements (including GPA requirements), students will be notified that they have been accepted into the program. Once admitted, majors are required to maintain a GPA of 2.70 overall and in the major to graduate with a degree in Criminal Justice Studies. Failure to meet either or both of these requirements will result in the student being placed on probation in the major for one semester. Failure to maintain the requirements for two consecutive semesters may result in dismissal from the Program.

College of Arts and Sciences

B.S. in Criminal Justice Studies

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum (42 credits):

Preadmission Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 201</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 210</td>
<td>Introduction to Policing</td>
<td>3</td>
</tr>
<tr>
<td>CJ 270</td>
<td>Introduction to Corrections</td>
<td>3</td>
</tr>
<tr>
<td>SOC 253</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
</tbody>
</table>

Required upper division courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CJ 330</td>
<td>Criminological Theory</td>
<td>3</td>
</tr>
<tr>
<td>CJ 341</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJ 342</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CJ 401</td>
<td>Administration of Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 323</td>
<td>Sociological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC 326</td>
<td>Sociological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 460</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTH 345</td>
<td>Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 346</td>
<td>Analysis of Forensic Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJ 302</td>
<td>Women, Crime, and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 350</td>
<td>Correctional Alternatives</td>
<td>3</td>
</tr>
<tr>
<td>CJ 351</td>
<td>Police Administration</td>
<td>3</td>
</tr>
<tr>
<td>CJ 352</td>
<td>Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td>CJ 361</td>
<td>Victology</td>
<td>3</td>
</tr>
<tr>
<td>CJ 430</td>
<td>Developmental Perspectives on Adolescent Problem Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CJ 452</td>
<td>The Police Role in Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 252</td>
<td>Criminology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 42

A concentration in a single supplementary field other than criminal justice studies is also required of all criminal justice majors. This concentration may be met in one of three ways:

1. a language proficiency of level IV in a modern foreign language;
2. completion of the four-course sequence in American Sign Language; or
3. 20 credit hours (at least nine of which must be numbered 300 or above) in any single subject matter taught at this University.

Minor in Criminal Justice Studies

21 credits required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CJ 201</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 210</td>
<td>Introduction to Policing</td>
<td>3</td>
</tr>
<tr>
<td>CJ 270</td>
<td>Introduction to Corrections</td>
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</tr>
<tr>
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<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
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Select three of the following:

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<td>ANTH 345</td>
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<tr>
<td>ANTH 346</td>
<td>Analysis of Forensic Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJ 302</td>
<td>Women, Crime, and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 330</td>
<td>Criminological Theory</td>
<td>3</td>
</tr>
<tr>
<td>CJ 341</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJ 342</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 21

Undergraduate Academic Information
CJ 201. Introduction to Criminal Justice. 3 Credits.
An undergraduate study and overview of the criminal justice system emphasizing the "system," its legal actors and its political constraints. Designed for the beginning student in law enforcement, criminology, corrections, sociology, social welfare, government and pre-law.

CJ 210. Introduction to Policing. 3 Credits.
Introduces the student to the specific field of law-enforcement agencies. Provides an overview of federal, state, and local law enforcement agencies. Reviews the coordination requirements of the system. Prerequisite: CJ 201.

CJ 302. Women, Crime, and Criminal Justice. 3 Credits.
This class will explore the changing roles of women as offenders, as victims, and as professionals in the criminal justice system. Attention will be directed toward empirical findings, conflict theory insights, and the feminist perspective within the discipline. The basic goal of this course is to respectfully enhance understanding of the importance of gender equality within the field of criminal justice and to encourage self-examination of habitual modes of thinking and acting. Restricted to CJ majors and minors.

CJ 330. Criminological Theory. 3 Credits.
This class will provide an overview of a variety of criminological theories. Attention will be directed toward the study of the major theoretical schools of thought which have influenced the discipline of criminology. The basic goal of this course is to help the student develop an understanding of and appreciation for the insights gained by examining crime and criminals through different theoretical frameworks. Restricted to CJ majors and minors.

CJ 341. Criminal Law. 3 Credits.
This course covers the fundamentals and foundations of American criminal jurisprudence with an emphasis on common law definitions of crimes and modern requirements for the criminalization of behavior, statutory laws. Criminal Justice Majors and Minors or Forensic Science Majors are the prerequisites.

CJ 342. Criminal Procedure. 3 Credits.
This course covers requirements of the American system of criminal procedure, especially regarding the legal requirements of search and seizure, interrogation, right to counsel, and eyewitness identifications. Special attention is given to the relationship between the 4th, 5th, 6th, 8th, and 14th amendments to the U.S. Constitution and the development of the law of criminal procedure. Criminal Justice Majors and Minors or Forensic Science Majors are the prerequisites.

CJ 350. Correctional Alternatives. 3 Credits.
This course is designed to explore and evaluate intervention strategies developed in the criminal justice system as alternatives to institutional corrections in the sentencing of adjudicated persons. Among these options, this course looks for community corrections, parole, house arrest, restitution, community service, and the development of intervention strategies in support of the dispositions. Restricted to CJ majors and minors.

CJ 351. Police Administration. 3 Credits.
Principles of police administration and organization for a modern police agency. Included are planning and development of organizations, direction, goal identification, etc. Prerequisites: CJ 210; CJ majors and minors only.

CJ 352. Criminal Investigation. 3 Credits.
An overview and examination of basic principles and techniques in the criminal investigations procedures and the rules of the law of evidence in criminal court proceedings. Prerequisites: CJ 210, CJ majors and minors, and forensic science majors.

CJ 352. Criminal Investigation. 3 Credits.
An overview and examination of basic principles and techniques in the criminal investigations procedures and the rules of the law of evidence in criminal court proceedings. Prerequisites: CJ 210, CJ majors and minors, and forensic science majors.

CJ 361. Victimology. 3 Credits.
This class will provide an overview of the literature and research concerning victimization. Attention will be directed toward current trends concerning the victim in the American criminal justice system, with particular emphasis on measuring victimization, fear of crime, the impact of victimization on the individual, and victims rights and compensation initiatives. The basic goal of this course is to help the student develop an understanding of the impact of victimization on the victim, those associated with the victim, the criminal justice system, and each of us as individuals. CJ majors and minors only is the prerequisite.

CJ 397. Cooperative Education. 1-6 Credits.
A practical work experience with an employer closely associated with the student's academic area. Arranged by mutual agreement among student, department, and employer. Students may be required to have a criminal background check performed with results deemed favorable by the field agency as a condition of their initial enrollment and/or continued enrollment in cooperative education credits. Repeatable to 12 credits. Prerequisites: CJ 494; CJ majors and minors only.

CJ 399. Problems in Criminal Justice. 1-3 Credits.
Students study special topics under the direction and supervision of a member of the faculty; prior consent of instructor is required before enrollment. Repeatable to 6 credits. CJ majors and minors only and consent of instructor are the prerequisites.

CJ 401. Administration of Criminal Justice Systems. 3 Credits.
This course is a senior capstone intended to integrate material across the criminal justice curriculum. The course explores various definitions of justice as those concepts bear on the criminal justice system as well as the political philosophical underpinnings of the American criminal justice system. Finally, the course evaluates criminal justice policies with respect to these principles of justice and philosophical foundations. Senior standing and CJ major are the prerequisites.

CJ 430. Developmental Perspectives on Adolescent Problem Behavior. 3 Credits.
This course on developmental criminology provides the criminal justice student with an overview of theory and research on adolescence. Cognitive, emotional, moral, physical, and social developments from puberty to early adulthood will be discussed and related to the explanation of problem behaviors, e.g., substance use, delinquency, sexual activity, and school failure. CJ majors and minors only are the prerequisites.

CJ 452. The Police Role in Society. 3 Credits.
The functions and role of police in society with a focus on contemporary issues in police organization and administration. CJ major and minors only is the prerequisite.

CJ 491. Orientation to Administrative Internship. 1 Credit.
This orientation class will provide you with an introduction to the internship and cooperative education processes. Attention will be directed toward polishing the thinking skills, ethics, and job skills necessary to obtain and maintain an internship, attend graduate school, and/or secure a work position. The primary goal of this course is to provide support and guidance to qualified students attempting to secure a criminal justice internship or cooperative education position. Students may be required to have a criminal background check performed with results deemed favorable by the field agency as a condition of their initial enrollment in internship or cooperative education credits. Consent of instructor is the prerequisite.

CJ 494. Readings in Criminal Justice. 1-6 Credits.
Selected readings with oral and/or written reports. Repeatable to 12 credits. CJ majors and minors only and consent of instructor are the prerequisites.

CJ 497. Administrative Internship. 1-6 Credits.
On-the-job training in a criminal justice position with a final report and analysis of the agency by the intern. Students may be required to have a criminal background check performed with results deemed favorable by the field agency as a condition of their initial enrollment and/or continued enrollment in internship credits. Repeatable to 12 credits. Prerequisites: CJ 494 and instructor consent.
Cytotechnology

http://www.medicine.nodak.edu/cytotech

T. Wieland, M.D. (Medical Director), K. Hoffman, MM, SCT (Program Director), K. Droog, MBA, SCT (Educational Coordinator)

Cytotechnologists are laboratory professionals trained to microscopically interpret cellular samples from all over the body. Cytotechnologists work with pathologists in the anatomic pathology laboratory to diagnose a variety of benign and malignant conditions. Other duties include assisting with the fine needle aspirates, as well as specimen preparation and staining. The most critical task of the cytotechnologist is the recognition and identification of any abnormal cells present in the specimen. In this role the cytotechnologist is important to the early detection and diagnosis of disease. Their diagnosis directly affects a patient’s ability to receive the proper follow-up care and treatment. Specimens, examined by the cytotechnologist, come from various body sites, such as the female genital tract, the lung, the urinary bladder, or any body cavity shedding cells. Cytotechnologists must be accurate and reliable because they work independently with little supervision. Cytotechnologists enjoy challenges and must have the confidence to make diagnoses based on cell findings.

The Cytotechnology Program is accredited by the Commission on Accreditation of Allied Health Education Programs. The program was most recently reaccredited in 2009; this program currently exists as the only such program in North Dakota and one of 30 nationwide.

The UND SMHS Cytotechnology Program (PATH 401 Diagnostic Cytology I, PATH 402 Diagnostic Cytology II, & PATH 403 Diagnostic Cytology III) is a 12-month professional program. It is designed to be taken as either the 4th year of a major in Cytotechnology, or as a 5th year, following a baccalaureate degree. Enrollment is limited to 8 students per year. Students are selected using criteria of: application essay, academic performance, references, and an interview with program officials.

Applications for admission to the Cytotechnology Program should be submitted to the program director. To be eligible for enrollment, the applicant must:

1. have completed all required prerequisite courses with a grade of C or better.
2. have a cumulative GPA of 2.8 (scale 4.0).
3. Certificate students will need to have a transcript showing degree completion with a minimum of 20 semester hours of biological science and 8 of chemistry.
4. pass a criminal background check.

Exceptions for acceptance and continuance may be made by petition to the Pathology Professional and Academic Standards Committee.

Upon completion of the program, graduates are eligible to take the national certifying examination administered by the American Society of Clinical Pathologists Board of Certification.

Most cytotechnologists work in hospitals or private laboratories in urban areas. Employment opportunities are presently fair to good.

A program fee of $500 per semester is assessed to all students enrolled in the Cytotechnology Program year (12 months).

Program information, advising, and application forms are available through the program director in Room 5909, UND School of Medicine and Health Sciences, or on our website at: http://medicine.nodak.edu/cytotech, or by phone at: 701-777-4466, or email at: kathy.hoffman@med.und.edu.

School of Medicine and Health Sciences

B.S. in Cytotechnology

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 204</td>
<td>Anatomy for Paramedical Personnel Laboratory</td>
<td>5</td>
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<tr>
<td>&amp; 204L</td>
<td>and Anatomy for Paramedical Personnel Laboratory</td>
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<tr>
<td>BIOC 150</td>
<td>General Biology I</td>
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<tr>
<td>&amp; 150L</td>
<td>and General Biology I Laboratory</td>
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<tr>
<td>&amp; BIOC 151</td>
<td>General Biology II</td>
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<tr>
<td>&amp; BIOC 151L</td>
<td>and General Biology II Laboratory</td>
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<td>BIOC 369</td>
<td>Histology</td>
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<td>MLS 340</td>
<td>Molecular Diagnostics</td>
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<td>&amp; 340L</td>
<td>and Molecular Diagnostics Laboratory</td>
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<td>Select four of the following:</td>
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<tr>
<td>BIOC 341</td>
<td>Cell Biology</td>
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<tr>
<td>BIOC 315</td>
<td>Genetics</td>
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<td>BIOC 364</td>
<td>Parasitology</td>
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<tr>
<td>BIOC 376</td>
<td>Animal Biology</td>
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<td>&amp; 376L</td>
<td>and Animal Biology Laboratory</td>
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<td>BIOC 470</td>
<td>Biometry</td>
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<td>MLS 234</td>
<td>Human Parasitology</td>
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<td>&amp; 234L</td>
<td>and Human Parasitology Laboratory</td>
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<tr>
<td>MLS 325</td>
<td>Hematology</td>
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<td>&amp; 325L</td>
<td>and Hematology Laboratory</td>
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<tr>
<td>Other Biology-related courses may be acceptable.</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>MBIO 202</td>
<td>Introductory Medical Microbiology Lecture</td>
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<td>&amp; 202L</td>
<td>and Introductory Medical Microbiology Laboratory</td>
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<td>MBIO 302</td>
<td>General Microbiology Lecture</td>
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<td>&amp; 302L</td>
<td>and General Microbiology Laboratory</td>
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<td>PPT 301</td>
<td>Human Physiology</td>
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<td>BIOC 442</td>
<td>Physiology of Organs and Systems</td>
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<td>Select two of the following:</td>
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<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
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<td>&amp; 121L</td>
<td>and General Chemistry I Laboratory</td>
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</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
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<tr>
<td>&amp; 122L</td>
<td>and General Chemistry II Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM 116</td>
<td>Introduction to Organic and Biochemistry</td>
<td></td>
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<tr>
<td>CHEM 340</td>
<td>Survey of Organic Chemistry</td>
<td></td>
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<tr>
<td>&amp; 340L</td>
<td>and Survey of Organic Chemistry Laboratory</td>
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<td>BMB 301</td>
<td>Biochemistry</td>
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<td>Select one of the following:</td>
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<td>MLS 490</td>
<td>Financial and Quality Management of the Clinical</td>
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<tr>
<td></td>
<td>Laboratory</td>
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<td>MGMT 300</td>
<td>Principles of Management</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>CSCI 101</td>
<td>Introduction to Computers</td>
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<tr>
<td>CSCI 120</td>
<td>Computer Programming I</td>
<td></td>
</tr>
<tr>
<td>CSCI 170</td>
<td>Computer Programming II</td>
<td></td>
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<tr>
<td>PHYS 211</td>
<td>College Physics I</td>
<td></td>
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<tr>
<td>&amp; 211L</td>
<td>and</td>
<td></td>
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<tr>
<td>PHYS 212</td>
<td>College Physics II</td>
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</tr>
<tr>
<td>&amp; 212L</td>
<td>and</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 51

* MATH 103 College Algebra or an appropriate score on the Placement Testing Program (PTP) is a required corequisite.
** Students who elect to take BMB 301 Biochemistry should NOT take CHEM 116 Introduction to Organic and Biochemistry, but must take CHEM 122 General Chemistry II and CHEM 340 Survey of Organic Chemistry.

III. Cytotechnology Program, professional phase: (Senior year, 12 months)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATH 401</td>
<td>Diagnostic Cytology I</td>
<td>15</td>
</tr>
<tr>
<td>PATH 402</td>
<td>Diagnostic Cytology II</td>
<td>15</td>
</tr>
<tr>
<td>PATH 403</td>
<td>Diagnostic Cytology III</td>
<td>10</td>
</tr>
</tbody>
</table>
The Cytotechnology Program is part of the Pathology (Path) department.

**PATH 399. Special Topics. 1-5 Credits.**
Lecture, discussion, and readings on topics of current interest in the pathology laboratory.

**PATH 401. Diagnostic Cytology I. 15 Credits.**
Full day, integrated lecture, tutorial, laboratory course introduces exfoliative cytology of the female genital tract. The student learns principles and microscopic skills involved in screening/diagnosing pap test samples in the medical laboratory. Prerequisites: 20 hours biologic sciences, 8 hours chemistry, 3 hours math; including BIOL 150, BIOL 151, and BIOL 369; ANAT 204 and departmental approval.

**PATH 402. Diagnostic Cytology II. 15 Credits.**
Full day, integrated lecture, tutorial, laboratory course introduces cytology of major body organs. The student learns principles and microscopic skills involved in preparing/diagnosing body fluid and fine needle aspiration samples in the medical laboratory. Prerequisites: PATH 401 and departmental approval. Corequisites: MLS 340 and MLS 340L.

**PATH 403. Diagnostic Cytology III. 10 Credits.**
Full day, 12-week clinical practicum held at UND or at a clinical affiliate cytology laboratory. Course is centered on the reinforcement of principles and the practice of skills learned in PATH 401 and PATH 402. PATH 402 and departmental approval are the prerequisites.

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**Earth System Science and Policy (ESSP)**

http://essp.und.edu/index.html

Hill, Kirilenko, Laguette (Chair), Romsdahl (Graduate Director), Van Looy, Zhang and Zheng

### Courses

**ESSP 160. Sustainability & Society. 3 Credits.**
Human interactions with the natural environment are often perceived as conflicts between environmental protection and socio-economics. Sustainability attempts to redefine that world view by seeking balance between the ‘three Es’ - environment, economy, equity. This course examines the concept of sustainability, the theory behind it, and what it means for society.

**ESSP 200. Sustainability Science. 3 Credits.**
This course will provide an integrated, system-oriented introduction on the concepts, theories and issues surrounding a sustainable future for humans and the Planet Earth. The course will address the concept of sustainability, the concept of a system, explore human world views, provide an introduction to energy, complexity and ecosystems, and examine resources use, food production, industrial development and the prospects for a sustainable future.

**ESSP 310. Sustainable Food Systems. 3 Credits.**
This course will examine the need for development of sustainable food production systems. The course will introduce the concept of an integrated agro-ecosystem. Students will learn how food production systems work, how they impact natural ecosystems, how fragile the human food resource has become, and gain an appreciation of the complexity of relationships between humans and food.

**ESSP 320. Land and Water Sustainability. 3 Credits.**
This course covers topics of sustainability of physical landscapes and water on the Earth. Class lectures will introduce concepts related to landscape use, perception of landscape and water use as a resource, and most importantly how to use the physical landscape and freshwater as a resource in a manner to which it will be viable for future generations (i.e. landscape and water resource sustainability). Topics include, but are not limited to snow and glacier melt water, ground water, mountain environment resources, river flood plain land use, and water use in desert environments.

**ESSP 330. Environmental Change: Adaptation & Mitigation. 3 Credits.**
The objective is to introduce the varieties of adaptation and mitigation strategies to address four main sustainability challenges: land use/land cover change, climate change, water security, and biodiversity loss. The major physical processes of the Earth systems will be examined, together with the natural and anthropogenic changes in these processes; then, the societal impacts from modifications to the Earth systems will be described; finally, the strategies of adaptation and mitigation will be compared, using a variety of regional case studies as examples.

**ESSP 333. Oceanography. 3 Credits.**
Oceanography introduces the ocean and the study of the ocean, which regulates our climate, maintains our atmosphere, and serves as an enormous resource. The course explores all aspects of the oceans- their physics, chemistry and biology, as well as the structure of the basins that contain them. Students will learn how the oceans interact with the atmosphere and the solid Earth, understand the role played by the oceans, not only as a producer of food and source of recreation, but as a transporter of heat energy, sink for greenhouse gases, and moderator of the climate. In the end, students will come away with a deeper understanding of how the ocean works and greater appreciation for the benefits we derive from it.

**ESSP 420. Sustainable Energy. 3 Credits.**
This course is an interdisciplinary exploration of Sustainable Energy. The interdisciplinary exploration includes the analysis of renewable energy systems as well as the socio-economical, political, and environmental aspects of renewable energy. The course will specifically analyze the origin and dimensions of global energy issues and identify how renewable energy issues and policies are critical to the sustainable future of global environmental quality, economic growth, social justice, and democracy.

**ESSP 450. Environmental and Natural Resource Economics. 3 Credits.**
This course will cover the general topics in the field of environmental and natural resource economics: market failure, pollution regulation, the valuation of environmental amenities, the use of renewable and non-renewable resources over time, and the economics of biodiversity conservation, climate change and sustainability. We will analyze the issue of efficient use of resources over time, whether market equilibrium achieves an efficient outcome, common property resources, imperfect competition in energy market, and uncertainty, irreversibility and discounting related issues in environmental policy design. The course has a strong focus on the interaction between human society and natural environmental systems and the connection between market equilibrium and social sustainability. Prerequisite: ECON 201 or consent of instructor.

**ESSP 460. Global Environmental Policy. 3 Credits.**
Governance and policy are the most common strategies used to address environmental problems. This course introduces students to the foundation, development, actors, process, challenges, and future outlook of global environmental policy. By navigating various levels of US and global governance, students will explore a variety of concepts and principles in the development and implementation of environmental policies.

**ESSP 499. Special Topics in Sustainability. 1-4 Credits.**
Investigation and detailed study of special topics related to sustainability issues. The course may include a lab if applicable. Repeatable once with different topic. Maximum of 8 credits.

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**Economics (Econ)**

http://www.business.und.edu/economics

Bagheri, Beiderman, Flynn (Chair), Goenner, Hagen, O’Neil, Owens, Simlai, Tsang and Wang

Economics is the study of how scarce resources are mobilized to meet the economic goals of individuals, businesses, organizations, governments, and societies. The study of Economics is typically divided into two parts: macroeconomics (or aggregate economic analysis) studies economics from a broad-based perspective, including problems and issues such as unemployment, inflation and economic growth; microeconomics studies economics in terms of individual components, including problems and issues such as product pricing, competition, regulation and international trade. Students of Economics can expect to become familiar with key economic concepts and laws which give them an analytical perspective that is unique to this discipline, but is of great importance to individuals and to society.

The mission of the Economics Faculty falls into several important and interdependent areas. The faculty offers a curriculum that reflects the current
state of knowledge and skills used by professional economists and that fosters an understanding of the workings of modern economies, whether at regional, national or international levels. The Economics Faculty carries out research objectives, consistent with those reported by the University and the College of Business and Public Administration, by completing research leading to publication in professional journals and other research outlets; and, as needed, by providing service-related and contracted research to the city, region and state. The Economics Faculty provides services to the college, university, community, region, the state and professional organizations. This includes: committee service, provision of appropriate expertise in matters relevant to the economics profession; memberships in civic organizations; memberships in professional organizations as well as other relevant service related activities.

All programs in Economics include the necessary undergraduate economics courses for students who intend to pursue graduate level study. In addition, the major in Business Economics and the major in Economics offer a quantitative track which is recommended for students preparing for graduate study in Economics or Actuarial Science. In addition to the aforementioned undergraduate degrees, the Economics faculty offers a Masters of Science in Applied Economics degree. Please see the graduate section (http://catalog.und.edu/graduateacademicinformation) for more information.

B.A. with Major in Business Economics

The Economics Faculty together with other faculty in the College of Business and Public Administration offer a major in Banking and Financial Economics that is intended to prepare students for employment with financial institutions and government. The major is comprised of a comprehensive curriculum that provides a background in basic business, economic theory, the principles and practices of banks and other financial institutions, bank regulation, macroeconomic policy and international finance. Experience has shown the graduates of this program are prepared to immediately function in highly responsible positions in financial institutions and regulatory agencies.

All B.B.A. candidates must fulfill the College of Business and Public Administration degree requirements.

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing: 39 credit hours).

The following are required by CoBPA (12 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COMM 110</td>
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<td>MATH 103</td>
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<td>MATH 146</td>
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<td>POLS 115</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 171</td>
<td>3</td>
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<td>PSYC 111</td>
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</tr>
<tr>
<td>SOC 110</td>
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</table>

Total Credits: 15

II. College of Business and Public Administration Core Requirements (40 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 200</td>
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</tr>
<tr>
<td>ACCT 201</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 315</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>3</td>
</tr>
<tr>
<td>ECON 303</td>
<td>3</td>
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<td>ISBC 117</td>
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<td>ISBC 317</td>
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<tr>
<td>FIN 310</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 475</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 305</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 40

** This course satisfies part of the ES Social Sciences requirement and carries a Q designation.

Students who complete a B.B.A. with Major in Business Economics are prepared for employment with financial institutions and government, as well as other relevant service related activities.

B.B.A. with Major in Banking and Financial Economics

The major in Business Economics is offered through the College of Business and Public Administration. This program emphasizes the business firm — integrating economics with related areas in marketing, management, accounting, finance, and quantitative analysis. Students who complete a
major in Business Economics possess a comprehensive background in the basic foundations of a business as well as the analytical skills in economics increasingly required to be successful in the business world at local, regional, national and international levels. All B.B.A. candidates must fulfill the College of Business and Public Administration degree requirements.

Required 125 credit hours (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing: 39 credit hours).

The following are required by CoBPA (12 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>Fundamentals of Public Speaking</td>
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<tr>
<td>MATH 103</td>
<td>College Algebra</td>
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<tr>
<td>MATH 146</td>
<td>Applied Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>POLS 115</td>
<td>American Government I</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 171</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

* MATH 165 Calculus I, may be substituted for MATH 146 Applied Calculus I.

II. College of Business and Public Administration Core Requirements (40 credit hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 200</td>
<td>Elements of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>Elements of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 315</td>
<td>Business in the Legal Environment</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 303</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>ISBC 117</td>
<td>Personal Productivity with Information Technology</td>
<td>1</td>
</tr>
<tr>
<td>ISBC 317</td>
<td>Information Systems in Enterprise</td>
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</tr>
<tr>
<td>FIN 310</td>
<td>Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 475</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 305</td>
<td>Marketing Foundations</td>
<td>3</td>
</tr>
</tbody>
</table>

* This course satisfies part of the ES Social Sciences requirement and carries a Q designation.
** This course satisfies part of the ES Math, Science, and Technology requirement and carries a Q designation.

Total Credits 40

III. Required Major Courses (15 credit hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 308</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
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<td>ECON 309</td>
<td>Intermediate Macroeconomic Theory and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 338</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 410</td>
<td>Empirical Methods in Economics I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 414</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

IV. Elective Major Courses: Choose from either Option A, Option B, or a 12 credit hour combination from Options A and B below.

Option A - Choose at least 12 credit hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 305</td>
<td>Principles of Banking I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 324</td>
<td>Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON 330</td>
<td>Business and Economic History</td>
<td>3</td>
</tr>
<tr>
<td>ECON 341</td>
<td>Labor Economics and Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>ECON 355</td>
<td>Government Regulation of Business</td>
<td>3</td>
</tr>
<tr>
<td>ECON 380</td>
<td>Global Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>ECON 395</td>
<td>Special Topics in Economics</td>
<td>1-3</td>
</tr>
<tr>
<td>ECON 397</td>
<td>Cooperative Education</td>
<td>1-4</td>
</tr>
<tr>
<td>ECON 400</td>
<td>History of Economic Thought</td>
<td>3</td>
</tr>
<tr>
<td>ECON 405</td>
<td>Bank Regulation</td>
<td>3</td>
</tr>
<tr>
<td>ECON 409</td>
<td>Current Issues in Macroeconomic Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 411</td>
<td>Empirical Method in Economics II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 416</td>
<td>Mathematics for Economists</td>
<td>3</td>
</tr>
<tr>
<td>ECON 438</td>
<td>International Money and Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON 489</td>
<td>Senior Honors Thesis</td>
<td>1-8</td>
</tr>
<tr>
<td>ECON 495</td>
<td>Readings in Economics</td>
<td>1-3</td>
</tr>
<tr>
<td>ECON 496</td>
<td>Research in Economics</td>
<td>1-3</td>
</tr>
<tr>
<td>ECON 497</td>
<td>Internship</td>
<td>1-4</td>
</tr>
<tr>
<td>ECON 575</td>
<td>Advanced Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

* No more than 6 credit hours of electives from ECON 397 Cooperative Education, ECON 495 Readings in Economics, ECON 496 Research in Economics, and ECON 497 Internship may count toward the elective major courses.

Option B (Quantitative Option)* - Choose 12 credit hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 411</td>
<td>Empirical Method in Economics II</td>
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</tr>
<tr>
<td>ECON 416</td>
<td>Mathematics for Economists</td>
<td>3</td>
</tr>
<tr>
<td>MATH 165</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 166</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td>MATH 265</td>
<td>Calculus III</td>
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</tr>
<tr>
<td>MATH 266</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

* Students seeking to prepare for graduate school in Economics are advised to choose Option B.

### College of Arts and Sciences

#### B.A. with Major in Economics

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses are surveys of economic problems, policies, and theory; the required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including international trade and finance, public sector economics, economic development, economic history, capital theory and finance, labor economics, income distribution, political economy, financial markets, and public policy analysis. The major in Economics provides a general background that is useful to those planning careers in law, government service, or business, as well as those planning careers as professional economists. Professional economists work as college professors, as researchers for government agencies, in businesses and consulting firms, and as administrators and managers in a wide range of fields.

Required 125 credit hours (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing: 39 credit hours)

II. Required Major Courses (24 credit hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
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<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 303</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>ECON 308</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 338</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 397</td>
<td>Cooperative Education</td>
<td>1-4</td>
</tr>
<tr>
<td>ECON 400</td>
<td>History of Economic Thought</td>
<td>3</td>
</tr>
<tr>
<td>ECON 405</td>
<td>Bank Regulation</td>
<td>3</td>
</tr>
<tr>
<td>ECON 409</td>
<td>Current Issues in Macroeconomic Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 411</td>
<td>Empirical Method in Economics II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 416</td>
<td>Mathematics for Economists</td>
<td>3</td>
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<td>ECON 438</td>
<td>International Money and Finance</td>
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<tr>
<td>ECON 489</td>
<td>Senior Honors Thesis</td>
<td>1-8</td>
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<tr>
<td>ECON 495</td>
<td>Readings in Economics</td>
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<td>Research in Economics</td>
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<tr>
<td>ECON 497</td>
<td>Internship</td>
<td>1-4</td>
</tr>
<tr>
<td>ECON 575</td>
<td>Advanced Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

* University of North Dakota
I. Required courses (15 credit hours):

Economics offered through the College of Arts and Sciences. Students who are interested in obtaining a basic background in Economics may elect a minor in Economics.

Minor in Economics

Students who are interested in obtaining a basic background in Economics to complement their chosen major course of study may elect a minor in Economics offered through the College of Arts and Sciences.

I. Required courses (15 credit hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
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<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
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</tr>
<tr>
<td>ECON 303</td>
<td>Money and Banking</td>
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<td>ECON 308</td>
<td>Intermediate Microeconomic Theory</td>
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<td>ECON 309</td>
<td>Intermediate Macroeconomic Theory and Policy</td>
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II. Economics electives (5 credit hours):

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<th>Credits</th>
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</thead>
<tbody>
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<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
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<td>ECON 305</td>
<td>Principles of Banking I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 324</td>
<td>Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON 330</td>
<td>Business and Economic History</td>
<td>3</td>
</tr>
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<td>ECON 338</td>
<td>International Economics</td>
<td>3</td>
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<tr>
<td>ECON 341</td>
<td>Labor Economics and Labor Relations</td>
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<td>Government Regulation of Business</td>
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</tr>
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<td>ECON 380</td>
<td>Global Economic Development</td>
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</tr>
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<td>ECON 395</td>
<td>Special Topics in Economics</td>
<td>1-3</td>
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<tr>
<td>ECON 400</td>
<td>History of Economic Thought</td>
<td>3</td>
</tr>
<tr>
<td>ECON 405</td>
<td>Bank Regulation</td>
<td>3</td>
</tr>
<tr>
<td>ECON 409</td>
<td>Current Issues in Macroeconomic Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 410</td>
<td>Empirical Method in Economics II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 411</td>
<td>Empirical Method in Economics II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 414</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 416</td>
<td>Mathematics for Economists</td>
<td>3</td>
</tr>
<tr>
<td>ECON 417</td>
<td>International Money and Finance</td>
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<tr>
<td>ECON 495</td>
<td>Senior Honors Thesis</td>
<td>1-8</td>
</tr>
<tr>
<td>ECON 496</td>
<td>Readings in Economics</td>
<td>1-3</td>
</tr>
<tr>
<td>ECON 497</td>
<td>Internship</td>
<td>1-4</td>
</tr>
<tr>
<td>ECON 575</td>
<td>Advanced Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

* No more than 6 credit hours of electives from ECON 297 Cooperative Education, ECON 495 Readings in Economics, ECON 496 Research in Economics, and ECON 497 Internship may count toward the elective major courses.

Courses

ECON 105. Elements of Economics. 3 Credits.
Survey of Economic principles for students planning no further formal study of Economics. Analysis of factors influencing aggregate levels of output, employment, and prices; introduction to U.S. monetary system; price determination and resource allocation under competitive and monopolistic conditions. Review of selected contemporary economic issues. (No credit if Economics 201-202. Principles of Microeconomics and Macroeconomics, have been completed or audited. Not available to students in the College of Business and Public Administration.) Not available to students in the College of Business and Public Administration.

ECON 201. Principles of Microeconomics. 3 Credits.
Nature, method, and scope of Economic analysis: economic scarcity, resources, specialization and division of labor, supply and demand, production and cost, technology, product and resource market structures, distribution of income, and international trade. Prerequisite or corequisite: MATH 103 or MATH 146 or MATH 165 or MATH 166.

ECON 202. Principles of Macroeconomics. 3 Credits.
Nature, method, and scope of economic analysis: aggregate levels of income and employment, inflation, monetary and fiscal policy, the role of the U.S. economy as part of a world economic system. Prerequisite: ECON 201.

ECON 206. Survey of Economic Principles: Micro-Macro. 4 Credits.
Accelerated course in economic principles intended for students pursuing the MBA graduate degree. This course considers both micro and macro topics. Micro topics include: Economics and Economic Reasoning; The Economic Organization of Society; Supply-Demand Analysis; Elasticity; Individual Choice; Production and Cost Analysis; and Market Structures. Macro topics include: National Income Accounting; Economic Growth, Business Cycles and Inflation; Fiscal Policy; Monetary Economics; Monetary Policy; and the World Economy. Consent of instructor is the prerequisite.

ECON 210. Introduction to Business and Economic Statistics. 3 Credits.
Descriptive statistics; probability distributions; sampling distributions; statistical inference for means and proportions; hypothesis testing; simple regression and correlation; non-parametric statistics. Prerequisite: MATH 103 or MATH 146 or MATH 165 or MATH 166.

ECON 216. Mathematics and Statistics for MBA Students. 3 Credits.
To provide knowledge in mathematics and statistics needed for students in the MBA program. Topics include, among others, linear and quadratic functions, logarithmic and exponential functions, matrix algebra, limits, derivatives, linear and nonlinear programming, descriptive statistics, data collection, sampling, probability, estimation, hypothesis testing, statistical inference, and linear regression. Approval of MBA director is the prerequisite.
ECON 303. Money and Banking. 3 Credits.
Nature of our current Monetary system; functional analysis of commercial bank operations; limits to credit expansion; alternative theories of the value of money; monetary and fiscal policies for control of the business cycle; powers of the Federal Reserve System and the Treasury; mechanics of international payment; balance-of-payments and other problems. Prerequisites: ECON 201 and ECON 202.

ECON 305. Principles of Banking I. 3 Credits.
This course introduces the students to basic principles of banking governing loans, investments, deposits, liabilities, and capital. Consideration is given to the areas of liquidity, profitability, and capital adequacy as they relate to regulatory standards. Additional topics include bank organization, performance, and scope of services. Prerequisite: ECON 303.

ECON 306. Principles of Banking II. 3 Credits.
A continuation of Econ 305, Principles of Banking I. Students will explore the application of theory to the financial decision making and management of banks. The main focus of the course is the assessment of bank risks and management of those risks. A feature of the course is the use of a bank simulation model to connect theory and practice. Prerequisite: ECON 305.

ECON 308. Intermediate Microeconomic Theory. 3 Credits.
Theory of demand, production, and cost; price determination under alternative market structures; general equilibrium and economic welfare; analyses of market failure; applications to public policy. (Core requirement for students planning advanced study in Economics.) Prerequisites: ECON 201 and ECON 202.

ECON 309. Intermediate Macroeconomic Theory and Policy. 3 Credits.
A framework for studying national income, employment, and the general price level is developed. Theoretical perspectives on the National Income and Product accounts, expenditures in the public and private sectors of the economy, and supply and demand for money, labor and other resources are surveyed. Macroeconomic Theory is then applied to a study of monetary, fiscal, incomes, and other policies intended to influence unemployment, inflation, balance of international financial payments, and economic growth. (Core requirement for students planning advanced study in Economics.) Prerequisites: ECON 201 and ECON 202.

ECON 324. Public Finance. 3 Credits.
Growth and effects of the public sector of the economy emphasizing effects of taxation and spending or borrowing and debt management on efficiency and use of economic resources. Prerequisites: ECON 201 and ECON 202.

ECON 330. Business and Economic History. 3 Credits.
An analysis of the growth and development of the American economy since its colonial origins. The framework of economic analysis applied to the patterns and trends. Specific topics include industrialization, capital accumulations, financial innovation, technological change, banking, the Great Depression and effects of entrepreneurial and government decisions. Prerequisites: ECON 105 or ECON 201 or ECON 202.

ECON 338. International Economics. 3 Credits.
Economic basis for gain in international trade; capital and population movements; international disequilibrium and the process of balance-of-payments adjustments; tariffs, underdeveloped countries. Prerequisites: ECON 201 and ECON 202.

ECON 341. Labor Economics and Labor Relations. 3 Credits.
A survey of the nature and causes of the economic problems of the American wage and salary earner and of the attempts of wage earners and society, through organizations and legislation, to alleviate these problems. The course comparatively surveys the history and systematic theories of labor movements and the market and institutional influences on wages and employment. Particular emphasis will be placed on the law of industrial relations, employment and income access, and the adjustment of labor disputes. Prerequisites: ECON 201 and ECON 202.

ECON 355. Government Regulation of Business. 3 Credits.
An exploration of the many ways that federal and state governments regulate business activity. Government regulation falls into three broad areas: economic regulation; social regulation; antitrust laws. The historical development of regulation, from both a legal and economic perspective, will be discussed. Particular attention will be paid to the current trend toward deregulation of previously regulated industries such as airlines, telecommunications, and trucking. Prerequisites: ECON 201 and ECON 202.

ECON 380. Global Economic Development. 3 Credits.
This course focuses on economic development issues at the global level. It covers both developing countries in the conventional sense and economies in transition from socialism to a market economy. In this context development is broadly defined as the transition from one stage of development to another. Selected topics common among these countries (such as determinants of growth, modernization, technology, price liberalization, privatization, macro stabilization, trade policies, legal structure, organized crime, inequality, poverty, human capital, and global sustainability) are discussed to better understand the forces that shape the wealth and well being of nations and people in the world around us. Prerequisites: ECON 201 and ECON 202.

ECON 395. Special Topics in Economics. 1-3 Credits.
Specific topic will vary from year to year; some years an important development in economic theory, other years, a significant issue in economic policy. Repeatable to 20 credits. Prerequisites: ECON 201 and ECON 202.

ECON 397. Cooperative Education. 1-4 Credits.
A practical work experience with an employer closely associated with the student’s academic area. Repeatable to 6 credits. Permission of departmental Cooperative Education Coordinator is the prerequisite.

ECON 400. History of Economic Thought. 3 Credits.
Broad overview of the major schools of thought including Mercantilist, Physiocrat, Classical, Marxian, Socialist, Historical, Austrian, Neoclassical, Institutional, Keynesian, and Monetarist. The coverage includes value theory, income/expenditure theory, growth/development theory, scientific method, scope and public policy. Prerequisites: ECON 105 or ECON 201, and ECON 202.

ECON 405. Bank Regulation. 3 Credits.
The regulations imposed upon the banking industry are examined at several levels: state, federal, and global. Both the historical development of banking regulation as well as current issues/controversies are discussed. In addition, the banker’s perspective of regulatory compliance is explored. Prerequisite: ECON 303.

ECON 409. Current Issues in Macroeconomic Policy. 3 Credits.
This course focuses on the conduct of macroeconomic policy, especially as it pertains to the operations and functions of the nation’s financial system. The two basic tools of macroeconomic policy - monetary policy and fiscal policy - are studied from historical, contemporary, and theoretical perspectives. Emphasis is placed on recent developments in the theory and practice of macroeconomic policy; special emphasis is placed on the role of monetary policy as it affects the operations of financial markets and financial institutions. Prerequisite: ECON 303.

ECON 410. Empirical Methods in Economics I. 3 Credits.
This course is an introduction to econometrics, the joint area of economics and statistics dealing with the application of statistics to economic problems. The course objectives are to acquire a basic understanding of the theory and methods of econometrics and to gain practical experience in utilizing these methods. The students will use the tools developed in the course in homework and written assignments so that they can develop an insight to theory and its application. Prerequisites: ECON 201, ECON 202 and ECON 210.

ECON 411. Empirical Method in Economics II. 3 Credits.
A continuation of Econ 410, but with a major emphasis on business and economic forecasting. As with Econ 410, there is a heavy emphasis on solving practical problems of the major types common in the Economics profession. Prerequisite: ECON 410.

ECON 414. Managerial Economics. 3 Credits.
A synthesis relating economic theory, statistics, and mathematics to pricing, output, and resource allocation decisions by business firms. Prerequisites: ECON 210 and ECON 308; MATH 146 or equivalent; ISBC 117 or equivalent.

ECON 416. Mathematics for Economists. 3 Credits.
Study of mathematical methods in the areas of introductory calculus and linear algebra, and their application to economic analysis. Mathematical analysis of static and dynamic equilibrium models, growth models, distribution, production functions, cycles, activity analysis, mathematical programming, and model building. Prerequisites: ECON 308 and ECON 309; MATH 146 or MATH 165.

ECON 420. Economic Education. 3 Credits.
Designed for students planning to teach secondary social studies. Curriculum materials and methods of teaching economics; techniques for integrating economics into social studies curriculum. Prerequisites: ECON 105 or equivalent.
ECON 438. International Money and Finance. 3 Credits.
Identification of key international financial concepts and analysis of their relationships in the international money and capital markets; determination of the balance of payments and exchange rates; and examination of alternative organizations of the international monetary system. Prerequisite: ECON 303.

ECON 489. Senior Honors Thesis. 1-8 Credits.
Supervised independent study culminating in a thesis. Repeatable to 9 credits.

ECON 495. Readings in Economics. 1-3 Credits.
Extensive reading in the student’s field of specialization; conference arranged with the instructor; written reports to be submitted.

ECON 496. Research in Economics. 1-3 Credits.
Research work and use of original documents; collecting of material and preparing of special topics and bibliographies; familiarizing the student with government publications and other material available for study of economic problems.

ECON 497. Internship. 1-4 Credits.
An internship is designed to provide the student with an opportunity for participating in a supervised work experience directly related to the field of training. Student will work closely with faculty adviser in planning the internship with an approved cooperating institution. Permission of Department Committee on Internships is the prerequisite.

Education and Human Development (EHD)

http://www.und.edu/educational-leadership

Courses

EHD 200. Research in the University Library. 1 Credit.
Introduction to effective library-based research. Current technologies and traditional methods are emphasized.

EHD 250A. Special Topics. 1-3 Credits.
Specially arranged seminars or courses on contemporary topics not covered by regular departmental offerings. May be initiated by students with approval of dean and departments involved, provided appropriate faculty members are willing. 1 to 3 credits in any one semester; repeatable to 12 credits.

EHD 250B. Special Topics. 1-3 Credits.
Specially arranged seminars or courses on contemporary topics not covered by regular departmental offerings. May be initiated by students with approval of dean and departments involved, provided appropriate faculty members are willing. 1 to 3 credits in any one semester; repeatable to 12 credits.

EHD 390A. Special Topics. 1-2 Credits.
May be repeated to 12 credits.

EHD 390B. Special Topics. 1-2 Credits.
May be repeated to 12 credits.

EHD 495A. Special Problems. 1-3 Credits.
Specially arranged seminars or courses on contemporary topics, having professional orientation and possible prerequisites not covered by regular departmental offerings. May be initiated by the students with approval of dean and department involved, provided appropriate faculty are willing. 1 to 3 credits in any one semester; repeatable to 12 credits.

EHD 495B. Special Problems. 1-3 Credits.
Specially arranged seminars or courses on contemporary topics, having professional orientation and possible prerequisites not covered by regular departmental offerings. May be initiated by the students with approval of dean and department involved, provided appropriate faculty are willing. 1 to 3 credits in any one semester; repeatable to 12 credits.

EHD 497. Community Concepts of Residence Hall Living. 2 Credits.
Assists Resident Assistants in gaining a more complete understanding of components of a successful residence hall environment with implications for job satisfaction and individual development.

Educational Leadership (EDL)

http://www.und.edu/educational-leadership

Courses

EDL 210. Exploring Leadership. 2 Credits.
This course offers students an opportunity to explore leadership in the university and community through a variety of perspectives. As a framework to explore leadership concepts, the course focuses on the consciousness of self, congruence, commitment, critical thinking, and communication as factors that contribute to leadership development.

EDL 211. Leadership Skills & Techniques. 3 Credits.
This course explores both the theoretical concepts and application of leadership from a standpoint of the self, groups, and the community. Framed within the context of the university and surrounding educational communities, students engage in skill development and technique building exercises through experiential activities including a service learning project.

EDL 299. Special Topics in Educational Leadership. 1-3 Credits.
This course explores a special topic that is not regularly included in the available course offerings such as a current issue or concept. The primary focus of the class may vary year-to-year. Repeatable to 3 credits.

Electrical Engineering (EE)

http://www.engineering.und.edu/electrical

Farouque, Fazel-Reza, Kaabouch, Mardani, Miles, Noghian, Ranganathan and Salehfer

The mission of the department is to provide campus and distance students with a strong foundation in the traditional and contemporary areas of electrical engineering, and to help our graduates learn the leadership, communication, multidisciplinary teamwork, and life-long learning skills necessary for success in a global marketplace. The program provides students with the knowledge and opportunities that prepare them for industry and to pursue further education at the graduate level. The program also provides distance students with the ability to advance their careers as practicing engineers or managers. The essential studies component of the undergraduate program emphasizes the arts, humanities, and social sciences to provide breadth in education and well-rounded graduates.

The Bachelor of Science in Electrical Engineering (B.S.E.E.) educational objectives represent the career and professional accomplishments that the program is preparing our students to achieve, generally three to five years after graduation:

1. Provide campus and distance students with a strong foundation in the traditional and contemporary areas of electrical engineering.
2. Help our graduates learn the leadership, communication, multidisciplinary teamwork, and life-long learning skills necessary for success in their careers.
3. Educate students in science and engineering so that they can identify, understand, and solve problems in society that meet desired customer needs.
4. Provide students with a breadth of knowledge in the arts, humanities, and social sciences, resulting in well-rounded graduates capable of taking leadership positions as professionals.
5. Provide students with the knowledge and opportunities that prepare them for industry, to further their careers as practicing engineers, business owners, or managers, and to pursue further education at the graduate level.

The B.S.E.E. program outcomes represent the abilities, knowledge, and understanding that the program is preparing its students to acquire immediately upon graduation from the University of North Dakota (identical to Engineering Accreditation Commission of ABET outcomes (1) through (11)):

1. an ability to apply knowledge of mathematics, science, and engineering
2. an ability to design and conduct experiments, as well as to analyze and interpret data
3. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
4. an ability to function on multidisciplinary teams
5. an ability to identify, formulate, and solve engineering problems
6. an understanding of professional and ethical responsibility
7. an ability to communicate effectively
8. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
9. a recognition of the need for, and an ability to engage in life-long learning
10. a knowledge of contemporary issues
11. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

The department is committed to fostering a close student-faculty educational environment that facilitates competence, self-development, and self-confidence. This commitment extends to providing an excellent undergraduate electrical engineering program that encompasses both breadth and depth. The technical and essential studies components of the curriculum provide the students with opportunities for achieving technical competence and awareness of economic and ethical responsibilities. The technical curriculum includes:

1. basic engineering science;
2. traditional electrical engineering areas, such as linear electric circuits, analog/digital electronics, computer-aided design, control systems, electric energy conversion, electric and magnetic fields, and embedded systems; and
3. electives, by which junior- and senior-level students may select courses with a focus on a particular subject or related subjects in electrical engineering.

These areas of concentration include applied electromagnetics, control systems and signal processing, embedded systems design, and renewable energy systems.

To prepare students for engineering practice, design and hands-on experience are emphasized throughout the curriculum and supported by diverse laboratory facilities to implement hardware and software prototypes. Students are introduced to subject-related computer-aided design tools in a number of required and elective courses in preparation for a capstone senior design experience. Every student is required to complete a comprehensive design project over their senior year. Computer applications, statistical methods, and written, oral, and interpersonal communication skills are emphasized across the curriculum, along with opportunities to enhance teamwork and life-long learning skills. Cooperative education is encouraged to enhance students’ technical development, communication, and multidisciplinary teamwork skills, in addition to fostering an understanding of global engineering practice. Students are encouraged to promote the profession and develop leadership skills through involvement in honorary and professional student organizations, as well as through participation in extracurricular research and design projects.

The department has a strong student advising program, which facilitates individual contact with students to help them make sound academic decisions and to understand the purpose of their education and chosen profession. Additionally, relatively small class sizes help our electrical engineering students and faculty truly get to know one another, resulting in a personalized educational experience.

The B.S.E.E. program is delivered face-to-face to campus students, who are typically of traditional college age, as well as over the Internet via digitally-recorded video lectures to distance students, who are generally working professionals seeking an accredited electrical engineering degree. The Distance Engineering Degree Program (DEDP) is offered to students around the world through a long-standing collaboration between the College of Engineering & Mines and the Division of Continuing Education, in which the world through a long-standing collaboration between the College of Engineering & Mines and the Division of Continuing Education, in which the technical and essential studies components of the curriculum provide the students with opportunities for achieving technical competence and awareness of economic and ethical responsibilities. The technical curriculum includes:

In addition to the traditional B.S. in Electrical Engineering program that emphasizes the analysis and design of circuits and systems, the department offers three interdisciplinary focus areas to undergraduate students with interests in aerospace, biomedical engineering, and computer science. All four curricula are listed in their entirety as follows:

B.S. in Electrical Engineering with an Aerospace Focus
B.S. in Electrical Engineering with a Biomedical Engineering Focus
B.S. in Electrical Engineering with a Computer Science Focus

College of Engineering and Mines

B.S. in Electrical Engineering

Required 135 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. The University’s Essential Studies Breadth of Knowledge, Social-Cultural Diversity, and Special Emphasis Requirements (refer to the online Academic Catalog for a listing of acceptable Essential Studies courses).

II. The Following Curriculum:

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>EE 101 or ENGR 100</td>
<td>1</td>
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<tr>
<td>ENGR 101</td>
<td>Graphical Communication 3</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I 3</td>
</tr>
<tr>
<td>CHEM 121L</td>
<td>General Chemistry I Laboratory 1</td>
</tr>
<tr>
<td>MATH 165</td>
<td>Calculus I 4</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition I 3</td>
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<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Elective (A&amp;H) 2,3</td>
<td></td>
</tr>
</tbody>
</table>

| Second Semester |         |
| EE 201 | Introduction to Digital Electronics 2 |
| EE 202 | Electrical Engineering Laboratory 1 |
| ENGR 201 | Statics 3 |
| MATH 166 | Calculus II 4 |
| ENGR 460 | Engineering Economy 2 |

<table>
<thead>
<tr>
<th>Sophomore Year</th>
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</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>EE 206</td>
<td>Circuit Analysis 3</td>
</tr>
<tr>
<td>EE 304</td>
<td>Computer Aided Measurement and Controls 3</td>
</tr>
<tr>
<td>EE 306</td>
<td>Circuits Laboratory I 1</td>
</tr>
<tr>
<td>MATH 265</td>
<td>Calculus III 4</td>
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<tr>
<td>PHYS 251 &amp; 251L</td>
<td>University Physics I and 4</td>
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<tr>
<td>ENGL 120 or ENGL 125</td>
<td>College Composition II 3</td>
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<tr>
<td>or Technical and Business Writing</td>
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</table>

| Second Semester |         |
| EE 307 | Circuits Laboratory II 1 |
| EE 313 | Linear Electric Circuits 3 |
| MATH 266 | Elementary Differential Equations 3 |
| PHYS 252 & 252L | University Physics II and 4 |
| Fine Arts Elective (A&H) 2,3 |         |
| Engineering Science Elective 4 |         |

| Junior Year |         |
| First Semester |         |
| EE 308 | Junior Laboratory I 2 |

University of North Dakota
### Undergraduate Academic Information

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EE 314</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>EE 316</td>
<td>Electric and Magnetic Fields</td>
<td>3</td>
</tr>
<tr>
<td>EE 318</td>
<td>Engineering Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EE 321</td>
<td>Electronics I</td>
<td>3</td>
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<tr>
<td>MATH 207</td>
<td>Introduction to Linear Algebra</td>
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#### Second Semester

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EE 309</td>
<td>Junior Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>EE 401</td>
<td>Electric Drives</td>
<td>3</td>
</tr>
<tr>
<td>EE 405</td>
<td>Control Systems I</td>
<td>3</td>
</tr>
<tr>
<td>EE 409</td>
<td>Distributed Networks</td>
<td>3</td>
</tr>
<tr>
<td>EE 421</td>
<td>Electronics II</td>
<td>3</td>
</tr>
<tr>
<td>EE 452</td>
<td>Embedded Systems</td>
<td>3</td>
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</table>

#### Senior Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EE 480</td>
<td>Senior Design I</td>
<td>5</td>
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<tr>
<td>EE 481</td>
<td>Senior Design II</td>
<td>6</td>
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<td>A&amp;H or SS</td>
<td>Elective</td>
<td>2,3</td>
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<tr>
<td>Electrical Engineering</td>
<td></td>
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<tr>
<td>Electives</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Ethics Elective</td>
<td>(A&amp;H or SS) 2,3,9</td>
<td></td>
</tr>
<tr>
<td>Technical Electives</td>
<td>8,10</td>
<td></td>
</tr>
</tbody>
</table>

#### Total Credits: 135

1. May be waived for transfer students (substitute science credit required).
2. To meet the University’s Essential Studies Breadth of Knowledge requirements, all students must complete 9 credits of Arts & Humanities Electives (minimum of 2 departments, including 3 Fine Arts credits and 3 Humanities credits) and 9 credits of Social Sciences Electives (minimum of 2 departments). Refer to the online Academic Catalog for a listing of acceptable Essential Studies courses.
3. To meet the University’s Essential Studies Social-Cultural Diversity requirements, all students must complete 3 credits of Global (G) Diversity Electives and 3 credits of United States (U) Diversity Electives. Refer to the online Academic Catalog for a listing of acceptable Essential Studies G and U Diversity Electives. Engineering Science Elective choices: ENGR 202 Dynamics; ENGR 203 Mechanics of Materials; ME 301 Materials Science; ME 306 Fluid Mechanics/CE 306 Fluid Mechanics; and ME 341 Thermodynamics. Senior standing with approval of adviser, EE 480 Senior Design I, meets the Essential Studies Special Emphasis requirements for Advanced Communication (A) and Senior Capstone (C).
5. Basic or Applied Science Elective choices: AVIT 421 Advanced Aerodynamics; CHEM 122 General Chemistry II/CHEM 122L General Chemistry II Laboratory; PHYS 253 University Physics III/PHYS 253L; SPST 500 Introduction to Orbital Mechanics; and Physics courses 300 level or higher with approval of instructor and adviser. Three or four credits, depending on whether the class has a corequisite laboratory.
6. EE 481 Senior Design II, meets the Essential Studies Special Emphasis requirement for Oral Communication (O).
7. May be waived for transfer students (substitute science credit required).
8. Maximum of three credits of EE 490 Electrical Engineering Problems, allowed as an independent study, applicable to both EE and Technical Electives.
9. The Ethics Elective is a 3-credit course that meets Essential Studies requirements in either the Arts & Humanities or the Social Sciences. Ethics Elective choices: PHIL 250 Ethics in Engineering and Science (A&H, Humanities); CHE 340 Professional Integrity in Engineering (SS); and ME 370 Engineering Disasters and Ethics (SS).
10. Technical Elective choices: Computer Science, Engineering (including EE), Math, and Physics courses approved by adviser, normally 300 level or higher. MATH 308 History of Mathematics and MATH 321 Applied Statistical Methods are not permitted. CSCI 230 Systems Programming; CSCI 260 Advanced Programming Languages; and MATH 208 Discrete Mathematics, are permitted. EE 397 Cooperative Education, is only applied toward the Technical Electives with S/U grading, 6 credits maximum.

Some of the following courses may be waived by completing ENGR 100 Introduction to Engineering:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 101</td>
<td>Introduction to Electrical Engineering</td>
<td>1</td>
</tr>
<tr>
<td>EE 201</td>
<td>Introduction to Digital Electronics</td>
<td>2</td>
</tr>
<tr>
<td>EE 202</td>
<td>Electrical Engineering Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>EE 304</td>
<td>Computer Aided Measurement and Controls</td>
<td>3</td>
</tr>
<tr>
<td>EE 397</td>
<td>Cooperative Education</td>
<td>1-3</td>
</tr>
<tr>
<td>ENGR 101</td>
<td>Graphical Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

The Ethics Elective may also be waived, but the University’s Essential Studies requirements may not be waived. For the ENGR 100 Introduction to Engineering course description, see the Engineering (p. 114) listing.

### B.S. in Electrical Engineering with an Aerospace Focus

#### Required 137 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

1. The University’s Essential Studies Breadth of Knowledge, Social-Cultural Diversity, and Special Emphasis Requirements (refer to the online Academic Catalog for a listing of acceptable Essential Studies courses).

#### I. The Following Curriculum

### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 101 Introduction to Electrical Engineering</td>
<td>1</td>
</tr>
<tr>
<td>or ENGR 100 Introduction to Engineering</td>
<td></td>
</tr>
<tr>
<td>AVIT 102 Introduction to Aviation</td>
<td>5</td>
</tr>
<tr>
<td>MATH 165 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 110 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 460 Engineering Economy</td>
<td>2</td>
</tr>
</tbody>
</table>

### Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 201</td>
<td>Introduction to Digital Electronics</td>
<td>2</td>
</tr>
<tr>
<td>EE 202</td>
<td>Electrical Engineering Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121L</td>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 166</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 251</td>
<td>University Physics I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 251L</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective (A&amp;H) 2,3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 206 Circuit Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EE 304 Computer Aided Measurement and Controls</td>
<td>3</td>
</tr>
<tr>
<td>EE 306 Circuits Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>AVIT 221 Basic Attitude Instrument Flying</td>
<td>3</td>
</tr>
<tr>
<td>MATH 265 Calculus III</td>
<td>4</td>
</tr>
</tbody>
</table>
PHYS 252 & 252L  University Physics II and

**Second Semester**
EE 307  Circuits Laboratory II
EE 313  Linear Electric Circuits
AVIT 323  Aerodynamics - Airplanes
AVIT 324  Aircraft Systems
ENGR 201  Statics
MATH 266  Elementary Differential Equations
ENGL 120 or ENGL 125  College Composition II or Technical and Business Writing

**Junior Year**
**First Semester**
EE 308  Junior Laboratory I
EE 314  Signals and Systems
EE 316  Electric and Magnetic Fields
EE 318  Engineering Data Analysis
EE 321  Electronics I

Social Sciences Elective (SS) 2,3

**Second Semester**
EE 309  Junior Laboratory II
EE 401  Electric Drives
EE 405  Control Systems I
EE 409  Distributed Networks
EE 421  Electronics II
EE 452  Embedded Systems

**Senior Year**
**First Semester**
EE 480  Senior Design I 4
ME 341  Thermodynamics
MATH 207  Introduction to Linear Algebra
A&H or SS Elective 2,3
Basic or Applied Science Elective 5
Electrical Engineering Elective 7
Fine Arts Elective 6

**Second Semester**
EE 481  Senior Design II 5
ME 306  Fluid Mechanics
Electrical Engineering Elective 7
Electives 7
Ethics Elective (A&H or SS) 2,3,8

**Freshman Year**

**First Semester**
BIOI 150  General Biology I 1
BIOI 150L  General Biology I Laboratory 1
CHEM 121  General Chemistry I 3
CHEM 121L  General Chemistry I Laboratory 1
EE 101 or ENGR 100  Introduction to Electrical Engineering 1
ENGL 110  College Composition I 3
MATH 165  Calculus I 4

**Second Semester**
BIOI 151  General Biology II 3
BIOI 151L  General Biology II Laboratory 1
EE 201  Introduction to Digital Electronics 2 2
EE 202  Electrical Engineering Laboratory 1
ENGR 460  Engineering Economy 2 3
ENGR 201  Statics 3
MATH 166  Calculus II 4

**Sophomore Year**
**First Semester**
EE 206  Circuit Analysis 3
EE 304  Computer Aided Measurement and Controls 3
EE 306  Circuits Laboratory I 1
ENGL 120 or ENGL 125  College Composition II or Technical and Business Writing
MATH 266  Elementary Differential Equations 3
PHYS 252 & 252L  University Physics II 4
Psychology or Sociology (SS) 3

**Second Semester**
ANAT 204  Anatomy for Paramedical Personnel 3
EE 307  Circuits Laboratory II 1
EE 313  Linear Electric Circuits 3
PHYS 252 & 252L  University Physics II 4

**Junior Year**
**First Semester**
CHEM 122  General Chemistry II 3
CHEM 122L  General Chemistry II Laboratory 1
EE 308  Junior Laboratory I 2
EE 314  Signals and Systems 3
EE 316  Electric and Magnetic Fields 3
EE 318  Engineering Data Analysis 3
EE 321  Electronics I 3

**Second Semester**
EE 309  Junior Laboratory II 2
EE 401  Electric Drives 3
EE 405  Control Systems I 3
EE 409  Distributed Networks 3
EE 421  Electronics II 3
EE 452  Embedded Systems 3

**Senior Year**
**First Semester**
EE 480  Senior Design I 4 3
ME 341  Thermodynamics 3
PPT 301  Human Physiology 4
Electrical Engineering Elective 7

Total Credits: 137

**B.S. in Electrical Engineering with a Biomedical Engineering Focus**

Required 137 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. The University's Essential Studies Breadth of Knowledge, Social-Cultural Diversity, and Special Emphasis Requirements (refer to the online Academic Catalog for a listing of acceptable Essential Studies courses).

II. The Following Curriculum:
Second Semester

EE 481  Senior Design II  5
ME 306  Fluid Mechanics
A&H or SS  Elective  2,6

Electrical
Engineering

Electives  7

Ethics Elective
(A&H or SS)  2,6,8

Fine Arts Electives
(A&H)  2,6

Total Credits:  137

Additional Recommended Pre-Medical Courses

ANAT 204L  Anatomy for Paramedical Personnel Laboratory  2
BIOL 315  Genetics  3
BIOL 369  Histology  4
& 369L  and Histology Lab  3
BIOL 420  Neuroscience
BMB 301  Biochemistry  3
CHEM 341  Organic Chemistry I  4
CHEM 341L  Organic Chemistry I Laboratory (Chem 341/341L required for UND Medical School)  1
CHEM 342  Organic Chemistry II  4
CHEM 342L  Organic Chemistry II Laboratory (Chem 342/342L required for UND Medical School)  1
MBIO 302  General Microbiology Lecture  2
MBIO 302L  General Microbiology Laboratory  2

1 May be waived for transfer students (substitute science credit required).
2 To meet the University’s Essential Studies Breadth of Knowledge requirements, all students must complete 9 credits of Arts & Humanities Electives (minimum of 2 departments, including 3 Fine Arts credits and 3 Humanities credits) and 9 credits of Social Sciences Electives (minimum of 2 departments). Refer to the online Academic Catalog for a listing of accepted Essential Studies courses.
3 Must take PSYC 111 Introduction to Psychology or SOC 110 Introduction to Sociology as a Social Sciences Elective.
4 Senior standing with approval of adviser, EE 480 Senior Design I, meets the Essential Studies Special Emphasis requirements for Advanced Communication (A) and Senior Capstone (C).
5 EE 481 Senior Design II, meets the Essential Studies Special Emphasis requirement for Oral Communication (O).
6 To meet the University’s Essential Studies Social-Cultural Diversity requirements, all students must complete 3 credits of Global (G) Diversity Electives and 3 credits of United States (U) Diversity Electives. Refer to the online Academic Catalog for a listing of acceptable Essential Studies G and U Diversity Electives.
7 Recommended EE Elective: EE 550 Biomedical Instrumentation. Additionally, a maximum of three credits of EE 490 Electrical Engineering Problems, are allowed as an independent study.
8 The Ethics Elective is a 3-credit course that meets Essential Studies requirements in either the Arts & Humanities or the Social Sciences. Ethics Elective choices: PHIL 250 Ethics in Engineering and Science (A&H, Humanities); PHIL 251 Ethics in Health Care (A&H, Humanities); CHE 340 Professional Integrity in Engineering (SS); and ME 370 Engineering Disasters and Ethics (SS).

B.S. in Electrical Engineering with a Computer Science Focus

Includes Minors in both Computer Science and Mathematics.

Required 137 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. The University’s Essential Studies Breadth of Knowledge, Social-Cultural Diversity, and Special Emphasis Requirements (refer to the online Academic Catalog for a listing of acceptable Essential Studies courses).

II. The Following Curriculum:

Freshman Year

First Semester

EE 101  Introduction to Electrical Engineering  1
or ENGR 100  Introduction to Engineering
CSCI 130  Introduction to Scientific Programming  2
MATH 165  Calculus I  4
CHEM 121  General Chemistry I  3
CHEM 121L  General Chemistry I Laboratory  1
ENGL 110  College Composition I  3

Humanities

Elective (A&H)  3,4

Second Semester

EE 201  Introduction to Digital Electronics  2
EE 304  Computer Aided Measurement and Controls  3
EE 306  Circuits Laboratory I  1
MATH 208  Discrete Mathematics  3
MATH 265  Calculus III  4
ENGL 120  College Composition II  3
or ENGL 125  or Technical and Business Writing

Sophomore Year

First Semester

EE 206  Circuit Analysis  3
EE 304  Computer Aided Measurement and Controls  3
EE 306  Circuits Laboratory I  1
MATH 208  Discrete Mathematics  3
MATH 265  Calculus III  4
ENGL 120  College Composition II  3
or ENGL 125  or Technical and Business Writing

Second Semester

EE 307  Circuits Laboratory II  1
EE 313  Linear Electric Circuits  3
ENGR 460  Engineering Economy  3
CSCI 230  Systems Programming  3
MATH 266  Elementary Differential Equations  3
PHYS 252  or PHYS 252L  University Physics II

Junior Year

First Semester

EE 308  Junior Laboratory I  2
EE 314  Signals and Systems  3
EE 316  Electric and Magnetic Fields  3
EE 318  Engineering Data Analysis  3
EE 321  Electronics I  3
EE 451  Computer Hardware Organization  3

Second Semester

EE 309  Junior Laboratory II  2
EE 405  Control Systems I  3
EE 409  Distributed Networks  3
EE 421  Electronics II  3
EE 452  Embedded Systems  3
or CSCI 370  or Computer Architecture

Social Sciences

Elective (SS)  3,4

Senior Year

First Semester
### Minor in Aviation - Professional Flight

Required: 14 Aviation credits from the B.S.E.E. program, plus the following 16 additional credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATSC 110 Meteorology I</td>
<td>3</td>
</tr>
<tr>
<td>ATSC 110L Meteorology I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ATSC 231 Aviation Meteorology I</td>
<td>4</td>
</tr>
<tr>
<td>AVIT 208 Aviation Safety</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 222 IFR Regulations and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>AVIT 325 Multi-Engine Systems and Procedures</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 16

1. May be waived for transfer students (substitute science credit required).
2. To meet the University’s Essential Studies Breadth of Knowledge requirements, all students must complete 9 credits of Arts & Humanities Electives (minimum of 2 departments, including 3 Fine Arts credits and 3 Humanities credits) and 9 credits of Social Sciences Electives (minimum of 2 departments). Refer to the online Academic Catalog for a listing of acceptable Essential Studies courses.
3. To meet the University’s Essential Studies Social-Cultural Diversity requirements, all students must complete 3 credits of Global (G) Diversity Electives and 3 credits of United States (U) Diversity Electives. Refer to the online Academic Catalog for a listing of acceptable Essential Studies G and U Diversity Electives.
4. Senior standing with approval of adviser. EE 480 Senior Design I, meets the Essential Studies Special Emphasis requirements for Advanced Communication (A) and Senior Capstone (C).
5. EE 481 Senior Design II, meets the Essential Studies Special Emphasis requirement for Oral Communication (O).
6. Basic or Applied Science Elective choices: AVIT 421 Advanced Aerodynamics; CHEM 122 General Chemistry II; CHEM 122L General Chemistry II Laboratory; PHYS 253 University Physics III/PHYS 253L; SPST 500 Introduction to Orbital Mechanics; and Physics courses 300 level or higher with approval of instructor and adviser. Three or four credits, depending on whether the class has a corequisite laboratory.
7. Maximum of three credits of EE 490 Electrical Engineering Problems, allowed as an independent study.
8. The Ethics Elective is a 3-credit course that meets Essential Studies requirements in either the Arts & Humanities or the Social Sciences. Ethics Elective choices: PHIL 250 Ethics in Engineering and Science (A&H, Humanities); CHE 340 Professional Integrity in Engineering (SS); and ME 370 Engineering Disasters and Ethics (SS).

### Courses

#### EE 101. Introduction to Electrical Engineering. 1 Credit.
An introduction to the electrical engineering discipline. Recent technologies and practices in electronics, computers, controls, power systems, robotics, communication, and microwaves.

#### EE 201. Introduction to Digital Electronics. 2 Credits.
Introduction to the fundamentals of digital circuits design. Logic gates; Boolean algebra; Karnaugh maps; Mathematical operations; Flip Flops; Counters. Corequisite: EE 202.

#### EE 202. Electrical Engineering Laboratory. 1 Credit.
Introduction to design and implementation of digital electronic circuits. Corequisite: EE 201.

#### EE 206. Circuit Analysis. 3 Credits.
Introduction to the fundamentals of energy conversion, electronics and circuit theory. Prerequisite: MATH 165 with a grade of C or better.

#### EE 304. Computer Aided Measurement and Controls. 3 Credits.
The principles of the use of a computer in the measurement and control environment are presented. Software is designed to drive interfaces to perform measurement and control algorithms. The software and concepts presented are evaluated in a laboratory environment. Prerequisite: MATH 165.

#### EE 304L. Laboratory.
EE 306. Circuits Laboratory I. 1 Credit.
Introduction to methods of experimental circuit analysis and to proper uses of laboratory equipment. Corequisite: EE 206.

EE 307. Circuits Laboratory II. 1 Credit.
Experimental circuit analysis and proper uses of laboratory equipment. Prerequisite: EE 306. Corequisite: EE 313.

EE 308. Junior Laboratory I. 2 Credits.
Practical electronics application and design using theory studied in concurrent third year electrical engineering courses. Prerequisite: EE 307. Corequisite: EE 321.

EE 309. Junior Laboratory II. 2 Credits.
Practical electronics application and design using theory studied in concurrent third year electrical engineering courses. Prerequisite: EE 308. Corequisite: EE 421.

EE 313.* Linear Electric Circuits. 3 Credits.
Linear electric circuits in the steady state and transient conditions; two-port circuits; Fourier Series single and polyphase systems. Prerequisite: EE 206 with a grade of C or better. Corequisite: EE 307.

EE 314. Signals and Systems. 3 Credits.
Passive filters; Laplace transform applications; Fourier transform; Z-transform; Nyquist sampling theorem; other topics as time permits (state variables; introduction to control and communications theory; discrete Fourier transform). Prerequisite: EE 313. Corequisite: MATH 266.

EE 316. Electric and Magnetic Fields. 3 Credits.
Field produced by simple distributions of electric charges and magnetic poles, field mapping and application to engineering problems. Prerequisites: EE 206 with a grade of C or better; PHYS 252. Corequisite: MATH 266.

EE 318.* Engineering Data Analysis. 3 Credits.
This course will provide undergraduate electrical engineering students with an understanding of the principles of engineering data analysis using basic probability theory and basic statistics theory. Students will have the opportunity to apply these concepts to actual engineering applications and case studies. Prerequisites: EE 206 with a grade of C or better. Corequisite: EE 313.

EE 321. Electronics I. 3 Credits.
Fundamentals of semiconductors, nonlinear discrete components such as diodes and transistors, and integrated circuits; analysis and synthesis of simple electronic circuits, including amplifiers. Prerequisite: EE 313. Corequisite: EE 308.

EE 397. Cooperative Education. 1-3 Credits.
A practical work experience with an employer closely associated with the student’s academic area. Arranged by mutual agreement among student, department, and employer. Repeatable to 24 credits. Admission to the electrical engineering degree program is the prerequisite.

EE 401. Electric Drives. 3 Credits.
A study of variable speed drives and their electronic controls; analysis and synthesis of power electronics through computer simulations and laboratory implementations. Prerequisite: EE 314.

EE 405. Control Systems I. 3 Credits.
Mathematical modeling and dynamic response of linear control systems; stability analysis; design of linear controllers using the root locus and frequency response techniques. Prerequisite: EE 314 and MATH 266.

EE 409. Distributed Networks. 3 Credits.
Fundamentals of transmission lines. Prerequisite: EE 313 and EE 316.

EE 411. Communications Engineering. 3 Credits.
Mathematical definition of random and deterministic signals and a study of various modulation systems. Prerequisite: EE 314.

EE 421. Electronics II. 3 Credits.

EE 423. Power Systems I. 3 Credits.
Electric power systems operation, control and economic analysis. Prerequisite: EE 313.

EE 424. Electronic Circuits. 3 Credits.
Principles, applications, and design of electronic equipment studied from viewpoint of complete systems. Prerequisite: EE 321.

EE 428. Robotics Fundamentals. 3 Credits.
Fundamentals of robotic systems: modeling, analysis, design, planning, and control. The project provides hands-on experience with robotic systems. Prerequisite: MATH 266 or consent of instructor.

EE 430. Introduction to Antenna Engineering. 3 Credits.
Review of vector analysis and Maxwell’s equations, wave propagation in unbounded regions, reflection and refraction of waves, fundamental antenna concepts, wire-and aperture-type antennas, wave and antenna polarization, antenna measurements, and computer-aided analysis. Prerequisite: EE 409 or consent of instructor.

EE 434. Microwave Engineering. 3 Credits.
Review of transmission lines and plane waves, analysis of microwave networks and components using scattering matrices, analysis of periodic structures, transmission and cavity type filters, high frequency effects, microwave oscillators, amplifiers, and microwave measurement techniques. Prerequisite: EE 409 or consent of instructor.

EE 451. Computer Hardware Organization. 3 Credits.
The study of complete computer systems including digital hardware interconnection and organization and various operation and control methods necessary for realizing digital computer and analog systems. Prerequisite: EE 201 and EE 304; or consent of instructor.

EE 452. Embedded Systems. 3 Credits.
A study of microcontroller hardware and software, with an emphasis on interfacing the microcontroller with external electronic devices such as transceivers, sensors, and actuators for communications and control within an embedded system. Prerequisite: EE 201, EE 304 and EE 321.

EE 456. Digital Image Processing. 3 Credits.
Digital image retrieval, modification, enhancement, restoration, and storage. Image transformation and computer vision. The associated laboratory provides hands-on experiences. Prerequisite: EE 304 and EE 314.

EE 480. Senior Design I. 3 Credits.
First course in the two-semester capstone design experience for the electrical engineering undergraduate degree, emphasizing design methodologies, advanced communication, and teamwork. Student teams will select an electronic system to design, capture end-user requirements, and perform component trade studies, resulting in an oral and written critical design review at the end of the semester. EE 480 Senior Design I meets the Essential Studies Special Emphasis requirements for Advanced Communication (A) and Senior Capstone (C). Consent of instructor is the prerequisite.

EE 481. Senior Design II. 3 Credits.
Second course in the two-semester capstone design experience for the electrical engineering undergraduate degree, emphasizing design methodologies, oral communication, and teamwork. Student teams will be required to build and test a prototype of the electronic systems designed in EE 480 Senior Design I, and they will prepare written reports and deliver oral presentations on their design choices with critique by the instructor. EE 481 Senior Design II meets the Essential Studies Special Emphasis requirement for Oral Communication (O). Prerequisite: EE 480.

EE 489. Senior Honors Thesis. 1-8 Credits.
Supervised independent study culminating in a thesis. Repeatable to 9 credits.

EE 490. Electrical Engineering Problems. 1-9 Credits.
Repeatable to maximum of 9 credits. Approval by departmental faculty member under whom the electrical engineering problem is studied is the prerequisite.

* Course must be completed with a "C" or better.

Engineering (Engr)

http://www.engineering.und.edu

Minor in Engineering Science

The Engineering Science minor is available to non-engineering students, and requires the completion of 20 credit hours of approved coursework, as detailed below with a cumulative GPA of 2.0 or above.

Required Courses
ENGR 101 Graphical Communication 3
EE 206 Circuit Analysis 3
Courses

ENGR 100. Introduction to Engineering. 1 Credit.
This course has been developed to provide undecided freshman in engineering with an introduction to the different engineering disciplines offered at the School of Engineering and Mines. The goal of this course is to enable undecided freshmen to make a more informed choice when choosing an engineering degree program. The course covers challenges and opportunities for emerging engineers. The overview is followed by discipline specific presentations and activities. Information about advising, career planning and placement, and information on student organizations will also be presented.

ENGR 101. Graphical Communication. 3 Credits.
Development of visualization, technical communication, and documentation skills. 3-D geometric modeling as applied to CAD/CAM applications using current methods and techniques commonly found in industry. Introduction to engineering design processes.

ENGR 201. Statics. 3 Credits.
The fundamentals of digital computer programming are presented with special emphasis on a high-level language and engineering applications. The fundamentals of PC-based software applications and operating systems are also presented.

ENGR 202. Dynamics. 3 Credits.

ENGR 203. Mechanics of Materials. 3 Credits.
Simple stress and strain, mechanical properties of materials, axial load, torsion, shear and bending moment, flexure and shear stresses in elements, combined stresses, stress transformation, statically determinate members and columns. Prerequisite: Engr 201 and a grade of C or better or permission of the College of Engineering.

ENGR 301. Technology and Innovation Case Studies. 3 Credits.
The qualities and attributes that lead to the successful development of new and innovative technologies will be presented in the form of case studies. This course will provide a basic understanding of the entrepreneurial process of innovation and technology-based venture creation. Effective leadership and entrepreneurial skills will be demonstrated.

ENGR 302. Dynamics of Materials. 3 Credits.
Fluid Mechanics and Thermodynamics will be demonstrated.

ENGR 306. Fluid Mechanics
or ME 306
Fluid Mechanics
or ME 341
Thermodynamics

Electives Courses * 8

Total Credits 20

* Any regularly offered course at the 200 or higher level with the prefix Engr, ChE, CE, EE, GE, ME or PE may be used as elective.

The minor program is administered through the CEM Dean’s Office.

English Language and Literature (Engl)
http://www.arts-sciences.und.edu/english

Alberts, Basgier, Beard, Carson, Conway, Czenwic, Dixon, Donaldson, Donehower, Flynn, Harris, Huang, Kitzes, Koepke, Nelson, O'Donnell, Ommen, Pasch, Robison, Sauer, Shafer, Weaver-Hightower and Wolfe (Chair)

The English Major

Both literature in English and the English language are rewarding subjects of study in themselves. Language is the chief mode by which we perceive ourselves and the world; literature, like the other arts, is a way of finding coherence in experience, of giving it shape. The place of English studies among the liberal arts makes them a good foundation for careers of humane work in writing, teaching, publishing, business, librarianship, and the professions of law, medicine, the ministry, and diplomacy, among other fields.

The English major is designed to provide students with a common grounding in the methods of the discipline. These are diverse and include linguistic analysis, rhetorical analysis, and a variety of literary analytical techniques, taught in ENGL 271 Reading and Writing about Texts and ENGL 272 Introduction to Literary Criticism. Through survey courses and courses in literature of an earlier historical period, majors gain a sense of the broader cultural, historical, and literary contexts in which acts of reading and writing take place. In addition, majors gain significant practice in disciplined reading, writing, and textual analysis, especially in 400-level courses.

While requirements for the major and suggested programs of study are described here, students are strongly encouraged to plan their major coursework in consultation with their English department advisers. Advisers can assist students in tailoring programs of study to students’ individual needs and plans.

B.A. with Major in English

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

Major Requirements—36 credits, 20 of which must be at the 300- or 400-level. The following courses are required:

ENGL 271 Reading and Writing about Texts 3
ENGL 272 Introduction to Literary Criticism 3
Select one of the following: 6
ENGL 301 Survey of English Literature I & ENGL 302 and Survey of English Literature II
ENGL 303 Survey of American Literature & ENGL 304 and Survey of American Literature

Select one of the following: 3

University of North Dakota
ENGL 241  World Literature I
ENGL 301  Survey of English Literature I (in addition to 303-304)
ENGL 303  Survey of American Literature (in addition to 301-302)
ENGL 315  or ENGL 316  Shakespeare
ENGL 401  Studies in Medieval Literature
ENGL 403  Studies in Colonial American Literature
ENGL 404  Studies in Renaissance Literature
ENGL 405  Studies in Restoration and Eighteenth Century Literature
ENGL 406  Studies in Nineteenth Century Literature
ENGL 415  Seminar in Literature (when topic is appropriate; consult your adviser)

Select two 400-level courses
Level IV proficiency in a language other than English.

* 400-level courses require students to develop and complete significant independent research, writing, and/or professional projects.

Majors may complete the remaining English credits in any way they wish, with two stipulations:

• ENGL 423 Methods/Materials for Teaching Middle/Secondary English, the methods course for English Education majors, may not count towards the English major.
• Twenty credits of English major coursework must be at the 300/400 level.

The English Department encourages majors to take an active role in choosing courses that develop their individual interests and capacities. To help majors tailor course choices to specific interests, here are three sample plans that may help in designing a program of study beyond the major requirements:

Scenario One: You are interested in writing and publishing. Include courses from this list:

ENGL 226  Introduction to Creative Writing 3
ENGL 306  Creative Writing: Fiction 3
ENGL 307  Creative Writing: Poetry 3
ENGL 308  The Art of Writing Nonfiction 3
ENGL 408  Advanced Composition 3
ENGL 413  The Art of Writing: Poetry 3
ENGL 414  The Art of Writing: Fiction 3

You may also consider pursuing a Certificate in Writing and Editing or taking any of the courses included in the Certificate:

ENGL 425  Introduction to Editing and Publishing 3
ENGL 426  Professional Writing and Editing 3
ENGL 427  Scholarly Editing 3
ENGL 428  Digital Humanities 3
ENGL 429  Studies in Writing and Editing 3

Scenario Two: You would like to focus on linguistics (the study of language, including teaching English as a second language, computer languages, translation, etc.) Include courses from this list:

ENGL 209  Introduction to Linguistics 3
ENGL 309  Modern Grammar 3
ENGL 370  Language and Culture 3
ENGL 417  Special Topics in Language (topics rotate and may be repeated with different topics) 1-4
ENGL 418  Second Language Acquisition 3
ENGL 419  Teaching English as a Second Language 3
ENGL 442  History of the English Language 3

Note: Related language and linguistics courses are taught in the summer through the Summer Institute of Linguistics. A maximum of 10 credits of these courses may be applied to the English major. Students considering graduate work in language and linguistics are urged to study more than one foreign language.

Scenario Three: You are considering attending graduate school in English, in another discipline, or law school. Include courses from this list:

ENGL 372  Literary Theory (topics rotate and may be repeated with different topics) 3

Advanced study in particular genres or periods (topics rotate and may be repeated with different topics)

ENGL 401  Studies in Medieval Literature 3
ENGL 403  Studies in Colonial American Literature 3
ENGL 404  Studies in Renaissance Literature 3
ENGL 405  Studies in Restoration and Eighteenth Century Literature 3
ENGL 406  Studies in Nineteenth Century Literature 3
ENGL 407  Studies in Twentieth Century Literature 3
ENGL 408  Advanced Composition 3
ENGL 415  Seminar in Literature (topics rotate and may be repeated with different topics) 1-4

B.A. with Major in English

Teacher Licensure

Through a partnership with the College of Education and Human Development, and the Department of Teaching and Learning, students may seek secondary licensure in English. The following program of study must be completed:

I. The English major (described above), including level-four proficiency in a foreign language, 3 hours of speech, and 3 hours of developmental reading (T&L 416 Adolescent Literacy Development). (For Middle School licensure, 6 hours of developmental reading are required, including T&L 409 Reading in the Content Areas.) ENGL 423 Methods/Materials for Teaching Middle/Secondary English does not count toward the 36-hour English major.

Students are advised to create a major in which courses that satisfy the demands of a career in secondary teaching are balanced against the broader range of courses offered by the Department.

Required in the major:

ENGL 309  Modern Grammar 3
ENGL 359  Young Adult Literature 3
ENGL 308  The Art of Writing Nonfiction 3
or ENGL 408  Advanced Composition

Total Credits 9

Recommended in the major:

ENGL 209  Introduction to Linguistics 3
ENGL 301  Survey of English Literature I 3
ENGL 302  Survey of English Literature II 3
ENGL 303  Survey of American Literature 3
ENGL 304  Survey of American Literature 3
ENGL 315  Shakespeare 3
ENGL 316  Shakespeare 3
ENGL 357  Women Writers and Readers 3
ENGL 359  Young Adult Literature 3
ENGL 365  Black American Writers 3

Total Credits 30

II. Admission to the Secondary Program, normally while taking T&L 250 Introduction to Education. (See College of Education and Human Development (p. 483) for admission and licensing requirements).

III. The Program in Secondary Education, to include:
The ability to present ideas and concepts articulately and in a professional style is highly valued by employers, no matter what the medium or context - print or digital; business, commerce, or the academy. Courses are designed with three goals for student learning:

- to introduce the role of the processing of information in our current culture, both in print and electronic media;
- to offer hands-on experience in the production of texts in academic and commercial contexts;
- to promote the clear and concise dissemination of ideas and information. Those students going on to academic careers will have been involved in an advanced, specialized aspect of publication and authorship in Scholarly Editing, for example. Digital Humanities, offered in cooperation with the staff of the Chester Fritz Library, provides both theory and practice in digitizing archival materials.

The certificate is comprised of 16 credit hours and may be earned in any major or on its own. Because the courses are not consecutive or sequential, the program is flexible. The following courses are required for the certificate:

- ENGL 425 Introduction to Editing and Publishing 3
- ENGL 426 Professional Writing and Editing 3
- ENGL 427 Scholarly Editing 3
- ENGL 428 Digital Humanities 3
- ENGL 429 Studies in Writing and Editing 3

In addition, at least one credit of internship is required. A similar or related course (e.g., graphic arts, translation, reviewing, art of the book) may substitute for one of the five required courses, upon approval of the department.

Courses

**ENGL 100. Individualized Instruction in College Composition. 1 Credit.** (Not Degree Countable). Supplemental, individualized writing support for students enrolled in English 110. Prerequisite: An ACT English score of 14-17 or an SAT Writing score of 430 or above; a COMPASS Writing Skills score of 76 or below; an ACCUPLACER WritePlacer score of 4 or below; ENG 110 is the corequisite.

**ENGL 110. College Composition I. 3 Credits.** Immersion in college-level critical reading and expository writing, emphasizing revision and careful preparation of manuscripts. Does not apply to English major or minor. Prerequisite: An ACT English score of 18 or above or an SAT Writing score of 430 or above or a COMPASS Writing Skills score of 77 or above or an ACCUPLACER WritePlacer score of 5 or above or ENG 95.

**ENGL 120. College Composition II. 3 Credits.** Continues the work of College Composition I but emphasizing the production of college-level research and writing. Does not apply to English major or minor. Prerequisite: ENGL 110.

**ENGL 125. Technical and Business Writing. 3 Credits.** Continues the work of College Composition I but emphasizing the production of college-level research and writing applicable to business and technical fields. Does not apply to English major or minor. Prerequisite: ENGL 110.

**ENGL 209. Introduction to Linguistics. 3 Credits.** An introduction to the nature of language, phonology, grammar, semantics, and historical, geographical, social, and developmental aspects of language.

**ENGL 225. Introduction to Film. 3 Credits.** The study of film drama, concentrating on appreciation and evaluation of motion pictures.

**ENGL 226. Introduction to Creative Writing. 3 Credits.** An introduction to the types and basic principles of creative writing, taught through a combination of class discussion and practice-writing.

**ENGL 227. Introduction to Literature and Culture. 3 Credits.** A course with alternating topics that asks students to read literary texts of a variety of genres. The course may emphasize form and texts from various historical periods as it introduces students to the pleasures of analyzing text and culture. Repeatable when topics vary.

**ENGL 228. Diversity in Global Literatures. 3 Credits.** This course will explore global literatures with a special emphasis on concepts like culture, difference, and diversity. The course will analyze global literature in cultural and historical contexts, and will emphasize the complex ways that literature is influenced by issues of social power (especially those that affect significant categories through which social inequalities are negotiated--such as gender, race, class, and sexual orientation).

**ENGL 229. Diversity in U.S. Literatures. 3 Credits.** This course will explore U.S. literatures with a special emphasis on concepts like culture, difference, and diversity. The course will analyze literature in cultural and historical contexts, and will emphasize the complex ways that literature is influenced by issues of social power (especially those that affect significant categories through which social inequalities are negotiated--such as gender, race, class, and sexual orientation).

**ENGL 235. The Art of Filmmaking. 3 Credits.** This is a hands-on workshop-oriented course where students practice the art of filmmaking. The course may include screenwriting and/or film production.
ENGL 241. World Literature I. 3 Credits.
Great literature of western Europe, or in the European tradition, studied with emphasis upon intellectual and cultural values.

ENGL 242. World Literature II. 3 Credits.
Great literature of western Europe, or in the European tradition, studied with emphasis upon intellectual and cultural values.

ENGL 271. Reading and Writing about Texts. 3 Credits.
A writing-intensive introduction to English Studies offering practice in the conventions of analyzing texts and of writing literary analysis. Required of English majors.

ENGL 272. Introduction to Literary Criticism. 3 Credits.
A writing-intensive course that introduces students to various schools of literary criticism. Required of English majors.

ENGL 299. Special Topics. 1-4 Credits.
A course for undergraduate students, on topics varying from term to term. Repeatable when topics vary.

ENGL 301. Survey of English Literature I. 3 Credits.
English literature from its beginnings to the twenty-first century.

ENGL 302. Survey of English Literature II. 3 Credits.
English literature from its beginnings to the twenty-first century.

ENGL 303. Survey of American Literature. 3 Credits.
The literature of the United States from its beginnings to the twenty-first century.

ENGL 304. Survey of American Literature. 3 Credits.
The literature of the United States from its beginnings to the twenty-first century.

ENGL 306. Creative Writing: Fiction. 3 Credits.
Intermediate-level study and practice of fiction-writing. Prerequisite: ENGL 226 or instructor’s permission.

ENGL 307. Creative Writing: Poetry. 3 Credits.
Intermediate-level study and practice of poetry-writing. Prerequisite: ENGL 226 or instructor’s permission.

ENGL 308. The Art of Writing Nonfiction. 3 Credits.
Advanced writing. Emphasis on rhetorical effectiveness and style. Prerequisite: ENGL 120 or ENGL 125.

ENGL 309. Modern Grammar. 3 Credits.
Various approaches to the structure of modern English, with emphasis on dialect variation and applications to the problems of teaching.

ENGL 315. Shakespeare. 3 Credits.
Shakespeare’s works studied in chronological sequence.

ENGL 316. Shakespeare. 3 Credits.
Shakespeare’s works studied in chronological sequence.

ENGL 320. Studies in American Fiction. 3 Credits.
Repeatable when topics vary.

ENGL 321. Studies in American Poetry. 3 Credits.
Repeatable when topics vary.

ENGL 322. Studies in American Drama. 3 Credits.
Repeatable when topics vary.

ENGL 330. Studies in English Fiction. 3 Credits.
Repeatable when topics vary.

ENGL 331. Studies in English Poetry. 3 Credits.
Repeatable when topics vary.

ENGL 332. Studies in English Drama. 3 Credits.
Repeatable when topics vary.

ENGL 357. Women Writers and Readers. 3 Credits.
Literature by and about women, examining the social, historical, and aesthetic significance of the works. Repeatable when topics vary.

ENGL 359. Young Adult Literature. 3 Credits.
The study of literature for and about young adults (from the middle school through the high school years), examining the social, historical, and aesthetic significance of the works.

ENGL 365. Black American Writers. 3 Credits.
Writing by Black Americans studied for understanding and critical appreciation.

ENGL 367. American Indian Literatures. 3 Credits.
A study of historical and contemporary literature by American Indians.

ENGL 369. Literature and Culture. 3 Credits.
The study of literature in its cultural context. Repeatable when topics vary.

ENGL 370. Language and Culture. 3 Credits.
Interaction of language with other cultural subsystems. (Same course as Anthropology 370.) Prerequisite: ENGL 209.

ENGL 372. Literary Theory. 3 Credits.
An exploration of particular writers of, approaches to, or debates within literary theory and criticism. Topic varies by semester. Repeatable.

ENGL 397. Cooperative Education. 1-8 Credits.
A course designed to offer English majors work experience related to their disciplinary training in close reading, careful writing, and interpretative analysis. Repeatable to 15 credits. 15 credits completed in English; 2.5 overall GPA and 2.75 GPA in English are the prerequisites (See Department for approval).

ENGL 398. Independent Study. 1-4 Credits.
Supervised independent study. Only 6 hours may apply to the 36-hour English major. English majors only and written consent of the department are the prerequisites.

ENGL 399. Honors Tutorial. 2-4 Credits.

ENGL 401. Studies in Medieval Literature. 3 Credits.
A course in the literature of England in the medieval period. Repeatable when topics vary.

ENGL 403. Studies in Colonial American Literature. 3 Credits.
A course in the literature of America in the colonial period. Repeatable when topics vary.

ENGL 404. Studies in Renaissance Literature. 3 Credits.
A course in the literature of the English Renaissance. Repeatable when topics vary.

ENGL 405. Studies in Restoration and Eighteenth Century Literature. 3 Credits.
A course in the English literature of the Restoration and 18th century. Repeatable when topics vary.

ENGL 406. Studies in Nineteenth Century Literature. 3 Credits.
A course in literature in English of the 19th Century. Repeatable when topics vary.

ENGL 407. Studies in Twentieth Century Literature. 3 Credits.
A course in literature in English of the 20th Century. Repeatable when topics vary.

ENGL 408. Advanced Composition. 3 Credits.
Intensive work in advanced writing in English Studies or other professional fields. Prerequisite: ENGL 120 or ENGL 125.

ENGL 409. Art of the Cinematic Drama. 3 Credits.
An investigation of the aesthetics of the film drama with a concentration on the theory and evaluation of the medium. This course examines the relationship of the verbal and visual arts. Repeatable when topics vary. Prerequisite: ENGL 225.

ENGL 413. The Art of Writing: Poetry. 3 Credits.
Intermediate and advanced-level study and practice of poetry-writing. Repeatable once. Prerequisite: ENGL 226 or instructor’s permission.

ENGL 414. The Art of Writing: Fiction. 3 Credits.
Continues the work of ENGL 306. Creative Writing: Fiction, at the advanced level. Prerequisite: ENGL 306 or instructor’s permission.

ENGL 415. Seminar in Literature. 1-4 Credits.
A course for advanced students on topics varying from year to year. Repeatable.

ENGL 417. Special Topics in Language. 1-4 Credits.
A course for advanced students on topics varying from year to year. Repeatable.

ENGL 418. Second Language Acquisition. 3 Credits.
This course focuses on recent second language acquisition (SLA) research findings from the areas of linguistics, psychology, education, and communication and on how to relate these findings to language learning and teaching. Prerequisite: ENGL 209.
Entrepreneurship (ENTR)

http://business.und.edu/entr/

Silvernagel (Chair), Batchelor and Clement

Entrepreneurship is a multidisciplinary program within the College of Business and Public Administration. This program will prepare students to design and launch their own ventures, regardless of mission (for profit, not-for-profit or social), or effectively serve existing organizations. Entrepreneurship courses and programs are offered to both business and non-business majors.

The Entrepreneurship Major is designed to help prepare students for effective new venture creation and management. Students majoring in Entrepreneurship will pursue in-depth study of the needs of new and emerging ventures and existing businesses, using an entrepreneurial focus. Additionally, Entrepreneurship majors are challenged to pursue development of their own business ideas and opportunities. While it is not expected that all students in the Entrepreneurship major will establish new ventures immediately upon graduation, there is reason to believe that eventually, many Entrepreneurship graduates will start their own businesses. There is also a three-course Entrepreneurship Track available to business students majoring in one of the other disciplines who would like to add an entrepreneurship emphasis to their educational experience.

The College also offers a sixteen-credit Entrepreneurship Certificate program for non-majors. This program will appear on student transcripts to provide official recognition for completion of this entrepreneurship educational experience. This course sequence will provide opportunities for non-business majors to learn about business and administrative functions and to provide career enhancement. Students will better understand how the business functions will play a role in their future endeavors and how they can succeed in these efforts.

Entrepreneurship students are encouraged to immerse themselves in the practice of entrepreneurship and build a large portfolio of entrepreneurial experiences while enrolled in the program. The more engaged the student becomes with the program, the more success and growth is experienced. This experiential learning includes such activities as doing class projects involving innovation and venturing, networking with successful entrepreneurs, getting involved in student groups, or participating in special events like the Department’s own Entrepreneurship Challenge Business Plan Competition.

College of Business and Public Administration

B.B.A. with Major in Entrepreneurship

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The College of Business and Public Administration Requirements (see BPA listing) and including:

Pre-Business Core (Required 31 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACCT 200</td>
<td>Elements of Accounting I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; ACCT 201</td>
<td>Elements of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ISBC 117</td>
<td>Personal Productivity with Information Technology</td>
<td>1</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra</td>
<td>6</td>
</tr>
<tr>
<td>&amp; MATH 146</td>
<td>Applied Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>POLS 115</td>
<td>American Government I</td>
<td>3</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 171</td>
<td>Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
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</table>

Business Core (Required 24 hours)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISBC 317</td>
<td>Information Systems in Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>MKRT 305</td>
<td>Marketing Foundations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 310</td>
<td>Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 303</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 315</td>
<td>Business in the Legal Environment</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 475</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses required for Entrepreneurship Major (Required 27 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENTR 101</td>
<td>Introduction to Entrepreneurship</td>
</tr>
<tr>
<td>ENTR 316</td>
<td>Entrepreneur Law &amp; Operations</td>
</tr>
<tr>
<td>ENTR 366</td>
<td>Imagination, Creativity and Entrepreneurial Thinking</td>
</tr>
<tr>
<td>ENTR 385</td>
<td>Venture Initiation</td>
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<tr>
<td>ENTR 386</td>
<td>Venture Accounting and Finance</td>
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<tr>
<td>ENTR 405</td>
<td>New Product Development</td>
</tr>
<tr>
<td>ENTR 450</td>
<td>Venture Implementation</td>
</tr>
</tbody>
</table>
ENTR 497 Entrepreneurship Internship or Experiential Learning 3
MRKT 311 Professional Selling 3
Select two of the following: 6
MRKT 330 Marketing Research
MGMT 302 Human Resource Management
ENTR 395 Special Topics *
Total Credits 88
* May be repeated for a limit of 6 credits.

Certificate for Non-Business Majors
ENTR 200 Concept Generation and Technology Entrepreneurship 1
ENTR 201 The Entrepreneur and the Enterprise 3
ENTR 305 Marketing and Management Concepts for Entrepreneurship 3
ENTR 306 Accounting and Financial Concepts for Entrepreneurship 3
ENTR 366 Imagination, Creativity and Entrepreneurial Thinking 3
ENTR 385 Venture Initiation 3
Total Credits 16

Entrepreneurship Track for Business Majors
ENTR 366 Imagination, Creativity and Entrepreneurial Thinking 3
ENTR 385 Venture Initiation 3
ENTR 386 Venture Accounting and Finance 3
Total Credits 9

Courses

ENTR 101. Introduction to Entrepreneurship. 3 Credits.
ENTR 101 is an introductory course structured to provide a firm basis as to the critical role entrepreneurs and entrepreneurship plays in the global economy. Entrepreneurship will be analyzed, debated, assessed, and explored experientially throughout the semester from an interdisciplinary perspective. Entrepreneurship will be viewed as a manageable process and way of thinking, acting, and behaving applicable not only to business endeavors, but to everyday problems existing in the workplace and society.

ENTR 200. Concept Generation and Technology Entrepreneurship. 1-3 Credits.
Technical Entrepreneurship is an introductory course for non-business majors to explore important foundational concepts of entrepreneurship, including technical feasibility, marketability, intellectual property (IP) protection, technology transfer, and venture initiation. This course is team-taught by one business school faculty member and one faculty member from a technology-oriented discipline. Not repeatable.

ENTR 201. The Entrepreneur and the Enterprise. 3 Credits.
Introductory course that explores the relationship between ideas, entrepreneurs, markets, and enterprise. Topics include: What is an enterprise?, opportunity discovery, market feasibility, enterprise economics and profitability. Prerequisites: ENTR 200 or instructor consent.

ENTR 305. Marketing and Management Concepts for Entrepreneurship. 3 Credits.
This course is an introduction to the nature, significance and role of marketing and management in today’s society. The main objective is to explore business functions from both management and marketing perspectives. By combining the two disciplines, this course provides the prerequisite understanding needed by non-business undergraduate students pursuing further education in business. It will point out the skills that managers must apply to meet crucial goals. Course will not count towards graduation if taken by a College of Business and Public Administration student. Prerequisites: ENTR 201 or instructor consent.

ENTR 306. Accounting and Financial Concepts for Entrepreneurship. 3 Credits.
The objective of this course is to develop an entrepreneurial understanding of the development and use of financial information. Topics include cash flows, the accounting cycle, financial statements, capital and master budgets, cost-volume-profit analysis, financial instruments, and risk and return issues, among others. Course will not count towards graduation if taken by a College of Business and Public Administration student. Prerequisites: ENTR 201 or instructor consent.

ENTR 316. Entrepreneur Law & Operations. 3 Credits.
This hands-on, practical course will inform the student of relevant legal matters in the entrepreneur environment. Each student will form a real or simulated corporation/LLC and participate in exercises relating to owner disputes, drafting contracts, hiring employees, obtaining loans and equity financing, purchasing or leasing real estate, selling goods and services, protecting intellectual property, handling lawsuits, filing for bankruptcy, working effectively with an attorney, and buying franchising or selling their business. Prerequisite or corequisite: ACCT 315.

ENTR 366. Imagination, Creativity and Entrepreneurial Thinking. 3 Credits.
Explores the creative process and helps students identify their own creative problem-solving styles. Students develop innovative solutions to a wide range of problems that arise in the process of pursuing entrepreneurial ventures. Attention is devoted to the need for creative approaches to opportunity identification and business concept formulation when developing new products, services, and processes.

ENTR 385. Venture Initiation. 3 Credits.
This course is concerned with the issues surrounding the creation of a new economical entity. The focus of the course is the development of a venture plan. Prerequisites: ENTR 201. ENTR 305 and ENTR 306 or FIN 310, MGMT 300 and MRKT 305; Junior or Senior standing.

ENTR 386. Venture Accounting and Finance. 3 Credits.
This course is concerned with the financial functions of a new or entrepreneurial venture. Students will discuss the importance and use of relevant accounting data in generating a sound financial plan. They will explore the areas of internal/external capital generation, time value of money, cash flow management, venture valuation, and harvesting of the venture. Prerequisite: FIN 310, Junior or Senior Standing. Prerequisite or corequisite: ENTR 385.

ENTR 395. Special Topics. 1-4 Credits.
Specially arranged seminars, courses, or independent study on a variety of topics not covered by regular program offerings. May be initiated by students with approval of the dean and department(s) involved. Repeatable to 9 credits.

ENTR 405. New Product Development. 3 Credits.
This course is concerned with the generation of product ideas and concepts and the design and development of products and services which meet market needs. Particular attention is paid to new product development as a multifunctional team effort. Prerequisite: ENTR 385, Junior or Senior Standing.

ENTR 450. Venture Implementation. 3 Credits.
This course includes an overview of the issues faced by entrepreneurs in taking a venture from concept and feasibility study to implementation. Students will also study common problems associated with growth, including staffing, cash flow management and continuous product innovation. Students will draw on information gained from previous course-work, readings, class discussion, guest speakers, and research on entrepreneurs. The course will combine individual activities and group work. Prerequisites: ENTR 385 and ENTR 386.

ENTR 497. Entrepreneurship Internship or Experiential Learning. 3 Credits.
Practical experience with an entrepreneurial firm or comparable experiential learning. All 497 experiences must be pre-approved by the Entrepreneurship Internship Director prior to beginning the experience. Prerequisites: ENTR 385.

Family and Community Medicine (FMed)

http://www.med.und.edu/sports-medicine

Beaticie (Chair), Flatt, Greek, Mann, Poolman, Rambough, Rudd, Sand, Tracy, Tsuchiya, Vanderpan, Westereng and Ziegler
The Department of Family and Community Medicine offers the B.S. in Athletic Training degree under the auspices of the Division of Sports Medicine. This degree program was formally approved by the North Dakota Board of Higher Education in September, 1990. Athletic Training was recognized as an allied health field by the AMA in June, 1990.

The degree program entails a four-year curriculum designed to prepare the student for an entry-level position in the field of athletic training. Upon completion of the curriculum, the student will be eligible to take the BOC Inc. Certification Examination.

Admission to the curriculum is competitive. Students are selected using the following criteria: academic performance (2.75 GPA minimum), departmental application, references, 100 hours of directed observation, and completion of:

FMED 101 Orientation to Athletic Training 1
FMED 207 Prevention and Care of Athletic Injuries 2
FMED 207L Laboratory Prevention and Care of Athletic Injuries 1
BIOL 150 General Biology I 1
BIOL 150L General Biology I Laboratory 1
KIN 110 First Aid and CPR 1

It is recommended that students applying for this program meet with the academic coordinator early in their freshman year.

Students pursuing the Athletic Training degree are encouraged to utilize the electives in this program to prepare for advanced study. Suggested areas of study include: post-graduate study in kinesiology, physical therapy or medicine. The Athletic Training program offered is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

School of Medicine

B.S. in Athletic Training

Required 127 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The following curriculum:

Pre-Admission Courses

The student must earn a letter grade of C or better in the following courses to be admitted in the program.

BIOL 150 General Biology I 4
& 150L and General Biology I Laboratory

The student must earn a letter grade of B or better in the following courses to be admitted in the program.

FMED 101 Orientation to Athletic Training 1
FMED 207 Prevention and Care of Athletic Injuries 2
FMED 207L Laboratory Prevention and Care of Athletic Injuries 1

At the time of application to the Athletic Training Program, the student must have completed or be enrolled in all of the above courses. In addition, the student must show proof of First Aid and CPR certifications or enrollment in:

KIN 110 First Aid and CPR 1

Core Courses

The following core courses are required for the B.S. in Athletic Training:

CHEM 121 General Chemistry I 4
& 121L and General Chemistry I Laboratory
COMM 110 Fundamentals of Public Speaking 3
ENGL 110 College Composition I 3
ENGL 120 College Composition II 3

Total Credits 61

** indicates course satisfies Essential Studies Requirements.

Professional Courses

The following are essential professional courses to become an entry-level athletic trainer:

ANAT 204 Anatomy for Paramedical Personnel 3
FMED 205 Anatomy for Athletic Trainers 2
FMED 208 Procedures in Athletic Training 1
FMED 208L Laboratory Procedures in Athletic Training 1
FMED 200 Understanding Medicine 3
FMED 211 Beginning Clinical Practicum I in Athletic Training 1
FMED 213 Beginning Clinical Practicum in Athletic Training 1
FMED 311 Intermediate Clinical Practicum I in Athletic Training 2
FMED 312 Medical Aspects of Sports 2
FMED 313 Intermediate Clinical Practicum II in Athletic Training 2
FMED 320 Athletic Training Modalities 2
FMED 320L Laboratory Athletic Training Modalities 1
FMED 321 Athletic Training Rehabilitation Techniques 2
FMED 321L Laboratory Athletic Injury Rehabilitation Techniques 1
FMED 343 Organizational Administration of Athletic Training 3
FMED 411 Advanced Clinical Practicum I in Athletic Training 2
FMED 413 Advanced Clinical Practicum II in Athletic Training 2
FMED 481 Athletic Injury Assessment 4
FMED 491 Seminar in Athletic Training 2
FMED 497 Internship in Athletic Training 3
NUTR 240 Fundamentals of Nutrition 3
KIN 332 Biomechanics 3
KIN 402 Exercise Physiology 3
PPT 301 Human Physiology 4
PPT 320 Pharmacology in Sport 2

Courses

FMED 101. Orientation to Athletic Training. 1 Credit.
Overview of the field of athletic training. Survey of the role of the athletic trainer. Films, lectures, and observation in clinical settings.

FMED 200. Understanding Medicine. 3 Credits.
An overview of the broad parameters of family medicine. Guest speakers are brought in to discuss various facets of medicine.

FMED 205. Anatomy for Athletic Trainers. 2 Credits.
A course to learn and palpate human anatomy structures and their functions. Department consent required.

FMED 207. Prevention and Care of Athletic Injuries. 2 Credits.
An introductory course into the care and treatment of athletic injuries. Corequisite: FMED 207L.

FMED 207L. Laboratory Prevention and Care of Athletic Injuries. 1 Credit.
A practical laboratory to develop athletic taping skills taught in FMED 207. Corequisite: FMED 207.
FMED 208. Procedures in Athletic Training. 1 Credit.
This course serves as an orientation class for incoming sports health majors. Policies and procedures as well as record keeping are covered. Prerequisites: FMED 207 and FMED 207L. Corequisite: FMED 205 and FMED 208.

FMED 208L. Laboratory Procedures in Athletic Training. 1 Credit.
A course designed to allow students to get practical experiences in injury management, modality usage and record keeping skills taught in FMED 208. Prerequisites: FMED 207 and FMED 207L. Corequisite: FMED 205 and FMED 208.

FMED 211. Beginning Clinical Practicum I in Athletic Training. 1 Credit.
A clinical course designed to allow the student to develop specified clinical competencies in a directed, progressive manner. Prerequisites: FMED 101, FMED 207 and FMED 207L. Corequisite: FMED 208 and FMED 208L.

FMED 213. Beginning Clinical Practicum in Athletic Training. 1 Credit.
A clinical course designed to allow the student to develop specified clinical competencies in a directed, progressive manner. Prerequisites: FMED 208 and FMED 208L.

FMED 311. Intermediate Clinical Practicum I in Athletic Training. 2 Credits.
A clinical course designed to allow the student to develop specified clinical competencies in a directed progressive manner. Prerequisite: FMED 213.

FMED 312. Medical Aspects of Sports. 2 Credits.
A course designed to introduce students to various medical specialties and medical problems and their effects on athletic participation. Permission of instructor is the prerequisite.

FMED 313. Intermediate Clinical Practicum II in Athletic Training. 2 Credits.
A clinical course designed to allow students to develop specified clinical competencies in a directed progressive manner. Prerequisite: FMED 311. Corequisite: FMED 320.

FMED 320. Athletic Training Modalities. 2 Credits.
A course designed to present the theoretical and applied principles and techniques for the application of modalities in sports injury care. Prerequisite: FMED 481.

FMED 320L. Laboratory Athletic Training Modalities. 1 Credit.
A course designed to practice the theoretical and applied principles and techniques for the application of modalities in sports injury care. Prerequisite: FMED 481. Corequisite: FMED 320.

FMED 321. Athletic Training Rehabilitation Techniques. 2 Credits.
A course designed to explain the principles and techniques of rehabilitation as they apply to athletic injuries. Prerequisite: FMED 481. Corequisite: FMED 321.

FMED 321L. Laboratory Athletic Injury Rehabilitation Techniques. 1 Credit.
A course designed to allow students practical skill development of rehabilitation techniques utilized in athletic injury care as taught in FMED 321. Prerequisite: FMED 481. Corequisite: FMED 321.

FMED 343. Organizational Administration of Athletic Training. 3 Credits.
A course designed to acquaint students with the theories and principles of administration. Administrative functions as they relate to the athletic trainer will be explained. Senior standing is the prerequisite or consent of instructor.

FMED 411. Advanced Clinical Practicum I in Athletic Training. 2 Credits.
A clinical course designed to allow the student to develop specified clinical competencies in a directed progressive manner. Prerequisite: FMED 313.

FMED 413. Advanced Clinical Practicum II in Athletic Training. 2 Credits.
A clinical course designed to allow the student to develop specified clinical competencies in a directed progressive manner. Prerequisite: FMED 313.

FMED 481. Athletic Injury Assessment. 4 Credits.
A course designed to instruct the student in the theories and skills of injury evaluation. Prerequisite: FMED 213.

FMED 491. Seminar in Athletic Training. 2 Credits.
Advanced work in athletic training to include surgical and conservative injury management, rehabilitation and injury. Repeatable to 4 credits. Permission of instructor is the prerequisite.

FMED 494. Directed Studies in Athletic Training. 1-4 Credits.
An in-depth study in a subject area selected by the student under tutorial supervision. Repeatable to 6 credits. See instructor for approval.

FMED 487. Internship in Athletic Training. 3 Credits.
Off campus athletic training experience designed to expose the student to alternate concepts of care. Repeatable up to 6 credits with instructor permission. Prerequisite: FMED 313.

Finance (Fin)
http://www.business.und.edu/finance

Beneda, Dennis (Chair), Haskins, Lee, Nelson, Smith and Zhang

The Department of Finance offers two programs of study:

1. Investments and
2. Managerial Finance and Accounting.

The Investments major offers a focus on investing, professional asset management, and risk management. This major is designed to provide students with an appropriate balance between theoretical knowledge and specific decision-making skills. Foundation courses cover modern finance theory and modeling, including valuation of both financial and real assets. Utilizing the resources available in the Lanternman Investment Center, a state-of-the-art “trading room” environment, students expand their knowledge of investment-related topics, including equities, fixed income instruments, financial derivatives, foreign exchange transactions, and many more. Investments majors are required to participate in the Student Managed Investment Fund, which currently has approximately $1 million in assets under management.

B.B.A. with Major in Managerial Finance and Accounting

B.B.A. with Major in Investment

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The College of Business and Public Administration Requirements, see College listing and including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 200</td>
<td>Elements of Accounting I</td>
<td>6</td>
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<td>ACCT 201</td>
<td>Elements of Accounting II</td>
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<tr>
<td>ISBC 117</td>
<td>Personal Productivity with Information Technology</td>
<td>1</td>
</tr>
<tr>
<td>ISBC 317</td>
<td>Information Systems in Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
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<td>ECON 210</td>
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<td>Money and Banking</td>
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<tr>
<td>MATH 103</td>
<td>College Algebra</td>
<td>3</td>
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<td>MATH 146</td>
<td>Applied Calculus I</td>
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<td>MGMT 300</td>
<td>Principles of Management</td>
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<td>MGMT 301</td>
<td>Operations Management</td>
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<td>Strategic Management</td>
<td>3</td>
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<tr>
<td>MRKT 305</td>
<td>Marketing Foundations</td>
<td>3</td>
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<td>POLS 115</td>
<td>American Government I</td>
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<tr>
<td>COMM 110</td>
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Total Credits: 55

III. The Following Major Courses:

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<td>ACCT 218</td>
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<td>3</td>
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<tr>
<td>ACCT 301</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>FIN 340</td>
<td>Intermediate Financial Management</td>
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</table>
The Managerial Finance and Accounting degree combines the essential attributes of traditional accounting and managerial finance programs into a combined major that meets the needs of those individuals desiring careers in corporate finance or accounting. Traditionally, accountants recorded transactions and other economic data and reported the results in the form of financial statements and internal managerial reports. Financial managers typically forecast, plan, and analyze accounting data and present the accounting data in formats convenient for decision making. There were some distinctions as well as overlaps in knowledge and skills needed in the two disciplines in the past. Recently, business has undergone a shift in responsibilities within the areas of accounting and finance. Specifically, the areas of financial and managerial accounting and the various topics in corporate finance such as corporate finance theory, financial statement analysis and investments have become interdependent for those seeking career opportunities in internal management and control, treasury management, and strategic financial management. The required major courses for this major include (plus three electives):

**B.B.A. with Major in Managerial Finance and Accounting**

Required 127 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The College of Business and Public Administration Requirements, see College listing and including:

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<td>Select one of the following:</td>
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<tr>
<td>FIN 360</td>
<td>Capital Market Financing and Investment Strategies</td>
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<td>FIN 370</td>
<td>Student Investment Fund I</td>
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<td>FIN 415</td>
<td>Fixed Income Analysis and Portfolio Management</td>
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<td>FIN 420</td>
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<td>FIN 430</td>
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<td>FIN 450</td>
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<tr>
<td>FIN 470</td>
<td>Student Investment Fund II</td>
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Total Credits 37

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<td>ACCT 320</td>
<td>Accounting for Production</td>
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<td>FIN 350</td>
<td>Financial Statement Analysis</td>
<td>3</td>
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<td>FIN 360</td>
<td>Capital Market Financing and Investment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>FIN 475</td>
<td>Cases in Managerial Finance</td>
<td>3</td>
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</table>

Select three upper-division courses from Accountancy (Acct) or Finance (Fin)

Total Credits 9

**Courses**

**FIN 216. Insurance and Risk Management. 3 Credits.**

The purpose of this course is to provide an introductory, consumer-oriented overview of risk and insurance. Students begin by examining the basic concepts of risk and insurance, insurance fields and functions, regulation, underwriting and the legal framework. Three broad classes of insurance will be addressed: life and health, property and liability, and auto. Other topics include risk management, loss control, risk retention/reduction decisions, loss adjustment, claim settlement, investment functions, disability insurance, retirement programs, negligence and legal liability.

**FIN 220. Personal Investing. 3 Credits.**

Investment concepts for individual investors who are, or will be, actively developing and monitoring their own investment portfolios. Covers basic analysis techniques, investment vehicles, strategies for implementing investment goals in a portfolio context, risk-return tradeoffs, and sources of investment information. Not available to students who have successfully completed Fin 420 or its equivalent.

**FIN 230. Principles of Real Estate. 3 Credits.**

Principles of real property with an emphasis on home ownership. Real property rights, the process for transferring those rights, the impact of taxation, and concepts of city development. Career options in real estate, including brokerage, appraisal, lending, and property management.

**FIN 251. Personal Finance. 3 Credits.**

The personal financial planning and management process; goal identification and budgeting; minimizing tax liability; uses and costs of various forms of credit; buying, selling and/or leasing real estate, automobiles and other major items; life, health, property and income insurance; various investment options; the retirement planning process; and estate planning options. The role of financial planning professionals and financial planning as a career option are also discussed.

**FIN 310. Principles of Financial Management. 3 Credits.**

This course introduces students to asset management, cost of capital, dividend policy, valuation, capital structure planning, and working capital management. Forms of business organizations and tax environment are surveyed. Managerial implications of current developments in national and international capital markets are reviewed. Prerequisites: ACCT 201, ISBC 117, ECON 210; Sophomore, Junior or Senior Standing; minimum of 59 credit hours; declared and pre-CoBPA majors only.

**FIN 310L. Problems In Financial Management. 1 Credit.**

**FIN 321. Real Estate Finance and Investment. 3 Credits.**

Nature of real estate finance, financial sources, role of government, real estate financial instruments, loan processing, defaults and foreclosures in real estate finance, fundamentals of real estate investment analysis. Prerequisites: FIN 310 and Sophomore, Junior or Senior standing.

**FIN 324. Real Estate Appraisal. 3 Credits.**

Nature of value; appraisal process; analysis of neighborhoods, land and improvements; cost, market data and income approach to value; appraisal report; code of ethics. Sophomore standing or higher is the prerequisite.
FIN 340. Intermediate Financial Management. 3 Credits.
Integrated coverage of topics in finance theory. This course continues to develop student understanding of corporate finance topics which were introduced in Fin 310. These topics include valuation, project analysis, capital structure planning, working capital management, and cash flow analysis. The course also introduces students to risk analysis, the capital asset pricing model, and investment analysis. Prerequisites: FIN 310 and Sophomore, Junior or Senior Standing; declared CoBPA majors only.

FIN 350. Financial Statement Analysis. 3 Credits.
Students interpret and evaluate financial statements used to report financial performance. Analysis incorporates accounting, financial, and economic models and data; and describes various reporting regulations, principles, rules, standards, and interpretations. The course includes an investigation of current issues and debates in financial statement reporting. Prerequisites: ACCT 301 and FIN 310; Sophomore, Junior or Senior Standing; declared CoBPA majors only.

FIN 360. Capital Market Financing and Investment Strategies. 3 Credits.
Covers analysis and procedures for implementing particular financing and investment plans in financial markets. Includes financing and investment through commercial banks, investment banks, pension funds, venture capital sources, insurance companies and limited partnerships. Prerequisites: ACCT 218 and FIN 310; Sophomore, Junior or Senior Standing; declared CoBPA majors only.

FIN 370. Student Investment Fund I. 1 Credit.
This is an introductory course to the Student Managed Investment Fund. It examines the issues involved in the management and investment strategies of a portfolio of financial assets. Students are required to attend Student Investment Fund meetings. Student members research prospective stocks, generate reports, make decisions to invest or liquidate, and execute the trades. Any recommendation to buy, sell, or retain a position in a security is presented to all student team members and to the Faculty Advisor. Repeatable up to a maximum of 3 credits. Investments major is the prerequisite or for those who are not Investments majors, approval of instructor is the prerequisite.

FIN 375. Lending and Liquidity Management. 3 Credits.
This course analyzes the short-term sources and uses of funds with primary emphasis on the management of liquidity in the context of a financial institution. The course also examines the risks and returns in a loan portfolio, particularly loans by financial institutions. Prerequisites: FIN 310; Junior or Senior Standing; declared CoBPA majors only.

FIN 377. Cooperative Education. 1-3 Credits.
On-the-job compensated work experience in various areas of Finance. May be repeated to a total of 6 credits. Acct 200, Acct 201, ISBC 117, Econ 201, Econ 202, Econ 210, and approval by department are the prerequisites.

FIN 415. Fixed Income Analysis and Portfolio Management. 3 Credits.
This course covers characteristics and analysis of fixed-income (or debt) instruments. Types of debt securities examined primarily include corporate (commercial paper, notes, and fixed- and floating-rate bonds without and with various embedded options) and U.S. Government (Treasury bills, Treasury bonds without and with inflation protection, and Agency debt). Those enrolled in the class will be responsible for actively managing a live bond portfolio. Prerequisites: FIN 310, FIN 360 and FIN 370; Junior or Senior Standing; declared CoBPA majors only.

FIN 420. Investment Analysis and Portfolio Management. 3 Credits.
Comprehensive study of methods used to evaluate securities. Includes formulation of investment strategy and analysis, design of portfolios for classes of individual, institutional, and pension investment plans, and development of financial and portfolio performance evaluation. Extensive use of financial databases and software. Prerequisites: FIN 340 and FIN 360; Junior or Senior Standing; declared CoBPA majors only.

FIN 430. International Financial Management. 3 Credits.
Financial management implications of exchange risk exposure, accounting conventions and international constraints on capital flows. Other topics include multi-national investment management and related financing problems, taxation and working capital management. Prerequisites: FIN 310 and Junior or Senior Standing; declared CoBPA majors only.

FIN 440. Valuing Real Assets and Financial Strategy. 3 Credits.
This course addresses a variety of issues related to valuing real assets, with a large emphasis on using real option valuation techniques such as binomial modeling. Cutting edge software packages are used in a variety of projects and case studies. There is additional emphasis on using real data, such as foreign currency exchange rates, U.S. and foreign interest rates, reported financial indicators, and actual financial statements. Several databases may also be used for obtaining data. Prerequisite: FIN 340; declared CoBPA majors only.

FIN 450. Financial Derivatives. 3 Credits.
Detailed analysis of major elements affecting market prices of options and futures contracts and analysis of optimal investment strategies involving these and other derivative instruments. Prerequisites: FIN 340 and FIN 360; declared CoBPA majors only.

FIN 460. Managing Financial Institutions. 3 Credits.
Principles of asset/liability and portfolio management as they apply to the balance sheets and income statements of financial institutions. Includes management of assets and liabilities in the context of interest rate risk. Considers gap management, duration, financial futures, interest rate swaps, and securitization with the goal of profit maximization. Prerequisites: FIN 310 and Junior or Senior Standing; declared CoBPA majors only.

FIN 470. Student Investment Fund II. 3 Credits.
The Student Managed Investment Fund is a sequence of courses whereby a select group of students manage a live portfolio. The course examines the issues involved in the management and investment strategies of a portfolio of financial assets. It focuses on asset allocation, portfolio monitoring and evaluation, portfolio rebalancing, and investment analysis. The students selected to manage the fund are responsible for the investment decisions involving the composition of the portfolio under the supervision of Finance department faculty. Student members establish the stock selection criteria, research the prospective stocks, generate reports, and make decisions to invest or liquidate, and execute the trades. Oral presentations are required. Repeatable to a maximum of 6 credits. Prerequisites: FIN 310, 340 and 370 and declared CoBPA majors only.

FIN 475. Cases in Managerial Finance. 3 Credits.
Introduces students to construction and utilization of financial management decision models using case study examples. Topics evaluated include working capital management, capital budgeting, cost of capital, capital structure, dividend policy, valuation, risk-return, and special topics of financial management. Students are required to develop original simulation models, prepare formal case reports, and orally and visually present their results. Prerequisites: FIN 340 and FIN 360; Junior or Senior Standing; declared CoBPA majors only.

FIN 491. Senior Topics in Finance. 3 Credits.
Multiple sections covering different topics may be offered in any one semester. Provides opportunities for in-depth study beyond that of regularly scheduled courses. May be seminars, workshops, or lectures. Repeatable to 6 credits. Prerequisites: FIN 310; consent of instructor; Junior or Senior Standing; declared CoBPA majors only.

FIN 492. Readings and Research in Finance. 1-3 Credits.
Designed for students with an interest in finance topics not covered in regularly scheduled courses. Repeatable to 6 credits. Fin 310 and approval by department are the prerequisites.

FIN 497. Internship in Finance. 1-3 Credits.
Guided practical experience in managerial finance, investment management, real estate, and insurance with public and private sector enterprises. Prerequisites: ACCT 200, ACCT 201, ISBC 117, Econ 201, Econ 202, Econ 210, and approval by department.

Fine Arts (FA)

Courses

FA 150. Introduction to the Fine Arts. 3 Credits.
Introduction to the fundamental principles of the Fine Arts -- Visual Arts, Music, Theatre, and Dance -- followed by examples of the interaction of the arts in selected cultures from history and around the world and at a variety of campus arts events; in order to increase appreciation of the importance of the fine arts to the individual and community.
Forensic Science

http://www.und.edu/dept/forensic/

Ovtchinikov and Stubberfield (Director)

The undergraduate major in Forensic Science is designed to provide students from varied backgrounds and academic interests with a curriculum in the general forensic sciences. This curriculum will serve as a preparation for a baccalaureate-level career in criminalistics and law enforcement or as preparation for post-graduate education in the forensic sciences.

This interdisciplinary program draws on resources from the departments of Anatomy, Anthropology, Biochemistry and Molecular Biology, Biology, Chemistry, Clinical Laboratory Sciences, School of Communication, Criminal Justice, Mathematics, Philosophy and Religion, Physics, Psychology, and Sociology to provide students with sufficient background and baccalaureate-level preparation for several fields of the forensic sciences. To accommodate this breadth of fields and the variety of career outcomes that resolve from them, the Forensic Sciences curriculum is divided into two tracks, Evidence Technician and Evidence Analyst.

The Evidence Technician track is recommended for those interested in law enforcement careers involving evidence processing at crime scenes and only limited laboratory analysis. Students interested in acquiring a background in scientific analysis of evidence as a supplement to another major may prefer this track.

The Evidence Analyst track is recommended for those who desire a career in forensic laboratory analysis and access to careers that require similar analytical skills. Students interested in pursuing simultaneous science majors may also prefer this track. This track has a biology and molecular biology emphasis; students interested in chemistry should talk to the program director about course substitutions.

Admission requirements

Students may declare either track of the Forensic Science major at any time after admission to the University, provided that he or she has an overall grade point average (GPA) of 2.2 or higher. After joining the program, a 2.2 GPA must be maintained in the major and overall. Failure to maintain the appropriate GPA for two consecutive semesters will result in dismissal from the program.

College of Arts and Sciences

B.S. with a Major in Forensic Science

Required: 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. Evidence Technician Track: the following curriculum:

69 Major Credits including:

Required Courses

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<td>ANTH 346</td>
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<td>COMM 110</td>
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<td>CJ 210</td>
<td>Introduction to Policing</td>
<td>3</td>
</tr>
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<td>CJ 342</td>
<td>Criminal Procedure</td>
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<td>BIOL 150</td>
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<td>BIOL 151</td>
<td>General Biology II and General Biology II Laboratory</td>
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III. Evidence Analyst Track: the following curriculum:

98 Major Credits including:

Required Courses

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<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121L</td>
<td>General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 122L</td>
<td>General Chemistry II Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 122L</td>
<td>General Chemistry II Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 340 &amp; 340L</td>
<td>Survey of Organic Chemistry Laboratory</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 333 &amp; 333L</td>
<td>Analytical Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 161 &amp; 161L</td>
<td>Introductory College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 162 &amp; 162L</td>
<td>Introductory College Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
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<tr>
<td>BIOL 470</td>
<td>Biometry</td>
<td></td>
</tr>
<tr>
<td>SOCI 326</td>
<td>Sociological Statistics</td>
<td></td>
</tr>
</tbody>
</table>

Electives 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 204</td>
<td>Anatomy for Paramedical Personnel</td>
<td></td>
</tr>
<tr>
<td>ANTH 270</td>
<td>Introduction to Forensic Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 439</td>
<td>Human Osteology</td>
<td></td>
</tr>
<tr>
<td>ANTH 441</td>
<td>Forensic Anthropology Field School</td>
<td></td>
</tr>
<tr>
<td>ANTH 497</td>
<td>Forensic Science Internship</td>
<td></td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Genetics</td>
<td></td>
</tr>
<tr>
<td>BIOL 320</td>
<td>Forensic Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 336</td>
<td>Systematic Botany</td>
<td></td>
</tr>
<tr>
<td>BIOL 363</td>
<td>Entomology</td>
<td></td>
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<tr>
<td>PSYC 270</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 69

University of North Dakota
The geography minor is flexible and complements related coursework in anthropology, atmospheric science, aviation, biology, business, communications, education, geology, history, international business, meteorology, public administration, recreation and tourism studies, sociology or space studies.

The Department of Geography houses a state-of-the-art computer laboratory for work related to geographic information systems, remote sensing, digital image processing, mapping, spatial analysis and field methods. It also maintains a Census Data Center for information related to the Northern Plains. The Department has a wide array of field equipment, with a focus on tools needed for water sampling, soil sampling, and field spectroscopy.

College of Arts and Sciences

B.S. with a Major in Geography

Required: 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The following core curriculum courses for A and B options (22 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 121</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 121L</td>
<td></td>
</tr>
<tr>
<td>GEOG 151</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 161</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 377</td>
<td>3</td>
</tr>
<tr>
<td>&amp; 377L</td>
<td></td>
</tr>
<tr>
<td>GEOG 454</td>
<td>3</td>
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<tr>
<td>GEOG 471</td>
<td>3</td>
</tr>
<tr>
<td>&amp; 471L</td>
<td></td>
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<tr>
<td>GEOG 474</td>
<td>3</td>
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<tr>
<td>&amp; 474L</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>22</td>
</tr>
</tbody>
</table>

* Capstone Course

III. Select one of the following options:

A: Community and Urban Development Emphasis

This program provides an overview of geography as well as a thorough introduction to community and urban development. It is intended for students wishing to pursue graduate work or entry-level jobs in community development, economic development, urban planning, land use planning, transportation, or tourism.

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 352</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 457</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 458</td>
<td>3</td>
</tr>
<tr>
<td>Electives *</td>
<td>5</td>
</tr>
</tbody>
</table>

* Capstone Course

B: Economic Geography

This program offers an introduction to the economic geography of the United States and the world, including the study of economic development, urban and regional planning, economic development, environmental management, mapping, geographic information systems, or geographic education.

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 250</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 262</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 263</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 300</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 352</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 452</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 457</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 463</td>
<td>3</td>
</tr>
<tr>
<td>Electives *</td>
<td>5</td>
</tr>
</tbody>
</table>

* Capstone Course

Ph.D. in Geography

This program offers advanced study in geography, including human geography, physical geography, geographic education, and geographic techniques. The undergraduate specialization in community and urban development provides the background education and training necessary for students to enter the field of urban and rural development. The undergraduate specialization in environmental geography prepares students for a career in environmental management. The undergraduate major provides a broad liberal arts education and prepares students for graduate study or for a professional career in government, industry, or education in a wide variety of fields related to urban and regional planning, economic development, environmental management, mapping, geographic information systems, or geographic education.
A. Geographic Education core (26 credits):

II. Geographic Education Program of Study:

I. Essential Studies Requirements (see University ES listing).

The following program of study must be completed:

- Education necessary for a middle school or secondary school teaching career.
- It is designed to prepare the student with the geography licensure in Geography. This program provides a comprehensive background and the Department of Teaching and Learning, students may seek secondary licensure through a partnership with the College of Education and Human Development.

B: Environmental Geography Emphasis

This program provides an overview of geography and an introduction to the concepts and methods used in environmental management. It is intended for students wishing to pursue graduate work or a professional career in government, industry, or education in a wide variety of environmental fields.

Elective systematic courses:

- GEOG 134 & 134L Introduction to Global Climate
- GEOG 334 Climatology
- GEOG 322 Environmental Hazards
- GEOG 421 Selected Topics in Physical Geography

Other electives:

- GEOG 352 Economic Geography
- GEOG 374 Environmental Remote Sensing & 374L and Environmental Remote Sensing Laboratory
- GEOG 378 Global Positioning Systems: Applications and Theory
- GEOG 397 Cooperative Education
- GEOG 457 Urban Geography and Planning
- GEOG 475 Digital Image Processing
- GEOG 476 Selected Topics in Geographic Information Systems

Required in other departments:

- ** Elective systematic courses chosen in consultation with the faculty adviser (at least 5 credits)
- ** Any combination of courses from the following fields: Economics, Finance, Public Administration, Anthropology, Sociology, History, and other social sciences.

C: Geographic Education Emphasis (Teacher Licensure)

Through a partnership with the College of Education and Human Development and the Department of Teaching and Learning, students may seek secondary licensure in Geography. This program provides a comprehensive background to geography. It is designed to prepare the student with the geography education necessary for a middle school or secondary school teaching career. The following program of study must be completed:

I. Essential Studies Requirements (see University ES listing).

II. Geographic Education Program of Study:

A. Geographic Education core (26 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 121</td>
<td>Global Physical Environment</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 121L</td>
<td>and Global Physical Environment Laboratory</td>
<td></td>
</tr>
<tr>
<td>GEOG 151</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 161</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 271</td>
<td>The Power of Maps</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 352</td>
<td>Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 377</td>
<td>Quantitative Applications in Geography &amp; 377L</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 386</td>
<td>Geography Education Field Placement</td>
<td>1</td>
</tr>
<tr>
<td>GEOG 419</td>
<td>Methods and Materials of Teaching Middle and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Secondary School in Geographic Education</td>
<td></td>
</tr>
</tbody>
</table>

** Required in other departments

Total Credits: 26

B. Electives (10 credits):

Students must choose a minimum of 10 credits from a combination of the following concentrations, selected with approval of the geography adviser responsible for teacher education.

** Human Geography **

- GEOG 250 Introduction to Geopolitics 3
- GEOG 300 Special Topics in Geography 1-3
- GEOG 452 Selected Topics in Economic Geography 3-9
- GEOG 453 Historical Geography 3
- GEOG 455 Geopolitics 3
- GEOG 457 Urban Geography and Planning 3
- GEOG 458 Community Development 3
- GEOG 459 Population Geography 3

** Physical Geography **

- GEOG 134 Introduction to Global Climate & 134L and Introduction to Global Climate Laboratory 4
- GEOG 300 Special Topics in Geography 1-3
- GEOG 322 Environmental Hazards 3
- GEOG 334 Climatology 3
- GEOG 421 Selected Topics in Physical Geography 3-9

** Regional Geography **

- GEOG 262 Geography of North America I 3
- GEOG 263 Geography of North Dakota 3
- GEOG 262 Geography of Canada 3
- GEOG 462 Geography of North America II 3
- GEOG 463 Regional Geography 2-9

** Geographical Techniques **

- GEOG 374 Environmental Remote Sensing & 374L and Environmental Remote Sensing Laboratory 3
- GEOG 378 Global Positioning Systems: Applications and Theory & 378L and Cartography and Visualization Laboratory 2
- GEOG 471 Cartography and Visualization 3
- GEOG 474 Introduction to Geographic Information Systems (GIS) & 474L and GIS Laboratory 3

III. Admission to the Secondary Program, normally while taking T&L 250 Introduction to Education. (See College of Education and Human Development (p. 483) for admission and licensing requirements.)

IV. The program in Secondary Education, to include:

- T&L 250 Introduction to Education 3
- T&L 339 Technology for Teachers 2
- T&L 345 Curriculum Development and Instruction 3
- T&L 350 Development and Education of the Adolescent 3
- T&L 386 Field Experience (Optional) 1
- GEOG 419 Methods and Materials of Teaching Middle and Secondary School in Geographic Education 3
- T&L 432 Classroom Management 3
- T&L 433 Multicultural Education 3
- T&L 486 Field Experience 1
- T&L 487 Student Teaching 16
- T&L 488 Senior Seminar 1

Total Credits: 39

Geography majors seeking secondary licensure must have a geography education adviser in the Geography Department and an adviser in the Department of Teaching and Learning.

- T&L 390 Special Topics, may be taken as an elective.
Minor in Geography

Required 20 credits including:

GEOG 121 Global Physical Environment 4
& 121L and Global Physical Environment Laboratory
GEOG 151 Human Geography 3
GEOG 161 World Regional Geography 3
Electives 10

Total Credits 20

Students must choose a minimum of 10 credits from one or a combination of concentrations, selected with approval of a geography adviser.

The geography courses that may be used to satisfy the 4-credit Essential Studies laboratory science requirement are Geography 121 and 134.

Geography courses that may be used to satisfy the 9-credit Essential Studies social science requirement include: Geography 151, 161 and 262.

Courses

GEOG 121. Global Physical Environment. 3 Credits.
A study of the pattern of distribution of the physical elements of the global environment. The origin and characteristics of the terrestrial grid, earth-space relations, climate, landforms, vegetation, and soils.

GEOG 121L. Global Physical Environment Laboratory. 1 Credit.
A basic environmental science laboratory to complement Geography 121.

GEOG 134. Introduction to Global Climate. 3 Credits.
An introduction to the global climate, emphasizing atmospheric processes, weather and climate elements, and climate change. Emphasis is placed upon the factors that control climate and climatic distributions.

GEOG 134L. Introduction to Global Climate Laboratory. 1 Credit.
A basic physical science laboratory focused upon specific atmospheric-climatic phenomenon; wet and dry lab experiments, plus written lab exercises.

GEOG 151. Human Geography. 3 Credits.
A systematic analysis of people’s cultural regions including settlement patterns and change via migration and diffusion.

GEOG 161. World Regional Geography. 3 Credits.
Development of the concept of region with analysis of the relationship of physical and cultural features to the contemporary world situation.

GEOG 250. Introduction to Geopolitics. 3 Credits.
As a branch of political geography, the study of Geopolitics is concerned with the spatial dynamics of power relations especially at the international level. From a geographic perspective, this course surveys changing relations among states and the influences of national and transnational actors and events. The course attempts to help students apply a broad range of theoretical perspectives to the analysis of global and regional issues and events, and develop insights into what is happening in the world today. From war and terrorism to economic globalization, human rights and sustainable development, this course will explore a myriad of important issues and challenges that face the world today.

GEOG 262. Geography of North America I. 3 Credits.
A spatial approach to the development of Canada and the United States which emphasizes the transformation of the cultural landscape by exploring the contributions of the diverse peoples who inhabit the two nation-states and deal with a global economy.

GEOG 263. Geography of North Dakota. 3 Credits.
Study of the interrelationships that exist between North Dakota’s physical and cultural environments. Specific topics include physiography, climate, flora, prehistoric occupation, historic development, demography, and economic structures.

GEOG 271. The Power of Maps. 3 Credits.
Maps are essential and powerful tools for those who study geographical phenomena. Improvements in GIS and the World Wide Web (WWW) have empowered more people to make and use maps in highly varied and creative ways. This course serves as an introduction to maps and cartography, with emphasis on their role in GIS and on the WWW. Course content includes the characteristics of geographic data, the map abstraction and generalization process, map types and uses, and map interpretation. The course covers technical and social issues relevant to mapping, as well as a survey of map application.

GEOG 300. Special Topics in Geography. 1-3 Credits.
Topic of course will change from semester to semester but will typically emphasize recent developments in geography. Repeatable to six credits.

GEOG 314. Conservation Of Resources. 3 Credits.

GEOG 319. Geography for Teachers. 2 Credits.
Geographical concepts and basic philosophy including a survey of the literature which forms the basis for analysis and application of current techniques in the field of geography.

GEOG 319L. Geography for Teachers Lab. 1 Credit.
Applications of map reading and interpretation with emphasis upon geospatial technologies specific to K-12 classrooms with emphasis upon laboratory work and field site visits to local schools to practice those skills and techniques in appropriate educational settings. Prerequisites: Undergraduates pursuing licensure for teaching social studies or for teaching geography, or by instructor permission. Corequisite: GEOG 319.

GEOG 322. Environmental Hazards. 3 Credits.
An overview of the field of environmental hazards emphasizing risk assessment, hazard impacts, human vulnerability, and hazard mitigation. Prerequisites: GEOG 121 and GEOG 161 or consent of instructor.

GEOG 334. Climatology. 3 Credits.
An overview of the field of climatology, emphasizing surface transfers of energy and water, the general circulation of the atmosphere, and climate change. Prerequisites: GEOG 134 or ATSC 110.

GEOG 352. Economic Geography. 3 Credits.
A study of the local, national, and global economic life describing and explaining the geographic factor involved in the production, distribution, and consumption of the major commodities and resources of the world. Special emphasis is placed upon the global issue of the underdeveloped or Third World countries and theories, which have been, developed to explain spatial structure. Sophomore standing is the prerequisite or consent of instructor.

GEOG 362. Geography of Canada. 3 Credits.
A regional and topical analysis of the physical, cultural and economic features of Canada.

GEOG 374. Environmental Remote Sensing. 2 Credits.
A thorough examination of optical, infrared, and microwave methods for remote observation of Earth systems, with a focus on the use of aircraft and satellite data for addressing environmental problems. The course includes an overview of modern remote sensing systems for data collection at a variety of scales, as well as an introduction to digital image processing. Corequisite: GEOG 374L.

GEOG 374L. Environmental Remote Sensing Laboratory. 1 Credit.
A systematic coverage of visual and digital laboratory techniques used to interpret aerial photography and satellite imagery. Students gain hands-on experience assessing environmental problems using remotely sensed data. Corequisite: GEOG 374.

GEOG 377. Quantitative Applications in Geography. 2 Credits.
Application of statistical and mathematical techniques to research topics in geography. Prerequisite: MATH 103 or consent of instructor.

GEOG 377L. Spatial Analysis Laboratory. 1 Credit.
Practical applications of statistical and mathematical techniques for geographic problems. Students work on projects which involve solving problems by spatial-oriented computations. Use of relevant statistical programs on computers are emphasized. Prerequisite: MATH 103. Corequisite: GEOG 377.

GEOG 378. Global Positioning Systems: Applications and Theory. 2 Credits.
This course examines the equipment, procedures, and techniques related to GPS technology, as well as its integration with Geographic Information Systems. Foci include the fundamentals of satellite navigation, the history of GPS, and applications related to mapping and analysis in the environmental sciences. Strong emphasis is placed on providing hands-on experience.
GEOG 421. Selected Topics in Physical Geography. 3 Credits.
An examination of an advanced physical geography topic chosen from field methods, biogeography, human impact on the environment, physiography, or others. Repeatable to nine credits if different topics are examined. Prerequisite: GEOG 121 or consent of instructor.

GEOG 452. Selected Topics in Economic Geography. 3 Credits.
Selected topics in economic geography including but not limited to industrial location, transportation, rural economic development, and others. Repeatable to nine credits if different titles are examined. Prerequisite: GEOG 151 or consent of instructor.

GEOG 453. Historical Geography. 3 Credits.
Using the spatial approach, landscape change is analyzed over time in various regions of the world using a variety of scales of study. Emphasis is placed upon the relationship of historical geography to historic preservation and tourism.

GEOG 454. Conservation of Resources. 3 Credits.
Geographic principles applied to the analysis of natural resources and their efficient utilization. Emphasis is on sustainable development.

GEOG 455. Geopolitics. 3 Credits.
Geographic analysis of the global political system and the significance of the nation-state, intergovernmental organizations, globalization, free trade, and terrorism with consideration of the broad political, social cultural, and economic contexts of world disputes. Prerequisite: GEOG 250 or consent of instructor.

GEOG 471. Cartography and Visualization. 2 Credits.
This course examines the art, science, and technology of cartography and visualization. It familiarizes students with basic cartographic principles and with GIS, both of which are applicable to a wide range of professional fields and academic disciplines. Students learn how maps are designed and used to accurately represent and effectively communicate spatial phenomena and relationships. The course also includes a discussion of selection of proper thematic mapping techniques. Corequisite: GEOG 471L.

GEOG 472. GIS Laboratory. 1 Credit.
Hands-on application of theory and methods associated with digital spatial data representation, manipulation, and analysis. Corequisite: GEOG 472.

GEOG 473. Historical Geography. 3 Credits.
This course examines the internal workings of cities from political, economic, and social perspectives. Geographic approaches to urban analysis are discussed, as are various methods for contemporary urban planning. Students learn to view the city as a geographic phenomenon created by human effort.

GEOG 474. Community Development. 3 Credits.
This course examines the historical evolution, conceptual framework, and implementation of community development. Students will be introduced to a broad range of community development issues from a geographical perspective with emphasis on local and statewide scales of study. Prerequisite: GEOG 151 or consent of instructor.

GEOG 475. Digital Image Processing. 3 Credits.
A course focused on the concepts and principles involved in the use of digital remotely sensed data as they are applied to environmental monitoring and natural resource management. Emphasis is placed on algorithm development and 'hands-on' application of digital techniques to select imagery. Prerequisites: GEOG 374 and 374L.

GEOG 476. Selected Topics in Geographic Information Systems. 3 Credits.
An examination of a specific application area or set of techniques in GIS including, but not limited to, Business GIS, Environmental GIS, GIS Databases, GIS Scripting and Web-Based GIS. Repeatable to six credits if different topics are examined. Prerequisites: GEOG 474 and GEOG 474L or instructor consent.

GEOG 477. Directed Studies in Geographical Problems. 1-3 Credits.
Designed for students who wish to explore advanced topics in Geography on an individual or small group basis. May be repeated to a maximum of six credit hours. Upper division status and consent of instructor are the prerequisites.

GEOG 478. Geography Internship. 1-3 Credits.
Must involve work of a geographical nature performed as an unpaid volunteer to a PVO, NGO, youth organization, service organization or other not-for-pay jobs either on or off campus. May be repeated to a maximum of three credit hours. Geography major or minor is the prerequisite or consent of the supervising faculty member.

Harold Hamm School of Geology and Geological Engineering (Geol and GeoE)

http://www.geology.und.edu

Forsman, Gerla, Gosnold, Hartman (Director), Korom, LaFever, Matheney, Perkins, Pulkonen and Yarbrough

The Harold Hamm School of Geology and Geological Engineering offers Bachelor of Science degrees in Geology, Geological Engineering, and Environmental Geoscience, the Master of Arts and Master of Science degrees in Geology, the Master of Science degree in Geological Engineering, and the Doctor of Philosophy degree in Geology. The goals of the undergraduate programs are to provide professional preparation for majors in the geosciences and engineering and to provide guidance to non-majors seeking to gain a greater understanding of Earth and planetary environments and resources. Active student organizations, Beta Zeta Chapter of Sigma Gamma Epsilon (the national Earth science honorary society), The Association of Engineering Geologists (AEG), Society of Exploration Geophysicists (SEG), Society of Petroleum Engineers (SPE), and The Association of University of North Dakota Geologists (AUG) provide academic and social opportunities for
students including: guest speakers, outings, field trips, research experience, scholarships, and thesis and dissertation research support. The Harold Hamm School of Geology and Geological Engineering actively supports its LEEPS (Leading Edge of Earth and Planetary Sciences) lecture series, which hosts creative individuals in seminars, luncheons, and other activities for the benefit of the public, faculty, and our students.

Facilities

The Harold Hamm School of Geology and Geological Engineering is housed in Leonard Hall, a facility specifically designed for Geology and Geological Engineering. Leonard Hall facilities are superior to those in most geoscience departments at universities similar in size and mission to UND and include a variety of equipment for teaching and research in field and laboratory areas such as geomorphology, hydrogeology, geophysics, stratigraphy, paleontology, mineralogy, petrology, and geological engineering. The North Dakota Geological Survey’s Wilson M. Laird Core and Sample Library is located directly across the street from Leonard Hall and houses approximately 80 miles of cores and approximately 40,000 boxes of drill cuttings of the Williston Basin, as well as an extensive collection of water well samples and cores. The F. D. Holland Jr. Geology Library, located on the third floor of Leonard Hall, is one of the largest geoscience libraries in the upper Midwest.

For more information about our department and facilities, please visit our website at: www.goelogy.und.edu.

Undergraduate Programs

Four degrees are offered: the Bachelor of Science in Geology and the Bachelor of Arts with a Major in Geology in the College of Arts and Sciences, and the Bachelor of Science in Geological Engineering and the Bachelor of Science in Environmental Geosciences in the College of Engineering and Mines.

College of Engineering and Mines

The Geological Engineering curriculum gives the student a strong background in engineering and geology that serves as a foundation for meaningful professional practice. Geological engineering encompasses:

1. exploration and extraction of mineral and energy resources;
2. geomechanics/geotechnics;
3. hydrogeology and water resources;
4. reclamation and contaminant remediation;
5. environmental site assessment; and
6. natural hazard investigation.

These areas of expertise span the gap between civil, mining, environmental engineering and geology. To meet these demands, the curriculum contains a broad background in the physical and social sciences, humanities, communications, mathematics, geology, and engineering topics. The program is accredited by the Engineering Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone: (410) 347-7700.

Courses in the curriculum are arranged and integrated to provide the student with progressive preparation for engineering evaluation and design. To facilitate the transition from student to professional, the senior year has a capstone experience that incorporates student creativity and sociological and engineering criteria into a major design project. As the demand for mineral, energy, and water resources increases and population growth and urbanization place a greater strain on the environment, the nation and world will need engineers with these areas of expertise.

The goal of the geological engineering program at the University of North Dakota is to provide students with the engineering skills and geological expertise necessary to assure that geological, social, and environmental factors are incorporated in the design, construction, operation, and maintenance of engineered structures and systems within their natural setting. Through its strong environmental emphasis, the department strives to develop in its engineering graduates keen insight and abilities to design an environmentally sound and sustainable future for humanity.

To achieve this goal, the School has the following objectives for its engineering graduates:

- Program graduates shall be able to benefit society by pursuing satisfying professional careers in geological engineering or related fields.
- Program graduates shall be able to contribute to the public well-being by acquiring new knowledge, increasing productivity through technical innovations, and improving their communication skills.

In addition, our program has a petroleum option, which is designed to prepare students for possible employment in the petroleum industry, while continuing to provide a broad geological engineering background for career flexibility. The graduate pursuing this emphasis will have a B.S. in Geological Engineering and can report that they have completed the petroleum option requirements.

Teacher Certification B.A. with Major in Geology B.S. in Geological Engineering B.S. in Environmental Geoscience

College of Arts and Sciences

B.S. in Geology

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies requirements (see University ES listing).

II. The following curriculum:

Major hours

GEOL 101 & 101L Introduction to Geology and Introduction to Geology Laboratory 4
GEOL 102 & 102L The Earth Through Time and The Earth Through Time Laboratory 4
GEOL 256 Critical Thinking in the Geosciences 2
GEOL 311 Geomorphology 4
GEOL 318 Mineralogy 3
GEOL 320 Petrology 3
GEOL 330 Structural Geology 3
GEOL 356 Geoscience Lectures 1
GEOL 411 Sedimentology and Stratigraphy 5
GEOL 420 The Evolving Earth 3
GEOL 421 Seminar I 1
GEOL 422 Seminar II 1
GEOL 487 Research I 1
GEOL 488 Research II 2
GEOL 494 Senior Thesis 1

Field Geology (Summer; not available at UND) 6

Select two of the following: 6-7

GEOL 321 Geochemistry
GEOL 414 Applied Geophysics
GEOL 415 Introduction to Paleontology
GEOL 417 Hydrogeology

Required in other departments

CHEM 121 & 121L General Chemistry I and General Chemistry I Laboratory 8
& CHEM 122 & CHEM 122L and General Chemistry II Laboratory 8

ENGL 110 College Composition I 3
ENGL 125 Technical and Business Writing 3
or ENGL 120 College Composition II 3

MATH 165 & MATH 166 Calculus I and Calculus II 8

PHYS 211 & 211L College Physics I and 4
or PHYS 251 & 251L University Physics I and 4

PHYS 212 & 212L College Physics II and 4
or PHYS 252 & 252L University Physics II and
Select one of the following:
MATH 265 Calculus III
MATH 321 Applied Statistical Methods
PSYC 241 Introduction to Statistics
Departmentally approved courses in engineering, mathematics, foreign language, and other fields of student interest
Total Credits: 102-105

Teacher Certification
Students seeking secondary teacher certification in Geology must complete the Department of Teaching and Learning Requirements in Secondary Education. Students seeking certification should follow the curriculum for the B.S. in Geology and select Statistics (PSYC 241 Introduction to Statistics, MATH 321 Applied Statistical Methods) rather than MATH 265 Calculus III or Computer Science. The 24 additional hours in science, computer science, statistics, engineering, mathematics, or a foreign language must include each of the following: at least one course in Biology with lab equaling 4 credits, Atmospheric Sciences, and Astronomy.

Geology majors seeking secondary certification must have an adviser both in the Department of Geology and Geological Engineering and in the Department of Teaching and Learning. Formal admission to Teacher Education is required and is normally sought while the student is enrolled in T&L 250 Introduction to Education (see Department of Teaching and Learning (p. 225) listing).

B.A. with Major in Geology
Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies requirements (see University ES listing).

II. The following curriculum:

Major hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOL 101</td>
<td>Introduction to Geology</td>
<td>4</td>
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<tr>
<td>&amp; 101L</td>
<td>and Introduction to Geology Laboratory</td>
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<tr>
<td>GEOL 102</td>
<td>The Earth Through Time</td>
<td>4</td>
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<tr>
<td>&amp; 102L</td>
<td>and The Earth Through Time Laboratory</td>
<td></td>
</tr>
<tr>
<td>GEOL 256</td>
<td>Critical Thinking in the Geosciences</td>
<td>2</td>
</tr>
<tr>
<td>GEOL 311</td>
<td>Geomorphology</td>
<td>4</td>
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<tr>
<td>GEOL 318</td>
<td>Mineralogy</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 320</td>
<td>Petrology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 330</td>
<td>Structural Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 356</td>
<td>Geoscience Lectures</td>
<td>2</td>
</tr>
<tr>
<td>GEOL 420</td>
<td>The Evolving Earth</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 422</td>
<td>Seminar II</td>
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Geology Electives (300 level and above)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOL 411</td>
<td>Sedimentology and Stratigraphy</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 423</td>
<td>Engineering Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 424</td>
<td>Technical Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

Level IV proficiency in a foreign language and six hours of Social Sciences and Arts and Humanities beyond the University requirement
Level II proficiency in a foreign language and 14 hours of Social Sciences and Arts and Humanities beyond the University requirement
Social Sciences and Arts and Humanities beyond the University requirement

Nonspecified electives approved by adviser

Total Credits: 100

College of Engineering and Mines

B.S. in Geological Engineering
Required: 128 credits including:

I. Essential Studies Requirements (see University ES listing).

II. The following curriculum:

All students must meet each semester with their academic advisor.

Freshman Year
First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 165</td>
<td>Calculus I</td>
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<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>4</td>
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<tr>
<td>&amp; 121L</td>
<td>and General Chemistry I Laboratory</td>
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<tr>
<td>ENGL 110</td>
<td>College Composition I</td>
<td>3</td>
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<tr>
<td>GEOE 203</td>
<td>Earth Dynamics</td>
<td>4</td>
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<tr>
<td>&amp; 203L</td>
<td>and Earth Dynamics Laboratory</td>
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<tr>
<td>ENGR 200</td>
<td>Computer Applications in Engineering</td>
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Second Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENGR 201</td>
<td>Statics</td>
<td>3</td>
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<tr>
<td>MATH 166</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td>GEOE 301</td>
<td>Petrophysics</td>
<td>4</td>
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<tr>
<td>&amp; 301L</td>
<td>and Petrophysics Laboratory</td>
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<tr>
<td>PHYS 251</td>
<td>University Physics I</td>
<td>4</td>
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<tr>
<td>&amp; 251L</td>
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Sophomore Year

First Semester

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>MATH 265</td>
<td>Calculus III</td>
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<tr>
<td>PHYS 252</td>
<td>University Physics II</td>
<td>4</td>
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<tr>
<td>&amp; 252L</td>
<td>and</td>
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</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>4</td>
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<tr>
<td>&amp; 122L</td>
<td>and General Chemistry II Laboratory</td>
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<tr>
<td>ME 341</td>
<td>Thermodynamics</td>
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Second Semester

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<tr>
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<tr>
<td>EE 206</td>
<td>Circuit Analysis</td>
<td>3</td>
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<tr>
<td>or ENGR 202</td>
<td>or Dynamics</td>
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</tr>
<tr>
<td>ENGR 203</td>
<td>Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Technical and Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 266</td>
<td>Elementary Differential Equations</td>
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<tr>
<td>GEOE 330</td>
<td>Structural Geology</td>
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Junior Year

First Semester

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Apply for professional degree program</td>
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<tr>
<td>CE 306</td>
<td>Fluid Mechanics</td>
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<tr>
<td>or ME 306</td>
<td>or Fluid Mechanics</td>
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<tr>
<td>ENGR 460</td>
<td>Engineering Economy</td>
<td>3</td>
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<tr>
<td>GEOE 417</td>
<td>Hydrogeology</td>
<td>3</td>
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<tr>
<td>Arts &amp; Humanities</td>
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<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td>3</td>
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<tr>
<td>or MATH 321</td>
<td>(Statistics Elective)</td>
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<tr>
<td>&amp; Applied Statistical Methods</td>
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Second Semester

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<td>Technical Elective</td>
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</table>

Summer

Communication Elective

Credit: 2-3
Students may petition the Geological Engineering Curriculum Committee (GECC) to use GEOE 397 Cooperative Education, for up to three credits of technical elective credits with the following requirement:

1. Students must get approval in advance from the GECC and the Department Cooperative Coordinator.
2. The first cooperative experience may receive up to one credit of technical elective credit.
3. The second cooperative experience may receive up to two credits of technical elective credit.

**Petroleum Option**

The program has a petroleum option, which is designed to prepare students for possible employment in the petroleum industry, while continuing to provide a broad geological engineering background for career flexibility. The graduate pursuing this emphasis will have a B.S. in Geological Engineering and can report that they have completed the petroleum engineering option requirements.

**B.S. in Environmental Geoscience**

The B.S. in Environmental Geoscience, administered by the College of Engineering and Mines, combines a broad foundation in geology with a thorough background in related sciences and mathematics. This degree provides the graduate with more applied and interdisciplinary science skills than the Geology B.S. or B.A. Although not an engineering degree, graduates with a B.S. in Environmental Geoscience are qualified to work in various environmental fields, including field monitoring, remediation of contaminated sites, evaluation of natural hazards, site selection, waste disposal, and water resources. Continuing at the graduate level at UND or other institutions is another option, with opportunities to branch into fields such as geography, ecology, hydrology, and environmental policy. The program includes electives in biology, chemistry, geological engineering, law, and Earth system science. Completion of a summer geology field course, although strongly recommended, is not required for graduation.

Required 125 credits, including:

- I. Essential Studies Requirements (see University ES listing).
- II. The following Core Curriculum

### Major hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEOL 101</td>
<td>Introduction to Geology &amp; 101L</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 102</td>
<td>The Earth Through Time &amp; 102L</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 220</td>
<td>Computer Applications in Geology and Environmental Science</td>
<td>2</td>
</tr>
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<td>GEOL 256</td>
<td>Critical Thinking in the Geosciences</td>
<td>2</td>
</tr>
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<td>GEOL 311</td>
<td>Geomorphology</td>
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<tr>
<td>GEOL 318</td>
<td>Mineralogy</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 321</td>
<td>Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 322</td>
<td>Geology, Society, and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 340</td>
<td>Digital Mapping Methods</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 342</td>
<td>Environmental and Conservation Hydrology</td>
<td>3</td>
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<tr>
<td>GEOL 356</td>
<td>Geoscience Lectures</td>
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</tr>
<tr>
<td>GEOL 410</td>
<td>Site Characterization</td>
<td>3</td>
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<tr>
<td>GEOL 414</td>
<td>Applied Geophysics</td>
<td>3</td>
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<tr>
<td>GEOL 421</td>
<td>Seminar I</td>
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<tr>
<td>GEOL 422</td>
<td>Seminar II</td>
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<tr>
<td>GEOL 487</td>
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<tr>
<td>GEOL 488</td>
<td>Research II</td>
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<tr>
<td>GEOL 494</td>
<td>Senior Thesis</td>
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### Required in Other Departments

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 150</td>
<td>General Biology I &amp; 150L</td>
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<tr>
<td>BIOL 151</td>
<td>General Biology II &amp; 151L</td>
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<tr>
<td>BIOL 332</td>
<td>General Ecology</td>
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* Technical Electives: 8 credits required from courses approved by Geological Engineering Curriculum Committee.

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**Total Credits:** 128-130
CHEM 121 General Chemistry I & 121L and General Chemistry I Laboratory 4
CHEM 122 General Chemistry II & 122L and General Chemistry II Laboratory 4
MATH 165 Calculus I 4
MATH 166 Calculus II (or approved statistics course) 3-4
PHYS 211 College Physics I & 211L 4
or PHYS 251 University Physics I & 251L

Program Electives
Select three from the following: 8-10
- BIOL 431 Wildlife Management
- BIOL 433 Aquatic Ecology
- CHEM 333 Analytical Chemistry
- GEOE 417 Hydrogeology
- GEOE 418 Hydrogeological Methods
- GEOE 419 Groundwater Monitoring and Remediation
- GEOG 475 Digital Image Processing
- LAW 263 Environmental Law
- SPST 430 Earth System Science

Total Credits 83-86

Minor in Geology
Required: 20 credits including:
Select two of the following: 7-8
- GEOE 101 Introduction to Geology & 101L and Introduction to Geology Laboratory
or GEOE 203 Earth Dynamics
- GEOE 102 The Earth Through Time & 102L and The Earth Through Time Laboratory
Select two of the following: 6
- GEOE 103 Introduction to Environmental Issues
- GEOE 111 Views of Earth and Planets
- GEOE 311 Geomorphology
- GEOE 322 Geology, Society, and the Environment
- Remaining electives chosen from Geology courses numbered 300 or higher, not including 303

Total Credits 20-21

GEOE 101. Introduction to Geology. 3 Credits.
Introduction to the dynamics of the Earth – volcanoes, earthquakes, plate tectonics, streams, groundwater, glaciers, waves, wind, and landslides, with emphasis on the environmental applications of these processes. Introduction to the tools of the geologist – minerals, rocks, maps, and aerial photographs. GEOE 101L may be taken concurrently.

GEOE 101L. Introduction to Geology Laboratory. 1 Credit.
An introductory laboratory to complement GEOE 101. Field trip(s) included. Prerequisite or corequisite: GEOE 101.

GEOE 102. The Earth Through Time. 3 Credits.
The tracing of changes in the Earth and life through time, with emphasis on the record from North America. GEOE 102L may be taken concurrently.

GEOE 102L. The Earth Through Time Laboratory. 1 Credit.
An introductory laboratory to complement GEOE 102. Field trip included. Prerequisite or corequisite: GEOE 102.

GEOE 103. Introduction to Environmental Issues. 3 Credits.
Introduction to Environmental Issues. A survey of environmental issues concerning society’s interaction with Earth’s natural systems and exploitation of Earth’s resources.

GEOE 104. Geology of National Parks. 3 Credits.
An overview of the geology of U.S. National Parks. Unifying geological principles are emphasized. Major topics: sandstone parks, volcanic parks, hot springs and geothermal areas, caves and limestone parks, reefs and fossilized reefs, rivers and erosion, ice and glaciers, mountain building and mountain ranges.

GEOE 105. Selected Topics. 1-4 Credits.
a special topic course intended for non-geology majors. Subjects will include many issues of interest to non-geologists and non-scientists, such as earthquakes, evolution, gently, and the geology of National Parks. Repeatable when topics vary.

GEOE 106. Global Warming: The Facts and Myths. 3 Credits.
Global warming is the most debated current challenge to humans. A large, multifaceted and technically challenging topic. It has been diluted to popular slogans that at best capture some aspects of the issue and at the worst are over simplifications. Most of us who are directly affected by global warming do not understand the background, do not know what the assertions are based on, and can not evaluate the correctness of the arguments propagated in mass media such as newspapers and talk-radio. This class will provide students with a clear grasp of the science behind global warming discussion, the typical strategies (pros/cons) that are used in the popular media, and a good understanding of the science-based predictions of upcoming changes in the climate and environment. In addition to providing general scientific background to understand global warming and the science behind it, the class will visit the arguments that are used both for and against global warming. The graded written tests require students to address typical misinformation about global warming, show general knowledge of the scientific background, and recognize typical means to distort science in the mass media.

GEOE 111. Views of Earth and Planets. 3 Credits.
An introduction to Earth and the Solar System. Coverage includes: the planets and their moons, comets, asteroids, impact craters, meteorites, the sun, the solar system’s origin, planetary atmospheres, the living Earth, the question of life elsewhere.

GEOE 111L. Views of the Earth and Planets Recitation. 1 Credit.
A recitation-discussion to complement GEOE 111. Corequisite: GEOE 111.

GEOE 203. Earth Dynamics. 3 Credits.
Introductory physical geology course that also includes elements of historical geology, geomorphology, geohazards, and ethics. Intended for engineering and geosciences majors.

GEOE 203L. Earth Dynamics Laboratory. 1 Credit.
Laboratory course to accompany Earth Dynamics lecture. The laboratory is delivered as on-campus and virtually using specific required products and digital material.

GEOE 205. Surviving on Planet Earth. 3 Credits.
This Essential Studies course stresses critical thinking in covering the basic strategies about humans succeeding on our planet including Earth’s hazards (our restless Earth); the balance of life on Earth (evolution and extinction); water in our lives (too much and too little); energy (use and population demands); and global change (Earth as a unique, ongoing experiment).

GEOE 220. Computer Applications in Geology and Environmental Science. 2 Credits.
Introduction to the application of computers, software, and digital processing in the geological and environmental sciences.

GEOE 256. Critical Thinking in the Geosciences. 2 Credits.
An introduction to the study of geoscience and skills needed to successfully complete a geoscience degree.

GEOE 301. Petrophysic. 3 Credits.
Mineral and rock formation, identification and petrophysical properties, particularly with respect to porpous rocks and their interactions with fluids. Prerequisite: GEOE 203. Corequisite: GEOE 301L.

GEOE 301L. Petrophysic Laboratory. 1 Credit.
Laboratory to accompany GEOE 301. Prerequisite: GEOE 203. Corequisite: GEOE 301.

GEOE 302. Reclamation Engineering. 3 Credits.
Principles of reclamation emphasizing: the need for reclamation; geology and hydrogeology of disturbed landscapes, geological, hydrological, and ecological reclamation objectives; current reclamation practices; reclamation of abandoned mine lands; reclamation design; laws, regulations, permits, bonds, and public perception. Includes laboratory and field trip. Prerequisite: GEOE 101 or GEOE 203 or consent of instructor.
GEOL 311. Geomorphology. 4 Credits.
Dynamics of weathering, mass movement, running water, groundwater, waves, wind and ice in the production of landforms. Includes field trips and laboratory. Prerequisites: GEOL 101 or GEOE 203; MATH 165, PHYS 211, CHEM 121 or consent of instructor.

GEOL 318. Mineralogy. 3 Credits.
Survey of the origin, distribution and uses of rock-forming minerals. Introduction to mineral structures, crystal chemistry, and crystallography. Laboratory identification of common minerals in hand sample and petrographic thin section. Introduction to the use of the polarizing microscope. Includes field trip. Prerequisites: GEOL 101 or GEOE 203, and CHEM 121 or consent of instructor.

GEOL 320. Petrology. 3 Credits.
Description, classification and origin of igneous, metamorphic, and sedimentary rocks. Field and laboratory study of rocks. Engineering properties of earth materials. Advanced aspects of optical mineralogy. Includes laboratory. Prerequisite: GEOL 318.

GEOL 321. Geochemistry. 3 Credits.
Application of the principles of chemistry to geologic and hydrogeologic problems. Origin and distribution of the chemical elements. Introduction to radiochemistry, isotopic geochronology, and stable-isotope geochemistry. Prerequisites: GEOL 318, CHEM 122, and MATH 165 or consent of instructor.

GEOL 322. Geology, Society, and the Environment. 3 Credits.
Relationship of geology to society; natural hazards; misuse and repair of our natural environment; application of geology to engineering, land planning, and resource management. Prerequisite: One introductory geology course or upper division standing; MATH 103 is recommended.

GEOE 323. Engineering Geology. 4 Credits.
Application of geological and environmental principles to geotechnical engineering design, construction, and operation. Prerequisites: One introductory geology course, MATH 165 and upper division standing in geology or engineering.

GEOL 330. Structural Geology. 3 Credits.
Mechanics of rock deformation, analysis of rock structures, preparation and interpretation of geologic maps and cross sections showing structural and tectonic features. Includes laboratory. Prerequisites: GEOL 318, GEOL 320 and MATH 105.

GEOL 340. Digital Mapping Methods. 3 Credits.
This course integrates “hands-on” data acquisitions and map generation with an overview of the technology (GIS, lasers, and data management). Field projects focus on mapping methodology and laboratory projects focus on analysis and presentation. It is assumed that students have an undergraduate geology background and a basic knowledge of computer applications. Junior Standing in geology is the prerequisite.

GEOL 342. Environmental and Conservation Hydrology. 3 Credits.
Topics relating hydrology to the environment and water conservation, including the global and local hydrological cycle, flood occurrence and prediction, water pollution, erosion and sedimentation, wetlands, and water management. Prerequisites: Introductory geology course or upper division standing; MATH 103.

GEOL 356. Geoscience Lectures. 1 Credit.
Students attend and evaluate departmental lectures given by visiting scientists and engineers, faculty, and students. May be repeated once. May not be taken concurrently with GEOL 422.

GEOE 397. Cooperative Education. 1-8 Credits.
For qualified students majoring in geological engineering, geology, or environmental geology and technology. A practical work experience with an employer closely associated with the student’s academic area. Positions may require student relocation for one or more semesters. Arranged by mutual agreement among student, department, and employer. Special permission required. Repeatable to 24 credits.

GEOL 407. Petroleum Geology. 3 Credits.
Origin, accumulation and geologic occurrence of petroleum and gas. Prerequisites: GEOL 101 or GEOE 203, and GEOL 102.

GEOL 410. Site Characterization. 3 Credits.
Purposes, techniques, and tools of site investigation. Covers geologic, hydrologic, and ecologic concerns. Hands-on application of principles, tools and techniques at real sites. Prerequisites: GEOL 220, GEOL 311, GEOL 414; BIOL 332, BIOL 332L.

GEOL 411. Sedimentology and Stratigraphy. 5 Credits.
Origin, transportation, deposition, and diagenesis of sediments; principles and applications of stratigraphy. Includes field trip and laboratory. Prerequisite: GEOL 320.

GEOL 414. Applied Geophysics. 3 Credits.
Principles of various geophysical methods and their application to geologic problems. Prerequisites: GEOL 101 or GEOE 203; MATH 165; and PHYS 211 or 251.

GEOL 415. Introduction to Paleontology. 4 Credits.
The principles of paleontology/paleobiology are presented using fossils to document the evolutionary, stratigraphic, and paleoecologic history of animal and plant life on Earth. Includes field trip and laboratory. Prerequisites: GEOL 102. Recommended: BIOL 150, BIOL 151.

GEOE 417. Hydrogeology. 3 Credits.
Physical and chemical aspects of groundwater movement, supply, and contamination. Prerequisites: CHEM 121 or CHEM 221; MATH 166 or consent of instructor.

GEOE 418. Hydrogeological Methods. 2 Credits.
Field and laboratory methods used in hydrogeology; techniques of drilling, well and piezometer installation, determination of aquifer parameters, geophysical exploration, soil classification and analysis, ground water sampling and analysis. Includes field trip. Prerequisite: GEOE 417.

GEOE 419. Groundwater Monitoring and Remediation. 3 Credits.
Statistical methods for groundwater sampling and monitoring network design. Groundwater remediation and design; including strategies that remove contaminants for external treatment and strategies for in-situ contaminant treatment. Prerequisites: MATH 186, GEOE 417 and a statistics course (ECON 210, PSYC 241, MATH 321 or MATH 353) or consent of instructor.

GEOL 420. The Evolving Earth. 3 Credits.
A synthesis of the physical, biological, and chemical changes on Earth through time set within geologic systems and unifying concepts. Senior standing in geology is the prerequisite.

GEOL 421. Seminar I. 1 Credit.
Instruction and practice of oral and visual presentation in science and engineering. Includes preparation and delivery of artifact talks, chalk talks, and slide talks. Involves critical review of student presentations and departmental guest lectures. Prerequisite: GEOL 356.

GEOL 422. Seminar II. 1 Credit.
Continuation of GEOL 421 experience. Preparation and delivery of oral presentations in science and engineering, culminating in oral presentation of senior thesis (Geol 490) or Engineering Design (485). Includes critical review of student presentations and departmental guest lectures. Prerequisites: GEOL 421, senior or graduate status in departmental major.

GEOE 425. Design Hydrology for Wetlands. 3 Credits.
Principles of chemistry, geology, hydraulics, and hydrology applied to natural and constructed wetlands and other small catchments. Prerequisites: CHEM 121 and either CE 306/ME 306 or GEOE 417.

GEOE 427. Groundwater Modeling. 3 Credits.
Fundamentals of numerical modeling applied to groundwater flow. Short programs using the finite difference method will be written to demonstrate groundwater movement and storage. Simulation of practical groundwater problems will be carried out using the U.S. Geological Survey’s MODFLOW code. Prerequisites: GEOE 417 and MATH 265; some programming experience is recommended.

GEOE 455. Geomechanics. 3 Credits.
Principles of geomechanics and its application to petroleum and geological engineering. Prerequisites: GEOE 323 or consent of instructor.

GEOE 455L. Geomechanics Laboratory. 1 Credit.
Laboratory to accompany GEOE 455. Prerequisites: GEOE 323 or consent of instructor. Corequisite: GEOE 455 or consent of instructor.

GEOE 484. Geological Engineering Design. 3 Credits.
The first of a two-course sequence in geological engineering design. Define the design problem, establish design objectives, evaluate alternatives, specify constraints, determine a methodology, complete a formal design problem statement. Advanced level standing in Geological Engineering and consent of advisor are the prerequisites.
Two options are offered for the History major, and each by itself leads to a B.A. with a major in History. Option A is primarily for those who plan to enter professional schools, such as law or the ministry, and graduate studies in history. The study of history may also serve as pre-professional preparation for other areas such as law or the ministry.

Prospective teachers should seek an adviser in the College of Education and Human Development in addition to their adviser in the History department.

## College of Arts and Sciences

### B.A. with Major in History

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies (see University ES listing).

II. One of the following curriculum options:

### Option A

**Major hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103</td>
<td>United States to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 104</td>
<td>United States since 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 240</td>
<td>The Historian’s Craft</td>
<td>3</td>
</tr>
<tr>
<td>HIST 440</td>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>Electives (15 must be upper level)</td>
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<td>21</td>
</tr>
</tbody>
</table>

## History (Hist)

http://www.arts-sciences.und.edu/history

Berger, Broedel, Burin, Campbell, Caraher, Iseminger, Kelsch, Mochoruk, Porter, Prescott and Reese (Chair)

The History program at the University prepares students to understand themselves and their society, as well as people in different cultures in the past and in the present. Beyond this, the department prepares students for the teaching of history at all levels, public history, government service, and graduate studies in history. The study of history may also serve as pre-professional preparation for other areas such as law or the ministry.

Two options are offered for the History major, and each by itself leads to a B.A. with a major in History. Option A is primarily for those who plan to enter professional schools, such as law, and for those who want to pursue advanced work in history at the graduate level. Option B is designed primarily for those who want to enter public history professions, government service, business, or teaching at the secondary level.

## Required in other departments

Level IV proficiency in a foreign language.

<table>
<thead>
<tr>
<th>Total Credits</th>
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### Option B

**Major hours**

<table>
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<tbody>
<tr>
<td>HIST 101</td>
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<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>Western Civilization II</td>
<td>3</td>
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<tr>
<td>HIST 103</td>
<td>United States to 1877</td>
<td>3</td>
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<tr>
<td>HIST 104</td>
<td>United States since 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 240</td>
<td>The Historian’s Craft</td>
<td>3</td>
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<td>HIST 440</td>
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<td>Electives (15 must be upper level)</td>
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</table>

Select six from the following:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ANTH 171</td>
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<tr>
<td>ECON 105</td>
<td>Elements of Economics</td>
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<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
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<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<td>GEOG 151</td>
<td>Human Geography</td>
<td>3</td>
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<tr>
<td>GEOG 161</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>IS 121</td>
<td>Introduction to American Indian Studies</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 185</td>
<td>Introduction to Classical Mythology</td>
<td>3</td>
</tr>
<tr>
<td>POLS 220</td>
<td>International Politics</td>
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<tr>
<td>or POLS 225</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
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<tr>
<th>Total Credits</th>
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<td>57</td>
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## Minor in History

Required 20 credits, at least 6 must be in upper division courses, including:

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>Western Civilization I</td>
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</tr>
<tr>
<td>HIST 102</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103</td>
<td>United States to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 104</td>
<td>United States since 1877</td>
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<table>
<thead>
<tr>
<th>Total Credits</th>
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<tbody>
<tr>
<td>20</td>
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</table>

## Related Field Concentration in Intellectual History, Minor Only

Required: 20 credits Upper Level work approved by the chairs of the History or Philosophy Departments.

Such courses as follows may be used:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 330</td>
<td>The United States: Social and Cultural, 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 300</td>
<td>Ancient Philosophy</td>
<td>3</td>
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<tr>
<td>PHIL 301</td>
<td>Medieval Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 302</td>
<td>Renaissance and Enlightenment</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 303</td>
<td>Kant and the Nineteenth Century</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 312</td>
<td>American Philosophy</td>
<td>3</td>
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<tr>
<td>ART 210</td>
<td>History of Art I</td>
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</tr>
<tr>
<td>&amp; ART 211</td>
<td>and History of Art II</td>
<td>6</td>
</tr>
<tr>
<td>ART 410</td>
<td>History of Art: Selected Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

## Courses

**HIST 101. Western Civilization I. 3 Credits.**

An interpretive survey of Western Civilization from earliest times to the close of the European Middle Ages.
HIST 102. Western Civilization II. 3 Credits.
A comprehensive survey of Western Civilization from the Reformation to the present, with emphasis on movements and institutions common to Western Europe and their influence on the rest of the world.

HIST 103. United States to 1877. 3 Credits.
A survey of early American history, including old world background, transformation of British institutions into American institutions, revolution, and the establishment of the Union with its temporary breakup in Civil War.

HIST 104. United States since 1877. 3 Credits.
A survey of the history of the United States since Reconstruction, including the transformation of an isolationist, agrarian nation into an urban industrial and world power with attention to the resulting domestic social, economic and political changes.

HIST 204. Canada to 1867. 3 Credits.
A survey of pre-Confederation Canadian history from the pre-Columbian period to 1867. Particular attention will be paid to the social, economic, and political factors in Europe and North America which shaped Canada's colonial history occurring since the Civil War.

HIST 205. Canada since 1867. 3 Credits.
A survey of Canadian history from Confederation to the present. Beginning with an overview of pre-Confederation Canada, this course will focus upon the cultural, economic, and political factors that have shaped Canada in the modern era.

HIST 210. United States Military History. 3 Credits.
A survey from colonial times to the present of the Army's role in the formulation and implementation of national defense. Attention is given to the Constitutional and legal status of the Army, changing concepts in military organization and training, public attitudes toward the military, and the influences of the Army on American society. Specific wars and battles are studied in terms of military tactics and strategy.

HIST 220. History of North Dakota. 3 Credits.
A survey emphasizing settlement and development, noting the consequences of the state's location, climate, and settlers on the situation in which it now finds itself. Special attention is paid to the Nonpartisan League story and the transformation of an isolationist, agrarian nation into a modern state.

HIST 220D. Discussion.

HIST 230. History of Modern Science. 3 Credits.
An introductory survey of the origins and development of modern western science from the Renaissance to the present. Course themes will include the history of the scientific worldview, the early modern Scientific Revolution, the institutional and social contexts of western science, and the histories of particular issues in the life and physical sciences.

HIST 240. The Historian's Craft. 3 Credits.
An introduction to research and writing history. Students will learn critical reading of secondary sources, how to locate and evaluate resources, how to analyze evidence, how to apply the style and form of historical writing, and how to utilize methods of research. Students will also study historiography and types of historical writing and practice.

HIST 250. The Civil Rights Movement. 3 Credits.
This course examines the "long" Civil Rights Movement, surveying not only the well-known struggles of the 1954-1965 period, but also significant episodes that came before and after that famous era. Along the way, the class explores contemporaries' accounts of the movement, how the crusade has been portrayed over the years, how Americans remember the saga nowadays, and civil rights today.

HIST 269. World War II. 3 Credits.
A brief survey of the background, strategy and major campaigns of World War II including some of the diplomatic and political problems encountered by the major belligerents. The course includes extensive use of documentary film.

HIST 300. Topics in History. 1 Credit.
Topics in history which allow the student to study a specialized subject. 4 credits may apply to the history minor; 6 credits to the history major. Repeatable to 6 credits.

HIST 301. Medieval Civilization. 3 Credits.
A survey of the development of Europe from the late Roman Empire to the Renaissance. Emphasis is on political and intellectual developments.
HIST 341. Women in European History since 1750. 3 Credits.
This course surveys women’s experiences in the development of European civilization from the mid-18th century to the present. The class will examine such issues as perceptions of gender, the role of institutions in defining women’s "place," women’s contributions to their societies, economies, states and cultures, the realities of their daily lives and their responses to these realities, and the significance for women of such developments as the industrial revolution, modern political revolutions, the First and Second World Wars, the Holocaust and the Cold War.

HIST 343. Ancient Greece. 3 Credits.
A study of Greek prehistory and history to the end of the Hellenistic era. Greek achievements in art, commerce, literature, politics, religion, science, and technology are surveyed.

HIST 344. Ancient Rome. 3 Credits.
A survey of the prehistory, historical development, and ultimate decline in Rome. In addition to inquiries into the military, political, cultural, economic, and religious experiences of the ancient Romans, this course will attempt to delineate those qualities of life that were peculiarly Roman.

HIST 345. The Ancient Near East. 3 Credits.
A course intended to acquaint the student with cultures of the ancient western Asian world. Egypt, Iran, Iraq, Turkey, and the Levant are the areas emphasized.

HIST 349. War in Early Modern Europe. 3 Credits.
The course examines the "modern military revolution"—the advent of firearms and professional armies—and the effects upon European politics, economics, culture and thought, from the end of the middle ages through the French Revolution.

HIST 350. Europe: The Reformation, 1500-1648. 3 Credits.
The flow of events and ideas in Europe from the beginning of the Reformation to the end of the religious wars.

HIST 351. Europe: Age of Absolutism, 1648-1789. 3 Credits.
The flow of events and ideas in Europe from the end of the Thirty Years’ War to the French Revolution.

HIST 352. Europe: French Revolution and Napoleonic Era, 1789-1815. 3 Credits.
An engaging course that serves as an admirable vehicle with which to observe human nature at its best and worst, as people responded to unprecedented and unexpected problems and opportunities. Neither Europe nor the world were the same after this classic revolution and studying it compels a conclusion on how revolutions begin and, once begun, whether they move under their own momentum from moderation to excess to reaction.

HIST 353. Europe: 1815-1918. 3 Credits.
A study of such movements as industrialism, socialism, nationalism, and imperialism, developing the theme that those who sought to change behavior, institutions, frontiers, or governments from 1815 to 1848 employed idealistic and impractical means. After the 1848 revolutions that swept over Europe, a new "toughness of mind" emerged and those seeking to effect change became more practical and pragmatic, as manifested, for example, in Marxism and Realpolitik.

HIST 355. Europe since 1918. 3 Credits.
A survey of European history from 1914 to the present, with emphasis on the issues, institutions, and problems confronting Europeans after the Great War of 1914-1918, a war that was fought "to make the world safe for democracy," but which was an event that signified "the end of the European Age," a period during which Europeans and their institutions had exerted a dominant influence around the world.

HIST 362. Modern China. 3 Credits.
A survey of the political, economic, social, and intellectual history of China from the Opium War (1842) until the present. Special attention will be paid to the problems of modernization in traditional societies and to the nature of fundamental social revolution.

HIST 370. African-American History to 1877. 3 Credits.
This course begins with an examination of when and why the idea of race first developed; it then surveys colonial slavery, the impact of the American Revolution on race relations, and the slave community during the antebellum period. We also consider the lives of free blacks in the North and South, as well as the similarities and differences between U.S. and Latin American slavery. The course concludes with a detailed look at Reconstruction, this nation’s experiment in interracial democracy. Through lecture, discussion, projects, and writing assignments, History 370 highlights both the tribulations and triumphs of African Americans.

HIST 371. African-American History since 1877. 3 Credits.
This course begins with a brief overview of Reconstruction; it then examines Populism, the entrenchment of Jim Crow segregation, and the philosophies of Booker T. Washington and W.E.B. Du Bois. We also explore the impact of World War I on African Americans, as well as the Great Migration, the Harlem Renaissance, and the Great Depression/World War II era. Several weeks are devoted to the Civil Rights and Black Power Movements, and the course concludes with an examination of contemporary race relations. A mixture of lectures, discussion, projects, and writing assignments, History 371 emphasizes both the travails and triumphs of African Americans since 1877, and endeavors to discover (and cultivate) the forces which promote racial equality and social justice.

HIST 381. Modern Africa. 3 Credits.
This course will survey Africa’s history from the earliest times to the present. The majority of the class will focus upon the period from 1500 to the present and will explore how both internal and external forces shaped Africa’s history, especially in the 19th and 20th centuries. The class will spend time discussing the current problems and opportunities of Africa to present the students with a broad understanding of globalization.

HIST 397. Cooperative Education. 3 Credits.
A practical work experience with an employer closely associated with the student’s academic area. 3 credits repeatable to 9. Arranged by mutual agreement among student, department, and employer. May be repeated to a maximum of 9 credits.

HIST 399. Selected Topics in History. 2-3 Credits.
Selected topics in history which allow the student to study a specialized subject. Credits may apply to history major or minor.

HIST 406. The United States: Civil War and Reconstruction, 1850-1877. 3 Credits.
A study of American society from the end of World War I through World War II. Emphasis will be placed upon the Republican ascendancy and social changes during the 1920s, the causes of the Great Depression, the New Deal, the road to World War II, and the war, especially the homefront.

HIST 412. U.S. Foreign Relations since 1900. 3 Credits.
An advanced survey of the major policies advocated and pursued by the U.S. during the 20th century.
HIST 413. The United States since 1945. 3 Credits.
An advanced examination of the United States as it has developed from the height of its power, influence, and prosperity through years of upheaval, cultural and political transformation, and economic decline.

HIST 419. Great Britain since 1815. 3 Credits.
A survey of British history since 1815 with an emphasis on the state of mind known as "Victorian," as it was manifested, practiced, or criticized in the nineteenth century; its influence on economics, politics, foreign affairs, and social policy; and its vestiges in modern-day Britain.

HIST 421. The British Empire, 1496-1884. 3 Credits.
A survey of British Imperial history from the Tudors to the "Scramble for Africa." Particular attention will be paid to the social, economic, and political factors which shaped Britain's Imperial history as well as the history of its colonies.

HIST 422. The British Empire and Commonwealth, 1884-the Present. 3 Credits.
A survey of British Imperial history from the "Scramble for Africa" to the present. Beginning with an overview of the early Empire, this course will focus upon the cultural, economic, and political factors which shaped and led to the deconstruction of the Empire/Commonwealth in the modern era.

HIST 423. Historical Perspectives on the Holocaust, 1919-1945. 3 Credits.
This course is devoted to exploring the Holocaust from a historical perspective. This includes examining the events leading up to it, the horror destruction that took place from 1939-1945, and how the Holocaust is remembered by Americans. World War II devastated European society and most Jewish communities were virtually destroyed. Those deemed "handicapped" by Nazis were slated for death, as were Roma and Sinti populations. Political opponents and homosexuals were severely persecuted and killed. This class will explore the extremely complex questions of how and why this happened. In addition, we will examine how history is written. The study of history involves active Interpretation and critical thought, and to this end, we will evaluate the arguments of several historians to help us answer the questions framing this class. Students should expect a discussion oriented class centered around assigned daily readings. Lectures, videos, and discussion of current events will supplement the readings-based discussion.

HIST 424. European Witch Trials. 3 Credits.
An examination of the development and content of European witch-beliefs and persecution, from their origins in antiquity and the middle ages through the dawn of the modern era. Emphasis upon witchcraft as a social, legal, and cultural phenomenon.

HIST 425. American Family in Historical Perspective. 3 Credits.
This course is devised as a survey of the family over the nation's first 400 years of existence. Course members will examine variations in the structure of the family, changes in the definition of the family and the forces which have wrought significant alterations in this most basic of social institutions, taking into consideration race, culture, and gender.

HIST 426. Revolutions in Modern Europe. 3 Credits.
This course will take a social history approach to explore what constitutes a "revolution." We will focus on the non-elites who played key roles revolutionizing European societies inside and outside of Europe's borders by examining the actions of non-elites, including women, ethno-religious minorities, colonial peoples, and the lower class. In doing so, we will stretch the boundaries of traditional conceptions of "the revolution" by incorporating a global view of how to understand revolutionary social change in Europe.

HIST 431. Seminar in the History of the Great Plains. 3 Credits.
This course promotes focused study of the Great Plains of North America through reading, discussion, research, and writing. Students will examine all aspects of Great Plains history including culture, environment, social organization, economics, and politics from the ancient past to the present.

HIST 440. Research. 3 Credits.
In this course, students will design and conduct a major research project. Students will work with a member of the faculty who will guide their research. Students will write a paper and present their research orally.

HIST 450. European Social History. 3 Credits.
This course will cover the methods, historiography, and problems of European social history. The course is divided into three sections for topical content: the Ancien Regime, the Age of Reform, and the Twentieth Century. There are several fairly specific skills students will develop, all of which can loosely be organized under the general heading of "how historians think:" to be able to distinguish between a primary and a secondary source; to be able to analyze a primary source within its appropriate historical context; to be able to locate the thesis or argument in a secondary source and to be able to offer an informed evaluation of that argument; to be able to read a secondary source within its particular context as part of a larger discussion of facts, individuals, events, etc.; and to be able to construct a sound historical thesis/argument of their own, whether in writing or class discussions.

HIST 460. The Atlantic World. 3 Credits.
This is a comparative world history course that focuses upon the cultural, economic, social, political, ideological and religious interaction, competition, conflict and change between Western Europe, West Africa, and the Americas. The course will begin in the 1400s by examining the foundations of European expansion and end with the revolutions of the Americas and Europe in the late 18th and early 19th centuries. A major focus of the class will be cultural interaction, the slave trade, and the foundations of the modern world system.

HIST 470. United States-Canadian Relations, 1776 to the Present. 3 Credits.
This course explores the historical relationships linking and dividing Canada and the United States of America since 1774. Because of the unique constitutional and diplomatic status of British North America and then Canada itself, this course examines the often complex tri-partite relationship between the U.S., Canada, and Great Britain.

HIST 480. Introduction to Public History. 3 Credits.
An introduction to public history at federal, state, and local levels. Emphasis is given to archival theory, oral history, museum studies and historic preservation, with attention to awareness of historical resources.

HIST 481. Public History Practice. 3 Credits.
A practicum in which the student learns through experience the techniques of public history work.

HIST 489. Senior Honors Thesis. 1-15 Credits.
Supervised independent study culminating in a thesis. Total not to exceed 15 credits. Prerequisites: Consent of the Department and approval of the Honors Committee.

HIST 494. Readings in History. 1-3 Credits.
Repeatable to 6 credits.

Histotechnician Certificate Program

http://www.medicine.nodak.edu/histotech

Droog, Hoffman, Paur (Program Director) and Sens (Chair)

The Histotechnician Certificate Program at the University of North Dakota is within the Department of Pathology. It is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), at 5600 N. River Road, Suite 720, Rosemont, IL 60018, 773-714-8880.

Histotechnicians prepare specimens for research or medical diagnosis by a pathologist. They work to process tissues that have been removed during surgery. Fine motor skills are used to cut the tissue into very thin slices which are mounted on slides and stained with special dyes to make cellular detail visible under the microscope. Microscopic examination of these tissue sections allow for the detection of disease processes and aids in deciding the course of treatment for the patient.

Histotechnicians must work quickly, as they are frequently under pressure to deliver results while the patient is in surgery. They work with fragile, delicate instruments, knives, chemicals and glass slides. He or she must value precision and be comfortable working with equipment that requires careful monitoring.

Histotechnologists work in hospitals, for-profit laboratories, clinics, public health facilities, and industry. Additional opportunities are available in industrial research, veterinary pathology, marine biology and forensic...
Admission Requirements

Admission to the certificate program is open to all individuals who meet the following requirements:

- Verification of a cumulative GPA of 2.8 on a scale of 4.0
- Completion of the following courses with a C or better:
  - Social Science, Humanities or Composition
  - Introduction to Chemistry
  - Concepts of Biology
  - Math at the high school or college level
  - Criminal background check
  - Immunization records
  - Verification of acceptance by a clinical site that meets the specification for acceptance in the Histotechnician Certificate Program

At least 60 credits of post-secondary coursework are recommended before applying for admission to the Histotechnician Certificate Program.

Curriculum:

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<td>PATH 360</td>
<td>Histopathology Laboratory Theory</td>
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<td>PATH 362</td>
<td>Histotechniques I</td>
<td>3</td>
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<tr>
<td>PATH 363</td>
<td>Histotechniques II</td>
<td>3</td>
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<tr>
<td>PATH 367</td>
<td>Histology Practicum I</td>
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<td>PATH 368</td>
<td>Histology Practicum II</td>
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<td><strong>Total</strong></td>
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</table>

- Online course
- Clinical Internship at accredited medical center

Exceptions for acceptance of students may be made by petition to the Department of Pathology Professional and Academic Standards Committee at the University of North Dakota School of Medicine and Health Sciences.

Upon successful completion of the program the student will receive a Histotechnician Certificate from UND and will have met the eligibility requirements for the national certification examination.

All students registered in the Histotechnician Certificate courses have a specific Histotechnician tuition assessed; additional information may be obtained from the Clinical Laboratory Science office (701-777-2634).

PATH 360. Histopathology Laboratory Theory. 3 Credits.
This course presents an overview of topics related to histology laboratory operations and an introduction to histology laboratory management. Departmental approval is the prerequisite.

PATH 362. Histotechniques I. 3 Credits.
This course is the introduction to the fundamental techniques, including fixation, processing, instrumentation, and solution preparation. Cytoplasmic, nuclear, carbohydrate, and amyloid staining will be presented.

PATH 363. Histotechniques II. 3 Credits.
This course is the continuation of the fundamental techniques of histology, including muscle and connective tissue, nerves, microorganisms, pigment, minerals, cytoplasmic granules, immunohistochemistry, and enzyme histochemistry.
HON 293. Colloquium in the Sciences. 1-4 Credits.
Interdisciplinary courses on varying topics related to the sciences; student participation in the form of writing, research, and discussion is stressed. Repeatable. Prerequisite: Admittance to the Honors Program.

HON 301. Honors Mode. 1 Credit.
A method of using a 1 credit study load to increase the level of any standard course to an Honors quality course. It provides an intellectual enhancement to a standard course. Prerequisite: Standard course which Honors Mode complements; see department for approval.

HON 372. Advanced Social Science Colloquium on US Diversity. 3 Credits.
This course is designed to provide an Essential Studies Social Sciences-based, US Diversity overlay course.

HON 381. Exploring Global Diversity through Humanities. 3-4 Credits.
This course is designed to give students a study abroad experience without having to spend an entire semester abroad. During the semester the students will study the history, art, literature, culture and language of a chosen country. While it is possible that other aspects of the country will be studied the emphasis will be on Humanities subject areas. At the end of spring semester the instructor, students and other chaperones (as needed) will travel to the studied country for 10 to 14 days. The travel will be a requirement.

HON 382. Exploring Global Diversity through Social Science. 3-4 Credits.
This course is designed to give students a study abroad experience without having to spend an entire semester abroad. During the semester the students will study the history, geography, government, politics and culture of a chosen country. While it is possible that other aspects of the country will be studied the emphasis will be on Social Science subject areas. At the end of spring semester the instructor, students and other chaperones (as needed) will travel to the studied country for 10 to 14 days. The travel will be a requirement.

HON 391. Advanced Colloquium in the Humanities. 1-4 Credits.
Advanced interdisciplinary courses on varying topics in the humanities. Repeatable. Prerequisite: Admittance to the Honors Program.

HON 392. Advanced Colloquium in the Social Sciences. 1-4 Credits.
Advanced interdisciplinary courses on varying topics in the social sciences. Repeatable. Prerequisite: Admittance to the Honors Program.

HON 393. Advanced Colloquium in the Sciences. 1-4 Credits.
Advanced interdisciplinary courses on varying topics in the sciences. Repeatable. Prerequisite: Admittance to the Honors Program.

HON 395. Prospectus Development. 1 Credit.
An introduction to the senior thesis process. Students will design a senior thesis project and write a prospectus for submission to the Honors Committee. Prerequisites: Junior standing and full membership in Honors Program.

HON 399. Independent Study. 1-4 Credits.
Individual instruction on specified topics arranged by mutual agreement among teacher, student, and the Program. Repeatable to 12 credits. Prerequisite: Admittance to the Honors Program.

HON 489. Senior Honors Thesis. 1-8 Credits.
Supervised independent study culminating in a thesis. Repeatable to 9 credits. Prerequisites: Consent of the Department and approval of the Honors Committee.

HON 490. The University: An Interdisciplinary Capstone. 3 Credits.
This senior-oriented, interdisciplinary course encourages students to reflect upon, and critique, not only the institution granting them a degree, but all such institutions. The course asks seniors to consider various critiques of higher education from several points of view: economic, political, social, educational, cultural, and philosophical. Topics include the cost and "value" of higher education; the "politics" of the university, transitioning out of college, and the knowledge-power divide between students and faculty. Prerequisite or corequisite: Second semester junior standing or higher.

Humanities (Hum)

http://www.arts-sciences.und.edu/humanities

Barrentine, Carmichael (Coordinator), LaPierre, Lauritzen, Leber-Gottberg, Magness and Swney

Remembering history, imagining the future: the Humanities include a broad category of disciplines such as the classics, literature, languages, history, music, visual and performing arts, philosophy, and religion, all of which are concerned with studying aspects of the human condition, what it means to be human. Through a process of asking questions, evaluating assumptions, and analyzing beliefs, students of the Humanities reflect on what they know, assess what they think, and judge why they think it. This type of exploration demands disciplined thought, clear articulation of ideas, and cooperative discussion as preparation for the complex decisions and judgments that life and work present.

The mission of the Humanities Program is to provide courses which meet the University's Essential Studies requirements. Emphasis is placed on small group discussion, critical reading of classical and modern texts, and written responses to the materials of the course; reading, writing, research, dialogue, and conversation are central to class meetings. The study of the Humanities promotes the development of many important skills:

- reading
- writing
- critical thinking (reasoning, organizing ideas, making distinctions, recognizing important similarities, grasping what is essential)
- decision-making (maturity and refinement of judgment, ability to give good reasons)
- communication (clear, cogent expression of ideas and beliefs, both orally and in written form)
- self-understanding
- valuation (ability to deal rationally with questions of value, to set priorities and balance competing ideals)
- cross-cultural awareness
- aesthetic sensibility
- civic responsibility

The Humanities Program also administers the Integrated Studies Program, a nationally-known, award-winning interdisciplinary Essential Studies program for first year students. See the Integrated Studies Program (p. 142) listing for more information.

Courses

HUM 101. Introduction to Humanities I. 4 Credits.
This course is designed to introduce beginning university students to the major disciplines of the Humanities: literature, philosophy, history, religion, drama, music, and art. The literature chosen each semester will vary, often focusing on a central theme. Class time will be used to discuss the texts and students will be expected to attend events in the fine arts.

HUM 101L. Humanities Recitation.

HUM 102. Introduction to Humanities II. 4 Credits.
While this course has the same structure and goals as Humanities 101, its subject matter will focus more carefully on chosen genres, themes or time periods. The literature chosen for this course will require students to compare and contrast ancient and modern ideas in the major disciplines of the Humanities. Class time will be used to discuss the texts and students will be expected to attend events in the fine arts.

HUM 212. Integrated Cultural Experience. 3 Credits.
This course seeks to examine human concerns and motivations through the examination of artistic and cultural expressions. Students will attend and analyze various types of cultural events, including dramatic productions, art shows, films, and music concerts to examine the sub-text of the human condition. They will also study texts in which authors present philosophies regarding the nature of art and the importance of particular mediums (poetry, visual arts, film, etc.) in voicing personal and social concerns. In addition, students will study the philosophy of philanthropy by researching and gaining personal experience in a community service activity. Prerequisite: Consent of instructor.

HUM 224. Integrated Social Science Inquiry. 2-4 Credits.
Readings and discussion of selected works that reflect the methodology and concerns of the social sciences; integration of social science topics and methods with other Integrated Studies courses/topics.

HUM 225. Advanced Integrated Social Science. 2-4 Credits.
A continued, in-depth exploration of social science topics raised in Humanities 224; Integrated Social Science. This course will require that students pursue more advanced research in and consideration of topics included in the social sciences as they relate to the Integrated Studies Program theme.
HUM 270. Integrated Studies Life Sciences. 3 Credits.
An exploration of historical and modern developments in evolution and genetics that have altered our conception of what it means to be human. This course examines the philosophical, psychological, and sociological implications of contemporary neo-Darwinian thought. No laboratory.

HUM 271. Integrated Studies General Science. 3 Credits.
An exploration of the nature of science, with the aim of discovering how scientists employ powerful epistemological methods in order to construct a body of cumulative knowledge that represents a fairly accurate, although always tentative, approximation of external reality. This course examines the inextricable conceptual connections which link and unify seemingly disparate sciences.

HUM 271L. Integrated Studies General Science Laboratory. 1 Credit.
Three-hour weekly laboratory to complement HUM 271. Students will design and implement experiments. Prerequisite or corequisite: HUM 271.

HUM 283. Integrated Source Analysis. 3 Credits.
In this course, students will examine chosen issues in the sciences, social sciences, and humanities and will gain a general familiarity with the academic and popular forums of writing and research in each discipline. They will become familiar with the research methodologies of each discipline and learn to integrate the different methods and perspectives with their own analysis.

HUM 300. Knowledge, Truth and Reality. 1-3 Credits.
An interdisciplinary exploration of the nature of knowledge, truth, and reality from the perspectives of science, philosophy, and religion.

HUM 391. Advanced Humanities Seminar. 1-4 Credits.
An interdisciplinary reading, writing and discussion course whose focus varies from semester to semester, but which draws on texts from the Humanities, Social Sciences, and Sciences.

HUM 408. Writing Across the Disciplines. 3 Credits.
This senior level course will provide students with an intensive writing experience that focuses on methods and strategies in the humanities, social sciences, and sciences. Students will gain an understanding of the theoretical underpinnings of the disciplines while they engage in the process of integrating disciplinary materials and writing tactics as well as formulating written responses to topics of current concern. Prerequisites: ENGL 120 or ENGL 125 and Junior/Senior standing.

Information Systems and Business Communication (ISBC)

http://www.business.und.edu/information-systems
Braathen, Lawson-Body, O’Keefe (Chair), Rotvold and Zuo

The Bachelor of Business Administration with a major in Information Systems is offered through the Department of Information Systems and Business Communication. This major offers broad preparation for a variety of information systems careers in corporate, government, and small business environments. Information Systems graduates attain careers as network administrators, database developers, information systems analysts, software programmers, technology consultants, computer support specialists, and a wide variety of emerging positions within the information systems and technology field. Positions range from entry-level information management systems positions, e.g., technical support, to those in senior management, e.g., Chief Information Officer (CIO).

College of Business and Public Administration

B.B.A. with a Major in Information Systems

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. College of Business and Public Administration requirements (see BPA (p. 479) listing) and including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ACCT 200</td>
<td>Elements of Accounting I</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>Elements of Accounting II</td>
</tr>
<tr>
<td>ACCT 315</td>
<td>Business in the Legal Environment</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
</tr>
<tr>
<td>ECON 303</td>
<td>Money and Banking</td>
</tr>
<tr>
<td>FIN 310</td>
<td>Principles of Financial Management</td>
</tr>
<tr>
<td>ISBC 117</td>
<td>Personal Productivity with Information Technology</td>
</tr>
<tr>
<td>ISBC 317</td>
<td>Information Systems in Enterprise</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MATH 146</td>
<td>Applied Calculus I</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Operations Management</td>
</tr>
<tr>
<td>MGMT 475</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>MRKT 305</td>
<td>Marketing Foundations</td>
</tr>
<tr>
<td>POLS 115</td>
<td>American Government I</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
</tr>
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</table>

Total Credits: 55

III. Information Systems Major Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISBC 240</td>
<td>Operating Systems Principles</td>
</tr>
<tr>
<td>ISBC 320</td>
<td>Professional Communication for Business</td>
</tr>
<tr>
<td>ISBC 330</td>
<td>Database Design</td>
</tr>
<tr>
<td>ISBC 340</td>
<td>Networking I</td>
</tr>
<tr>
<td>ISBC 350</td>
<td>Networking II</td>
</tr>
<tr>
<td>ISBC 370</td>
<td>Information Systems Programming</td>
</tr>
<tr>
<td>ISBC 410</td>
<td>Information Security</td>
</tr>
<tr>
<td>ISBC 430</td>
<td>Database Programming</td>
</tr>
<tr>
<td>ISBC 490</td>
<td>Information Systems Analysis and Design Seminar</td>
</tr>
</tbody>
</table>

Electives (minimum 9 credits)

Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISBC 361</td>
<td>Records and Information Management</td>
</tr>
<tr>
<td>ISBC 397</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>ISBC 431</td>
<td>Database Administration and Optimization</td>
</tr>
<tr>
<td>ISBC 451</td>
<td>Networking III</td>
</tr>
<tr>
<td>ISBC 471</td>
<td>Advanced Information Systems Programming</td>
</tr>
<tr>
<td>ISBC 499</td>
<td>Special Topics</td>
</tr>
</tbody>
</table>

Total Credits: 36

Minor in Information Systems

22 semester hours, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISBC 117</td>
<td>Personal Productivity with Information Technology</td>
</tr>
<tr>
<td>ISBC 240</td>
<td>Operating Systems Principles</td>
</tr>
<tr>
<td>ISBC 305</td>
<td>End-User Applications</td>
</tr>
<tr>
<td>ISBC 317</td>
<td>Information Systems in Enterprise</td>
</tr>
<tr>
<td>ISBC 330</td>
<td>Database Design</td>
</tr>
<tr>
<td>ISBC 340</td>
<td>Networking I</td>
</tr>
<tr>
<td>ISBC 370</td>
<td>Information Systems Programming</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 22

ISBC 300 or 400 level courses: Not to include ISBC 397 Cooperative Education, ISBC 490 Information Systems Analysis and Design Seminar

Courses

ISBC 117. Personal Productivity with Information Technology. 1 Credit.
Introductory lab-based course covering basic computer hardware, operating systems, software, and Microsoft Office tools.
ISBC 220. Business Research Writing. 3 Credits.
An exposure to research writing, including what research is and its importance in the business world. Students will be shown how to gather data, analyze data, and manage the writing process. Students will learn how to develop and structure an academic research paper. Prerequisites: ENGL 120 or ENGL125, and ISBC 117. Prerequisite or corequisite: ECON 210.

ISBC 240. Operating Systems Principles. 3 Credits.
An introduction to a variety of computer operating systems. Emphasis placed on terminology, concepts, system commands, architecture, maintenance, and troubleshooting. Hands-on experience with operating systems and operating environments such as Windows and UNIX at the workstation and server level. Prerequisite: ISBC 117.

ISBC 305. End-User Applications. 3 Credits.
Development of proficiency in the use of end-user software applications with emphasis on spreadsheet and database. Spreadsheet applications include solutions for typical business situations using functions, macros and linking. Database applications include development of and querying of databases, linking, generating forms and reports, and developing menus. Prerequisite: ISBC 117.

ISBC 317. Information Systems in Enterprise. 3 Credits.
Major emphasis on information technology, enterprise systems and business processes, database management, decision support systems, strategic information systems, and the utilization of these technologies as productive business professionals. Prerequisite or corequisite: ISBC 117.

ISBC 320. Professional Communication for Business. 3 Credits.
An overview of the communication process, including composition of business letters and reports, use of computer technologies, strategies for oral communication and listening, as well as a brief review of writing mechanics. Clear, concise, effective presentation and logical organization of business messages are emphasized.

ISBC 330. Database Design. 3 Credits.
Database design techniques to include, but not limited to, database models, terminology, database normalization, entity-relationship diagramming and an introduction to SQL. Prerequisite: ISBC 117.

ISBC 340. Networking I. 3 Credits.
Explores principles of networking computer systems; telecommunications hardware, software, and media components; and approaches to efficient business data communications. The student will be exposed to telecommunications terminology, concepts, protocols, and logical and physical design of local area networks. Prerequisite: ISBC 240.

ISBC 350. Networking II. 3 Credits.
An in-depth study of networking protocols, planning, design, security, VLANs, switch and router configuration, workstation and server management, troubleshooting, and when possible, enterprise level network topics. Prerequisite: ISBC 340.

ISBC 361. Records and Information Management. 3 Credits.
Stresses the systematic design and control over the creation, distribution, utilization, retention, storage, protection, preservation, and final disposition of records. Examination of the management of recorded information on a variety of media, including paper, and electronic records. Costs and systems analysis, electronic filing, computer-assisted retrieval, forms management, and imaging systems are also discussed. Prerequisite: ISBC 330.

ISBC 370. Information Systems Programming. 3 Credits.
An introduction to programming in a business environment. Students learn programming the database fundamentals and practices in writing programs to meets business requirements, solve business problems, and address business opportunities in the desktop, mobile and/or Internet/intranet environments. Prerequisite: ISBC 117.

ISBC 397. Cooperative Education. 1-3 Credits.
On-the-job compensated work experience in areas related to Information Systems. Repeatable to maximum of 3 credits. Overall GPA 2.5 and approval of the director of ISBE/ISBC Cooperative Education are the prerequisites.

ISBC 410. Information Security. 3 Credits.
An introduction to information security and information assurance. The students will achieve a firm intuition about what information security means; be able to recognize potential threats to information confidentiality, integrity and availability; be aware of some of the underlying technologies that address these challenges; and be conversant with current security-related issues in the field. This course addresses both the technical and behavioral aspects of information security. Prerequisites: ISBC 330, ISBC 340, and ISBC 370.

ISBC 430. Database Programming. 3 Credits.
Information system programming using embedded database queries and calls to stored procedures. The development of stored procedures and triggers in databases. Topics will include accessing data via ODBC native drivers, dynamic SQL generation, T-SQL and intermediate programming skills. Prerequisites: ISBC 330 and ISBC 370.

ISBC 431. Database Administration and Optimization. 3 Credits.
Focuses on the administration of business databases and the optimization of database performance at the server level. Topics may include but are not limited to user and security administration, physical organization and optimization, performance maintenance and monitoring, fault tolerance, database distribution and replication. Prerequisite: ISBC 430.

ISBC 444. Philosophy of Vocational Education. 3 Credits.

ISBC 451. Networking III. 3 Credits.
Focuses on exploring a variety of advanced networking topics. Students will develop knowledge and practical skills including, but not limited to, advanced configuration, implementation, security, and troubleshooting of network servers, services, devices, resources, and infrastructure. Prerequisite: ISBC 350.

ISBC 471. Advanced Information Systems Programming. 3 Credits.
Advanced-level programming in a business environment. Students apply programming and database theory, fundamentals and practices learned in ISBC 370 and ISBC 430 to address complex business problems and opportunities in the desktop, mobile and/or Internet/intranet environments. Prerequisite: ISBC 430.

ISBC 490. Information Systems Analysis and Design Seminar. 3 Credits.
The capstone course for the Information Systems major. System analysis and design is taught and applied through team development of an information system. Prerequisites: ISBC 320, ISBC 340, and ISBC 430.

ISBC 499. Special Topics. 1-3 Credits.
Topics will be selected on the basis of currency and relevancy to student needs. Repeatable to 12 credits.

Integrated Studies

http://www.und.edu/integrated-studies

Barrentine, Carmichael (Coordinator), LaPierre, Leber-Gottberg, Magness and Sweney

(The permanent faculty is supplemented by faculty from other University departments.)

A nationally-known, award-winning program, the Integrated Studies Program is housed in the Humanities Program at the University and provides a unique way to take the Essential Studies classes which UND requires. Students who take classes through Integrated Studies (ISP) will take three to five courses each semester; all courses help students fulfill Essential Studies (ES) requirements necessary for all University undergraduate degrees. (See University ES listing for information.) Each semester students receive credit from the following Essential Studies categories: Arts and Humanities; Communications; Social Sciences; and Math, Science, and Technology. Additional credits each term may also be offered in the Arts and Humanities category. Information on most course offerings can be found under the Humanities Department listing.

Below is an example of the Essential Studies requirements for undergraduates and the credits offered during one semester of ISP. Both a fall and a spring semester experience in the Program are offered; the total number of credits and their category distribution are similar each semester.

<table>
<thead>
<tr>
<th>Department</th>
<th>Required Credits at UND</th>
<th>Credits offered in one ISP Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Math, Science, Technology</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>
To emphasize and build connections between disciplines, all class activities and discussions are organized around a central theme. Class meetings include a variety of small group settings in which discussion among students is emphasized. In addition, students enrolled in these classes form a supportive learning community: they spend the entire semester studying the same materials together and form close relationships with each other and with the faculty team. The Program provides students an opportunity to hone skills such as:

- Integrating topics from classes together, as well as with their daily lives
- Critical thinking and problem solving
- Writing
- Close reading of texts
- Cooperative work
- Oral communication

Integrated Studies works well with most majors at UND and should appeal to students at all levels of academic proficiency; it is particularly recommended for students interested in Education, Communication, or Pre-Law Studies, and for deciding students. Students enrolled in the UND Honors Program may apply Integrated Studies credits toward their Honors requirements.

Students interested in the Integrated Studies Program can call (701) 777-3622, or write to Humanities and Integrated Studies, O’Kelly Hall Room 253, 221 Centennial Dr., Stop 7117, Grand Forks, ND 58202-7117. Information about the Program is also available online at: http://www.und.edu/integrated-studies. The Program’s office is located on the second floor of O’Kelly Hall, Room 253, on the University campus.

**Interdisciplinary Studies (IDS)**

http://www.arts-sciences.und.edu/interdisciplinary-studies

Thorp (Director)

The Integrated Studies program offers students a unique opportunity to pursue a major that combines courses from two or more disciplines. The program fosters learning, scholarship, and discovery and allows students to take advantage of new and emerging fields and topics of study. The University of North Dakota is fortunate to have faculty with sufficient breadth and depth of knowledge to provide a foundation for interdisciplinary studies. Students can take charge of their own education by designing a plan of study focusing on a topic of interest, in consultation with an adviser and with the consent of the Director of Interdisciplinary Studies and the program’s executive committee. In these individualized tracks, students will undertake an in-depth study of a topic area of their choice that synthesizes information and research from two or more disciplines. General requirements for the major are described below. Interested individuals should contact the Director of Interdisciplinary Studies in O’Kelly Hall, Room 253 (phone: 701-777-2613; e-mail: und.ids@und.edu).

In addition, Women Studies and Peace Studies are long-established programs at the University of North Dakota. These programs are described elsewhere in this catalog, but the major for both programs is administered through Interdisciplinary Studies. Students may choose to earn the B.A. in Interdisciplinary Studies: Women Studies or the B.A. in Interdisciplinary Studies: Peace Studies. Contact the respective directors of these programs for further information.

**College of Arts and Sciences**

**B.A. or B.S. with Major in Interdisciplinary Studies**

Required 125 credits, 36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution including:

I. Essential Studies Requirements. It is recommended that students include at least one semester, if not a full year, of Integrated Studies.

II. A minimum of 36 credits, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 280</td>
<td>Learning Across Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>IDS 491</td>
<td>Capstone Interdisciplinary Seminar (not repeatable)</td>
<td>1-3</td>
</tr>
<tr>
<td>IDS 498</td>
<td>Senior Project (repeatable to 6)</td>
<td>3</td>
</tr>
</tbody>
</table>

The remainder of the 36 credits will be chosen from appropriate specified disciplines, including 12 or more hours from one discipline.

**Courses**

IDS 280. Learning Across Disciplines. 3 Credits.
The course will examine the nature of disciplines and fields and the way in which knowledge is organized. Basic assumptions and orientations will be compared and contrasted for scientific, social scientific, and humanities areas. Current literature in the field of interdisciplinary studies will be presented.

IDS 399. Interdisciplinary Topics. 1-3 Credits.
Topics, problems, or texts that connect or draw upon two or more academic disciplines will be studied. Repeatable when topics vary. Regular or S/U grading.

IDS 491. Capstone Interdisciplinary Seminar. 1-3 Credits.
This seminar will be organized by the director of the Interdisciplinary Studies Program to act as a point of reference for students working on their Senior Projects in the program. The projects will vary from semester to semester, so the focus will shift accordingly. Not repeatable. Prerequisite: IDS 280. Corequisite: IDS 498.

IDS 495. Service and Citizenship. 3 Credits.
Students will design community service projects, or will join existing projects, and engage in volunteer action during the semester. Class meetings on campus will center on a critical discussion of volunteerism and community service; current literature on service learning will be studied. Self-assessment of experiential learning outcomes, as well as a portfolio and essay will be required. Prerequisite: Junior or Senior standing.

IDS 498. Senior Project. 3 Credits.
The project will be designed on an area of interest which the student has defined. It will include data or material from a variety of disciplines or fields which the student finds relevant to the issue under study. The student will synthesize the cross-cutting information into a creative/original whole and discuss applications of this new approach. Repeatable to 6 credits. Prerequisite: IDS 280. Corequisite: IDS 491.

**International Studies (A&S)**

http://arts-sciences.und.edu/languages/international-studies/index.cfm

Worley (Director)

The Related Fields Concentration in International Studies, housed in the Languages Department, is designed to offer students an opportunity to gain global perspectives, to pursue greater understanding of our interconnected world, and to prepare to apply those insights to a variety of professions. The program is intended for students who have an interest in an international area or concentration that is currently not offered through existing departments. The subject matter is vast and the professional and personal opportunities for utilizing it are rich and varied. Therefore, the program is designed to provide considerable latitude in matching the specific content of individual programs to the needs and goals of students. Students will be required to work closely with their academic advisers to plan the best possible program within the possibilities provided by the Related Fields Concentration.

**College of Arts and Sciences**

**B.A. with Major in International Studies**

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

A. Total of 30 credits plus language requirement:
GEOG 161  World Regional Geography  3
POLS 220  International Politics  3
ANTH 171  Introduction to Cultural Anthropology  3
HIST 102  Western Civilization II  3
POLS 225  Comparative Politics  3
RELS 203  World Religions  3

B. Three (3) credits from the following, or a substitute course, which is non-Western in its primary orientation, with permission from the International Studies academic adviser:

HIST 362  Modern China  3

C. Nine credits of upper division courses in an international concentration or a modern language. These nine credits should be chosen in consultation with the International Studies Academic Adviser to assure that the classes are related and form a cohesive unit. Independent studies, readings, internships, and foreign exchange programs are some ways that this nine-credit requirement may be fulfilled. Study abroad is strongly encouraged.

D. Language: Level IV Proficiency and an additional three hours in the language of proficiency.

International Studies Minor

I. Required Courses:

GEOG 161  World Regional Geography  3
POLS 220  International Politics  3
ANTH 171  Introduction to Cultural Anthropology  3
HIST 102  Western Civilization II  3
RELS 203  World Religions  3

II. Three (3) credits from the following, or a substitute course, which is non-Western in its primary orientation, with permission from the International Studies academic adviser:

HIST 362  Modern China  3

III. The minor must contain at least three credits of upper division coursework which may come from additional courses or from substitution for one of the above courses with the approval of the International Studies Academic Adviser.

IV. Other courses may be substituted only with the consent of the International Studies academic adviser.

V. Language required: Level III proficiency.

Kinesiology and Public Health Education (KPHE)

http://education.und.edu/kphe

Caine (Chair), Hastmann, Rhoades, M. Short, S. Short, Steen and Whitehead

The Department of Kinesiology and Public Health Education (KPHE) believes that individuals and society benefit from physical activity. The mission of the Department is to promote enhanced quality of life through participation in physical activity, exercise, and sport for the people of North Dakota and beyond. Specifically, this mission is accomplished through:

1. the provision of quality teacher education and other professional preparation programs at both the undergraduate and graduate levels (see Kinesiology, Master’s Program (p. 398));
2. creative and scholarly activity which leads to discovery and dissemination of professional and disciplinary knowledge; and
3. contribution of professional expertise and talents as a service to the community, university and profession.

Graduates have the opportunity to pursue careers in physical education teaching, public health education, fitness and wellness education, leadership and management, athletic coaching, or to continue their education in graduate or professional studies.

Basic Instruction Program Courses (BIP). The Department of Kinesiology and Public Health Education also provides beginner, intermediate and advanced instruction for all students of the University in a wide variety of activities, such as aquatics, individual sports and activities (including combative sports, dance, fitness and conditioning, gymnastics, outdoor pursuits, racquet sports, strength training, and target sports) and team sports. Credits obtained from participation in these activity courses may count toward the credits required for graduation. These credits may be earned by enrolling in the various activities offered under the KIN 100-118 (beginner), 120-138 (intermediate), and 140-158 (advanced) course numbers. Specific course offerings are listed in the current schedule of courses. Students are generally required to bring their own equipment, although in some cases, equipment is provided by the department. Each BIP course has a $60 fee to help pay for the cost of equipment, instruction and administrative costs. There may also be fees assessed for some activities that require facility rental.

Undergraduate programs offered by the Department of Kinesiology and Public Health Education in the College of Education and Human Development are:

A. Major in Kinesiology: consists of a common core of courses with one option: teacher education (Option A), which leads to a certification to teach physical education in grades K-12; related area (Option B), which allows a student to study kinesiology and a related subdiscipline; kinesiology applications area (Option C) for those students who wish to find employment in wellness/fitness fields or pursue graduate or professional studies; and allied health (Option D) for those students wishing to pursue pre-allied health fields of professional study.

B. Major in Public Health Education: will expose students to the five core public health areas, including epidemiology, biostatistics, social and behavioral science, health policy and management, and environmental health. Graduates of the Public Health Education program will be prepared to work in a variety of settings, including local or state health departments, health services administration, corporate and workplace wellness programs, scientific research, general medical and surgical hospitals, parks and recreation, non-profit organizations and many others.

C. Minor in Athletic Coaching: offered to students who wish to prepare for athletic coaching.

D. Minor in Health Education: provides partial preparation for school health teaching.

Important: To declare as a KIN major, a student must have successfully completed a criminal background check. In order to take the following courses* students must have major status and a satisfactory background check; however, non-majors may take these classes with department consent and a satisfactory background check:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 355</td>
<td>Applied Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>KIN 400</td>
<td>Methods and Materials for Teaching Physical Education Elementary School</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and Methods for Teaching Physical Education in the Elementary School -Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>KIN 404</td>
<td>Adapted Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>KIN 410</td>
<td>Methods and Materials for Teaching Physical Education in the Secondary School</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>and Methods for Teaching Physical Education in the Secondary School - Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>KIN 491</td>
<td>Senior Capstone</td>
<td>3</td>
</tr>
<tr>
<td>KIN 495</td>
<td>Service Learning in KIN</td>
<td>2</td>
</tr>
<tr>
<td>KIN 496</td>
<td>Field Study in KIN</td>
<td>1-8</td>
</tr>
<tr>
<td>KIN 497</td>
<td>Internship in KIN</td>
<td>10</td>
</tr>
<tr>
<td>KIN 498</td>
<td>Practicum in Coaching</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 487</td>
<td>Student Teaching (Option A students only)</td>
<td>4-16</td>
</tr>
</tbody>
</table>
**Courses which may involve contact with P-12 students or vulnerable populations.**

**B.S. Public Health Education (B.S.P.H.E.)**

**B.S. Kinesiology (B.S.KIN.)**

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. **Essential Studies Requirements** (see University ES listing).

II. The College of Education and Human Development Requirements (see College (p. 483) listing).

III. **Prerequisite courses and requirements, 19 credits**, including: (**courses may be used to satisfy the Essential Studies requirements**).

1. **Criminal Background Check**
2. **Coursework:**
   1. CHEM 115 Introductory Chemistry & 115L and Introductory Chemistry Lab **
   2. PSYC 111 Introduction to Psychology **
   3. SOC 110 Introduction to Sociology **
   4. ANAT 204 & 204L Anatomy for Paramedical Personnel and Anatomy for Paramedical Personnel Laboratory
   5. PPT 301 Human Physiology

   **Total Credits** 19

As soon as these prerequisite courses and requirements have been completed, KIN pre-majors should see the KIN undergraduate advisor to apply for KIN major status.

IV. **KIN core requirements**, 32 credits including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 207</td>
<td>Prevention and Care of Physical Activity Injuries</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 240</td>
<td>Fundamentals of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>KIN 276</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>&amp; 276L</td>
<td>and Motor Learning Lab</td>
<td></td>
</tr>
<tr>
<td>KIN 326</td>
<td>Fundamentals of Physical Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>KIN 332</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 332L</td>
<td>and Biomechanics Laboratory</td>
<td></td>
</tr>
<tr>
<td>KIN 355</td>
<td>Applied Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>KIN 401</td>
<td>Sport Sociology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 402</td>
<td>Exercise Physiology &amp; 402L Exercise Physiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>KIN 404</td>
<td>Adapted Physical Activity *</td>
<td>3</td>
</tr>
<tr>
<td>KIN 440</td>
<td>Sport Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 32

V. **One of the following options:**

A. **Teacher Education/Certification**

Students seeking certification to teach physical education must be admitted to the Teacher Education program which requires a minimum of 2.75 GPA, adequate test scores, and at least 30 credits before applying for admission to Teacher Education. Students must also complete the KIN core requirements (listed above) plus additional courses specific to the preparation for teaching in physical education, including the following courses:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 250</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 252</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 339</td>
<td>Technology for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>KIN 220-238</td>
<td>Physical Education Activities for the Elementary Grades</td>
<td>9</td>
</tr>
<tr>
<td>KIN 290</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

KIN 327 Fitness for Life 3
KIN 390 Introduction to Teaching in Physical Education and Coaching 2
KIN 390L Introduction to Teaching in Physical Education and Coaching Laboratory 2
KIN 400 Methods and Materials for Teaching Physical Education 2
KIN 400L Methods and Materials for Teaching Physical Education Elementary School 1
KIN 403 School Health Education 2
KIN 410 Methods and Materials for Teaching Physical Education in the Secondary School 2
KIN 410L Methods and Materials for Teaching Physical Education in the Secondary School Laboratory 2
KIN 420 Curriculum Development for Physical Education 3
T&L 433 Multicultural Education 3
KIN 491 Senior Capstone 3

Additional requirements for the teacher education/certification option include:

1. Admission to the Teacher Education program (see details under the College of Education and Human Development (p. 483) or on the Teacher Education website.) Note that many upper division courses are not open to students until they gain TE admission.
2. Student teaching at two levels: elementary and secondary (8 credits each, totaling 16 credits). Student teachers are also required to take KIN 491 Senior Capstone, during their student teaching semester.

B. **Related Areas**

KIN core requirements, plus the following:

1. Students will complete another major and/or minor in a subject area related to kinesiology.
2. KIN 220-238: Movement Performance and Analysis, 3 credits total (1 aquatic, 1 individual sport/activity, and 1 team sport).
3. The remaining credits to satisfy the University minimum Graduation Requirements of 125 credits will be chosen from elective courses with the consent of the advisor.

C. **Kinesiology Applications Area**

1. KIN core requirements, plus the following (for an additional minimum of 24 credits)
2. Required courses (16 credits) include:
   3. KIN 220-238 (1 aquatic, 1 individual sport/activity & 1 team sport) 3
   4. KIN 446 Exercise Testing and Prescription 3
   5. KIN 497 Internship in KIN 10

4. **Electives (a minimum of 8 credits from the following):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 240</td>
<td>Introduction to Wellness</td>
<td>2</td>
</tr>
<tr>
<td>KIN 327</td>
<td>Fitness for Life</td>
<td>3</td>
</tr>
<tr>
<td>KIN 375</td>
<td>Fundamentals of Group Exercise Instruction</td>
<td>3</td>
</tr>
<tr>
<td>KIN 376</td>
<td>Professional Skills in Personal Training</td>
<td>3</td>
</tr>
<tr>
<td>KIN 434</td>
<td>Strength Training: Coaching Methods</td>
<td>2</td>
</tr>
</tbody>
</table>

D. **Allied Health**

1. KIN core requirements, plus the following:
2. KIN 220-238: Movement Performance and Analysis, 3 credits total (1 aquatic, 1 individual sport/activity and 1 team sport)
3. A pre-professional program in pre-med, pre-physical therapy, pre-occupational therapy, pre-chiropractic, pre-physician assistant or other approved pre-allied health science fields.

**B.S. Public Health Education (B.S.P.H.E.)**

Required 125 credits (36 credits numbered 300 or above and 60 of which must be from a 4-year institution) including:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>T&amp;L 252</td>
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<td>KIN 220-238</td>
<td>Physical Education Activities for the Elementary Grades</td>
<td>9</td>
</tr>
<tr>
<td>KIN 290</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
I. Essential Studies Requirements, 39 credits. The program includes the 39 credits that all students are required to complete in order to meet Essential Studies requirements (see University ES listing).

II. Prerequisite Courses, 9 credits, including:

- ANAT 204 Anatomy for Paramedical Personnel
- & 204L and Anatomy for Paramedical Personnel Laboratory
- PPT 301 Human Physiology

Total Credits 9

One of the following pairs of courses is required as a prerequisite for PPT 301 Human Physiology:

- BIOL 150 General Biology I
- & 150L and General Biology I Laboratory
- CHEM 116 Introduction to Organic and Biochemistry
- & 116L and Introduction to Organic and Biochemistry Laboratory
- CHEM 121 General Chemistry I
- & 121L and General Chemistry I Laboratory

One of these courses may also be used to meet the ES Breadth of Knowledge requirement for Math, Science, and Technology.

III. Health-Related Core Requirements, 18 credits, including:

- PHE 101 Introduction to Public Health 3
- PHE 102 Epidemiology in Public Health 3
- PHE 103 Introduction to Global Health 3
- KIN 110 First Aid and CPR 1
- KIN 240 Introduction to Wellness 2
- NUTR 240 Fundamentals of Nutrition 3
- KIN 327 Fitness for Life 3

Total Credits 18

IV. Public Health Education Curriculum Major Requirements, 36 credits, including:

- PHE 301 Principles and Foundation of Health Education 3
- PHE 302 Community Health 3
- PHE 303 Organization and Administration of Community Health Programs 3
- PHE 304 Health Program Planning and Implementation 3
- PHE 305 Program Evaluation and Research Design 3
- PHE 306 Epidemiology and Biostatistics 3
- PHE 307 Methods and Materials of Health Education 3
- PHE 415 Public Health Internship 15

Total Credits 36

V. Electives Under Advisement, 23 credits, including:

Select courses that enhance your knowledge and skills for practicing in the public health setting, the worksite setting, the medical/clinic setting, and/or college/university setting:

- ANTH 171 Introduction to Cultural Anthropology 3
- ANTH 340 Medical Anthropology 3
- ANTH 371 Cultural Dynamics 3
- ANTH 465 Culture, Illness and Health 3
- BIOL 470 Biometry 3
- COMM 110 Fundamentals of Public Speaking 3
- N&D 335 World Food Patterns 3
- PPT 410 Drugs Subject to Abuse 2
- PSYC 210 Human Sexuality 3
- PSYC 250 Developmental Psychology 4
- PSYC 361 Social Psychology 3
- PSYC 355 Adulthood and Aging 3
- PSYC 421 Diversity Psychology 3
- KIN 326 Fundamentals of Physical Conditioning 3
- KIN 403 School Health Education 2
- SOC 352 Aging 3
- SOC 355 Drugs and Society 3
- SWK 313 Orientation to Gerontology 3

With the exception of PSYC courses (which require PSYC 111 Introduction to Psychology as a prerequisite) and ANTH 371 Cultural Dynamics and ANTH 465 Culture, Illness and Health (which require ANTH 171 Introduction to Cultural Anthropology as a prerequisite) none of the above-noted electives requires a prerequisite.

Minor in Athletic Coaching

Required 27 credits, including:

- KIN 241 Introduction to Coaching 1
- KIN 207 Prevention and Care of Physical Activity Injuries 3
- KIN 220-238 3
- KIN 390 Introduction to Teaching in Physical Education and Coaching 2
- KIN 390L Introduction to Teaching in Physical Education and Coaching Laboratory 2
- KIN 325 Youth and Children in Sport 3
- KIN 326 Fundamentals of Physical Conditioning 3
- KIN 341 Organization and Administration of Athletics 2
- KIN 420-438 (3 courses that are 2 credits each to coincide with specific 6
- KIN 220-238 courses) 2
- KIN 498 Practicum in Coaching 2

Total Credits 27

Students interested in a Minor in Athletic Coaching should consult with an advisor in Kinesiology and Public Health Education before beginning the Minor. Doing so is necessary to ensure that courses are appropriately tracked toward the practicum.

Minor in Health Education

Required 14 credits, including:

- KIN 207 Prevention and Care of Physical Activity Injuries 3
- KIN 327 Fitness for Life 3
- KIN 403 School Health Education 2
- PSYC 250 Developmental Psychology 4
- NUTR 240 Fundamentals of Nutrition 3

Select one course from each of the following groups: 7-10

Group 1

- BIOL 124 Environmental Science
- GEOL 103 Introduction to Environmental Issues

Group 2

- PSYC 999 Dissertation
- T&L 252 Child Development
- SOC 335 The Family

Group 3

- PPT 410 Drugs Subject to Abuse
- SOC 355 Drugs and Society
- SWK 315 Substance Use and Abuse

Special topics and other courses may be substituted only with Kinesiology advisor approval.

Students interested in a Minor in Health Education should consult with an advisor in Kinesiology before beginning the Minor. Additional requirements are needed in most states to obtain licensure to teach school health.
Courses

KIN 104. Aquatics I. 1 Credit.
These courses are designed for beginners. They include instruction in various aquatics-related activities (e.g., swimming, diving, etc.). For specific course content, see the current schedule of classes.

KIN 105. Combative Sports I. 1 Credit.
These courses are designed for beginners. They include instruction in various combative sports (e.g., boxing, kickboxing, etc.). For specific course content, see the current schedule of classes.

KIN 107. Dance I. 1 Credit.
These courses are designed for beginners. They include instruction in various dance types (e.g., ballroom, hip-hop, etc.). For specific course content, see the current schedule of classes.

KIN 108. Fitness and Conditioning I. 1 Credit.
These courses are designed for beginners. They include instruction in fitness and conditioning activities (e.g., aerobic exercise, pilates, yoga, etc.). For specific course content, see the current schedule of classes.

KIN 110. First Aid and CPR. 1 Credit.
Recommended First Aid and CPR practices for the care of persons who have been injured or suddenly become ill.

KIN 111. Individual Sports/Activities I. 1 Credit.
These courses are designed for beginners. They include instruction in various individual sports and activities (e.g., golf, ice skating, track and field events, etc.). For specific course content, see the current schedule of classes.

KIN 112. Outdoor Pursuits I. 1 Credit.
These courses are designed for beginners. They include instruction in various outdoor pursuit activities (e.g., camping, cycling, cross-country skiing, etc.). For specific course content, see the current schedule of classes.

KIN 113. Racquet Sports I. 1 Credit.
These courses are designed for beginners. They include instruction in various racquet sports (e.g., badminton, racquetball, tennis, etc.). For specific course content, see the current schedule of classes.

KIN 114. Strength Training I. 1 Credit.
These courses are designed for beginners. They include instruction in various types of strength training (e.g., body building, power lifting, weight training, etc.). For specific course content, see the current schedule of classes.

KIN 115. Target Sports I. 1 Credit.
These courses are designed for beginners. They include instruction in various target sports (e.g., trapshooting, skeet, etc.). For specific course content, see the current schedule of classes.

KIN 116. Team Sports I. 1 Credit.
These courses are designed for beginners. They include instruction in various team sports (e.g., baseball, basketball, football, ice hockey, soccer, volleyball, etc.). For specific course content, see the current schedule of classes.

KIN 117. Gymnastics I. 1 Credit.
These courses are designed for beginners. They include instruction in various types of gymnastics (e.g., artistic, trampolining, tumbling, etc.). For specific course content, see the current schedule of classes.

KIN 118. Military Conditioning I. 1 Credit.
This course is designed for beginners. It includes instruction in military conditioning.

KIN 124. Aquatics II. 1 Credit.
Prerequisite: KIN 104 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various aquatics-related activities (e.g., swimming, diving, etc.). For specific course content, see the current schedule of classes.

KIN 125. Combative Sports II. 1 Credit.
Prerequisite: KIN 105 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various combative sports (e.g., boxing, kickboxing, etc.). For specific course content, see the current schedule of classes.

KIN 127. Dance II. 1 Credit.
Prerequisite: KIN 107 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various dance types (e.g., ballroom, hip-hop, etc.). For specific course content, see the current schedule of classes.

KIN 128. Fitness and Conditioning II. 1 Credit.
Prerequisite: KIN 108 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various fitness and conditioning activities (e.g., aerobic exercise, pilates, yoga, etc.). For specific course content, see the current schedule of classes.

KIN 131. Individual Sports/Activities II. 1 Credit.
Prerequisite: KIN 111 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various individual sports and activities (e.g., golf, ice skating, track and field events, etc.). For specific course content, see the current schedule of classes.

KIN 132. Outdoor Pursuits II. 1 Credit.
Prerequisite: KIN 112 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various outdoor pursuit activities (e.g., camping, cycling, cross-country skiing, etc.). For specific course content, see the current schedule of classes.

KIN 133. Racquet Sports II. 1 Credit.
Prerequisite: KIN 113 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various racquet sports (e.g., badminton, racquetball, tennis, etc.). For specific course content, see the current schedule of classes.

KIN 134. Strength Training II. 1 Credit.
Prerequisite: KIN 114 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various types of strength training (e.g., body building, power lifting, weight training, etc.). For specific course content, see the current schedule of classes.

KIN 135. Target Sports II. 1 Credit.
Prerequisite: KIN 115 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various target sports (e.g., trapshooting, skeet, etc.). For specific course content, see the current schedule of classes.

KIN 136. Team Sports II. 1 Credit.
Prerequisite: KIN 116 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various team sports (e.g., baseball, basketball, football, ice hockey, soccer, volleyball, etc.). For specific course content, see the current schedule of classes.

KIN 137. Gymnastics II. 1 Credit.
Prerequisite: KIN 117 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various types of gymnastics (e.g., artistic, trampolining, tumbling, etc.). For specific course content, see the current schedule of classes.

KIN 138. Military Conditioning II. 1 Credit.
This course provides intermediate level instruction in military conditioning. Prerequisite: KIN 118 or consent of instructor.

KIN 144. Aquatics III. 1 Credit.
Prerequisite: KIN 124 in the same activity or consent of the instructor. These courses provide advanced level instruction in various aquatics-related activities (e.g., swimming, diving, etc.). For specific course content, see the current schedule of classes.

KIN 145. Combative Sports III. 1 Credit.
Prerequisite: KIN 125 in the same activity or consent of the instructor. These courses provide advanced level instruction in various combative sports (e.g., boxing, kickboxing, etc.). For specific course content, see the current schedule of classes.

KIN 147. Dance III. 1 Credit.
Prerequisite: KIN 127 in the same activity or consent of the instructor. These courses provide advanced level instruction in various dance types (e.g., ballroom, hip-hop, etc.). For specific course content, see the current schedule of classes.

KIN 148. Fitness and Conditioning III. 1 Credit.
Prerequisite: KIN 128 in the same activity or consent of the instructor. These courses provide advanced level instruction in various fitness and conditioning activities (e.g., aerobic exercise, pilates, yoga, etc.). For specific course content, see the current schedule of classes.

KIN 151. Individual Sports/Activities III. 1 Credit.
Prerequisite: KIN 131 in the same activity or consent of the instructor. These courses provide advanced level instruction in various individual sports and activities (e.g., golf, ice skating, track and field events, etc.). For specific course content, see the current schedule of classes.
KIN 152. Outdoor Pursuits III. 1 Credit.
Prerequisite: KIN 132 in the same activity or consent of the instructor. These courses provide advanced level instruction in various outdoor pursuit activities (e.g., camping, cycling, cross-country skiing, etc.). For specific course content, see the current schedule of classes.

KIN 153. Racquet Sports III. 1 Credit.
Prerequisite: KIN 133 in the same activity or consent of the instructor. These courses provide advanced level instruction in various racquet sports (e.g., badminton, racquetball, tennis, etc.). For specific course content, see the current schedule of classes.

KIN 154. Strength Training III. 1 Credit.
Prerequisite: KIN 134 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various types of strength training (e.g., body building, power lifting, weight training, etc.). For specific course content, see the current schedule of classes.

KIN 155. Target Sports III. 1 Credit.
Prerequisite: KIN 135 in the same activity or consent of the instructor. These courses provide advanced level instruction in various target sports (e.g., trapshooting, skeet, etc.). For specific course content, see the current schedule of classes.

KIN 156. Team Sports III. 1 Credit.
Prerequisite: KIN 136 in the same activity or consent of the instructor. These courses provide intermediate level instruction in various team sports (e.g., baseball, basketball, football, ice hockey, soccer, volleyball, etc.). For specific course content, see the current schedule of classes.

KIN 157. Gymnastics III. 1 Credit.
Prerequisite: KIN 137 in the same activity or consent of the instructor. These courses provide advanced level instruction in various types of gymnastics (e.g., artistic, trampolining, tumbling, etc.). For specific course content, see the current schedule of classes.

KIN 158. Military Conditioning III. 1 Credit.
This course provides advanced level instruction in military conditioning. Prerequisite: KIN 138 or consent of instructor.

KIN 207. Prevention and Care of Physical Activity Injuries. 3 Credits.
A study of the prevention and care of injuries incurred by individuals in physical activity settings across the lifespan. Includes recommended first aid and CPR practices for the care of persons who have been injured. PXW Majors Athletic Coaching Minors only.

KIN 207L. Prevention And Care Of Injuries Lab. 1 Credit.
Corequisite: KIN 207.

Course may be repeated as long as content varies, to a maximum of 12 credits for the KIN 220-239 series. Prerequisite: matching KIN 104, 124, 144, or performance equivalent in same area. These courses focus on the development of performance, performance analysis and knowledge in various aquatic-related activities (e.g., swimming, diving, etc.). These are professional preparation courses for KIN majors. For specific course content, see the current schedule of classes.

Course may be repeated as long as content varies, to a maximum of 12 credits for the KIN 220-239 series. Prerequisite: matching KIN 105, 125, 145, or performance equivalent in same area. These courses focus on the development of performance, performance analysis and knowledge in various combative sports (e.g., boxing, kickboxing, etc.). These are professional preparation courses for KIN majors. For specific course content, see the current schedule of classes.

KIN 227. Dance: Movement Performance and Analysis (MP&A). 1 Credit.
Course may be repeated as long as content varies, to a maximum of 12 credits for the KIN 220-239 series. Prerequisite: matching KIN 107, 127, 147, or performance equivalent in same area. These courses focus on the development of performance, performance analysis and knowledge in various dance types (e.g., ballroom, hip-hop, etc.). These are professional preparation courses for KIN majors. For specific course content, see the current schedule of classes.

KIN 228. Fitness & Conditioning: Movement Performance and Analysis (MP&A). 1 Credit.
Course may be repeated as long as content varies, to a maximum of 12 credits for the KIN 220-239 series. Prerequisite: matching KIN 108, 128, 148, or performance equivalent in same area. These courses focus on the development of performance, performance analysis and knowledge in various fitness and conditioning activities (e.g., aerobic exercise, pilates, yoga, etc.). These are professional preparation courses for KIN majors. For specific course content, see the current schedule of classes.

KIN 231. Individual Sports/Activities: Movement Performance and Analysis (MP&A). 1 Credit.
Course may be repeated as long as content varies, to a maximum of 12 credits for the KIN 220-239 series. Prerequisite: matching KIN 111, 131, 151, or performance equivalent in same area. These courses focus on the development of performance, performance analysis and knowledge in various individual sports and activities (e.g., golf, ice skating, track and field events, etc.). These are professional preparation courses for KIN majors. For specific course content, see the current schedule of classes.

Course may be repeated as long as content varies, to a maximum of 12 credits for the KIN 220-239 series. Prerequisite: matching KIN 112, 132, 152, or performance equivalent in same area. These courses focus on the development of performance, performance analysis and knowledge in various outdoor pursuit activities (e.g., camping, cycling, cross-country skiing, etc.). These are professional preparation courses for KIN majors. For specific course content, see the current schedule of classes.

Course may be repeated as long as content varies, to a maximum of 12 credits for the KIN 220-239 series. Prerequisite: matching KIN 113, 133, 153, or performance equivalent in same area. These courses focus on the development of performance, performance analysis and knowledge in various racquet sports (e.g., badminton, racquetball, tennis, etc.). These are professional preparation courses for KIN majors. For specific course content, see the current schedule of classes.

KIN 234. Strength Training: Movement Performance and Analysis (MP&A). 1 Credit.
Course may be repeated as long as content varies, to a maximum of 12 credits for the KIN 220-239 series. Prerequisite: matching KIN 114, 134, 154, or performance equivalent in same area. These courses focus on the development of performance, performance analysis and knowledge in various types of strength training (e.g., body building, power lifting, weight training, etc.). These are professional preparation courses for KIN majors. For specific course content, see the current schedule of classes.

KIN 235. Target Sports: Movement Performance and Analysis (MP&A). 1 Credit.
Course may be repeated as long as content varies, to a maximum of 12 credits for the KIN 220-239 series. Prerequisite: matching KIN 115, 135, 155, or performance equivalent in same area. These courses focus on the development of performance, performance analysis and knowledge in various target sports (e.g., trapshooting, skeet, etc.). These are professional preparation courses for KIN majors. For specific course content, see the current schedule of classes.

KIN 236. Team Sports: Movement Performance and Analysis (MP&A). 1 Credit.
Course may be repeated as long as content varies, to a maximum of 12 credits for the KIN 220-239 series. Prerequisite: matching KIN 116, 136, 156, or performance equivalent in same area. These courses focus on the development of performance, performance analysis and knowledge in various team sports (e.g., baseball, basketball, football, ice hockey, soccer, volleyball, etc.). These are professional preparation courses for KIN majors. For specific course content, see the current schedule of classes.

KIN 237. Gymnastics: Movement Performance and Analysis (MP&A). 1 Credit.
Course may be repeated as long as content varies, to a maximum of 12 credits for the KIN 220-239 series. Prerequisite: matching KIN 117, 137, 157, or performance equivalent in same area. These courses focus on the development of performance, performance analysis and knowledge in various types of gymnastics (e.g., artistic, trampolining, tumbling, etc.). These are professional preparation courses for KIN majors. For specific course content, see the current schedule of classes.
KIN 240. Introduction to Wellness. 2 Credits.
Designed to encourage personal awareness and responsibility for the maintenance of health and well-being. This course will study the multi-dimensional nature of wellness and the pivotal role that each dimension plays in personal self-fulfillment.

KIN 241. Introduction to Coaching. 1 Credit.
An introduction and overview of relevant philosophy, sport psychology, sport pedagogy, sport physiology, sport medicine and sport management issues confronting coaches. Coaching is presented with emphasis on effective instructional techniques and coaching principles based upon scientific knowledge.

KIN 242. Introduction to Kinesiology. 2 Credits.
An introduction and overview of are as in Kinesiology. Includes information on the required preparation and training for careers in this area.

KIN 276. Motor Learning. 2 Credits.
Consideration of various factors which may affect learning and performance in human movement activities. Prerequisite: KIN majors only or consent of instructor. Corequisite: KIN 276L.

KIN 276L. Motor Learning Lab. 1 Credit.
Demonstration of various factors which may affect learning and performance in human movement activities. Prerequisite: KIN major only or consent of the instructor. Corequisite: KIN 276.

KIN 290. Physical Education Activities for the Elementary Grades. 3 Credits.
Study of physical activities in modern physical education programs for grades K-6. Emphasis on skill themes and developmentally appropriate activities.

KIN 299. Special Topics in Kinesiology. 1-4 Credits.
Specialized topics related to Kinesiology. Repeatable to 9 credits.

KIN 305. Health/Physical Education for Early Childhood and Elementary Education Teachers. 3 Credits.
This course provides background information and skills for the early childhood and elementary teacher to implement coordinated health education in the elementary grades and how to provide support and effective instruction in elementary physical education. Admission to the Teacher Education program is the prerequisite.

KIN 309. Water Safety Instruction. 2 Credits.
Scientific movement principles, theories and techniques as they apply to the teaching and conduct of aquatic activities. Laboratory teaching assignments. Current Senior Lifesaving Certificate is the prerequisite.

KIN 325. Youth and Children in Sport. 3 Credits.
Analysis of research findings in physical education, exercise science and wellness with applications to coaching children and youth in sport.

KIN 326. Fundamentals of Physical Conditioning. 3 Credits.
A study of the basic knowledge, principles, and methods of physical conditioning for health, fitness and wellness benefits, and for athletic performance improvement. Prerequisite: KIN Majors only or consent of instructor.

KIN 327. Fitness for Life. 3 Credits.
A classroom course focusing on advanced concepts of lifetime fitness and wellness from a consumer perspective. Emphasis is on the development of personal programs for fitness and wellness.

KIN 332. Biomechanics. 3 Credits.
The study of human movement with special emphasis on those movements related to sport and physical activity. Prerequisites: KIN or Athletic Training majors only, or consent of instructor; Anat 204, Anat 204L. Corequisite: KIN 332L.

KIN 332L. Biomechanics Laboratory. 1 Credit.
The demonstration of biomechanical principles related to movement in sport and physical activity. Prerequisites: KIN or Athletic Training Majors only, or consent of instructor; ANAT 204 and 204L. Corequisite: KIN 332.

KIN 341. Organization and Administration of Athletics. 2 Credits.
Principles and practices for management of the interscholastic athletic program. Athletic Coaching Minors Only.

KIN 355. Applied Motor Development. 3 Credits.
Changes in motor performance which occur with age; physical and mental development as they relate to these changes. Prerequisite: KIN Majors only or consent of instructor.

KIN 375. Fundamentals of Group Exercise Instruction. 3 Credits.
Fundamental knowledge and practical skills needed to lead a group exercise class. Prerequisite: KIN 326.

KIN 376. Professional Skills in Personal Training. 3 Credits.
The fundamental knowledge and skills necessary to provide personal training for individuals and/or small groups. Prerequisite: KIN 326.

KIN 390. Introduction to Teaching in Physical Education and Coaching. 2 Credits.
Strategy for classroom management, planning, instruction, and assessment of teacher and student behavior. Special emphasis on systematic development of a variety of teaching skills through practice and feedback in individual and small group situations. Prerequisites: KIN 220-239 series requirements. Corequisite: KIN 390L.

KIN 390L. Introduction to Teaching in Physical Education and Coaching Laboratory. 2 Credits.
Supervised experiences in laboratory and field settings for the purpose of developing teaching skills for physical education and sport settings. Prerequisites: KIN 220-239 series requirements. Corequisite: PXW 390.

KIN 397. Cooperative Education. 1-4 Credits.
Part of the educational system where KIN majors can earn academic credit for career work done in their field of study. Arranged by mutual agreement among student, department, and employer. Repeatable to 16 credits. Prerequisite: KIN majors only.

KIN 400. Methods and Materials for Teaching Physical Education Elementary School. 2 Credits.
The development of skills and knowledge related to teaching physical education to young children. Prerequisites: KIN 290, KIN 390L and admission to Teacher Education. Corequisite: KIN 400L.

KIN 400L. Methods and Materials for Teaching Physical Education in the Elementary School -Laboratory. 1 Credit.
Supervised experiences in the secondary school for the purpose of developing teaching skills for physical education and sport settings. Prerequisites: KIN 290, 390L and admission to Teacher Education. Corequisite: KIN 400.

KIN 401. Sport Sociology. 3 Credits.
The critical exploration of the function of sports in American culture, in an interdisciplinary fashion, with a focus on the contemporary scene.

KIN 402. Exercise Physiology. 3 Credits.
The acute and chronic effect of the type, intensity and duration of exercise on physiological functions. Prerequisites: KIN or Athletic Training majors only, or consent of instructor; PPT 301 or Human Physiology equivalent. Corequisite: KIN 402L.

KIN 402L. Exercise Physiology Laboratory. 1 Credit.
The demonstration and measurement of the acute effects of exercise on physiological functions. Prerequisites: KIN or Athletic Training majors only, or consent of instructor; PPT 301 or Human Physiology equivalent. Corequisite: KIN 402.

KIN 403. School Health Education. 2 Credits.
Provides prospective health educators with a cursory look at health curriculum construction and investigation of different methods, devices and classroom techniques. Prerequisite: KIN majors only.

KIN 404. Adapted Physical Activity. 3 Credits.
A study of the physical and motor characteristics and needs of persons of all ages with disabilities, with application to the planning and implementation of physical activity programs. Prerequisite: KIN majors only or consent of instructor.

KIN 410. Methods and Materials for Teaching Physical Education in the Secondary School. 2 Credits.
Instructional skills and curriculum analysis for secondary school physical education. Prerequisites: KIN 400 and admission to Teacher Education. Corequisite: KIN 410L.

KIN 410L. Methods and Materials for Teaching Physical Education in the Secondary School- Laboratory. 2 Credits.
Supervised experiences in the secondary school for the purpose of developing teaching skills for physical education and sport settings. Prerequisite: KIN 400L and admission to Teacher Education. Corequisite: KIN 410.
KIN 420. Curriculum Development for Physical Education. 3 Credits.
An examination of different curriculum models used in K-12 physical education programs. Also, study of national and state standards, program development and assessment, and future trends in school physical education. Prerequisites: KIN 390/390L, admission to Teacher Education.

KIN 424. Aquatics: Coaching Methods. 2 Credits.
Repeatable with different sports to a maximum of 10 credits in the KIN 420-439 series. Prerequisite: matching KIN 224 in the same area. These courses focus on methods employed in coaching specific aquatics-related activities (e.g., swimming, diving, etc.). For specific course content, see the current schedule of classes.

KIN 425. Combative Sports: Coaching Methods. 2 Credits.
Repeatable with different sports to a maximum of 10 credits in the KIN 420-439 series. Prerequisite: matching KIN 225 in the same area. These courses focus on methods employed in coaching specific combative sports (e.g., boxing, kickboxing, etc.). For specific course content, see the current schedule of classes.

KIN 427. Dance: Coaching Methods. 2 Credits.
Repeatable with different sports to a maximum of 10 credits in the KIN 420-439 series. Prerequisite: matching KIN 227 in the same area. These courses focus on methods employed in coaching specific dance types (e.g., ballroom, hip-hop, etc.). For specific course content, see the current schedule of classes.

KIN 428. Fitness and Conditioning: Coaching Methods. 2 Credits.
Repeatable with different sports to a maximum of 10 credits in the KIN 420-439 series. Prerequisite: matching KIN 228 in the same area. These courses focus on methods employed in coaching specific fitness and conditioning activities (e.g., aerobic exercise, Pilates, yoga, etc.). For specific course content, see the current schedule of classes.

KIN 431. Individual Sports/Activities: Coaching Methods. 2 Credits.
Repeatable with different sports to a maximum of 10 credits in the KIN 420-439 series. Prerequisite: matching KIN 231 in the same area. These courses focus on methods employed in coaching specific individual sports and activities (e.g., golf, ice skating, track and field events, etc.). For specific course content, see the current schedule of classes.

KIN 432. Individual Sports/Activities: Coaching Methods. 2 Credits.
Repeatable with different sports to a maximum of 10 credits in the KIN 420-439 series. Prerequisite: matching KIN 232 in the same area. These courses focus on methods employed in coaching specific outdoor pursuit activities (e.g., camping, cycling, cross-country skiing, etc.). For specific course content, see the current schedule of classes.

KIN 433. Racquet Sports: Coaching Methods. 2 Credits.
Repeatable with different sports to a maximum of 10 credits in the KIN 420-439 series. Prerequisite: matching KIN 233 in the same area. These courses focus on methods employed in coaching specific racquet sports (e.g., badminton, racquetball, tennis, etc.). For specific course content, see the current schedule of classes.

KIN 434. Strength Training: Coaching Methods. 2 Credits.
Repeatable with different sports to a maximum of 10 credits in the KIN 420-439 series. Prerequisite: matching KIN 234 in the same area. These courses focus on methods employed in coaching specific types of strength training (e.g., body building, power lifting, weight training, etc.). For specific course content, see the current schedule of classes.

KIN 435. Target Sports: Coaching Methods. 2 Credits.
Repeatable with different sports to a maximum of 10 credits in the KIN 420-439 series. Prerequisite: matching KIN 235 in the same area. These courses focus on methods employed in coaching specific target sports (e.g., trapshooting, skeet, etc.). For specific course content, see the current schedule of classes.

KIN 436. Team Sports: Coaching Methods. 2 Credits.
Repeatable with different sports to a maximum of 10 credits in the KIN 420-439 series. Prerequisite: matching KIN 236 in the same area. These courses focus on methods employed in coaching specific team sports (e.g., baseball, basketball, football, ice hockey, soccer, volleyball, etc.). For specific course content, see the current schedule of classes.

KIN 437. Gymnastics: Coaching Methods. 2 Credits.
Repeatable with different sports to a maximum of 10 credits in the KIN 420-439 series. Prerequisite: matching KIN 237 in the same area. These courses focus on methods employed in coaching specific types of gymnastics (e.g., artistic, trampolining, tumbling, etc.). For specific course content, see the current schedule of classes.

KIN 440. Sport Psychology. 3 Credits.
Examination of psychological constructs influencing sport and exercise.

KIN 446. Exercise Testing and Prescription. 3 Credits.
Theory and practice of administering exercise, fitness and wellness tests, and using the results in exercise prescription and programming. Prerequisites: KIN 326 and KIN 402.

KIN 481. Senior Capstone. 3 Credits.
A critical analysis of problems, professional obligations and careers in teaching physical education. Corequisite: TL 487.

KIN 494. Directed Studies/Research in KIN. 1-4 Credits.
An in-depth study or participation in a research project in a subject area selected by the student under faculty supervision. Repeatable to 9 credits. Prerequisite: Consent of instructor.

KIN 495. Service Learning in KIN. 2 Credits.
Independent and group study of professional placement and leadership in kinesiology settings. Practical experiences in these settings within the community. Includes lectures, site visits, and fieldwork hours. Prerequisites: Required coursework from KIN 220-KIN 239 series.

KIN 496. Field Study in KIN. 1-8 Credits.
Placement of student in a practical setting under university faculty supervision. Repeatable to 8 credits. Prerequisites: Consent of instructor and upper division status.

KIN 497. Internship in KIN. 10 Credits.
Development of professional skills through practical experience in agencies such as hospitals, physical therapy clinics, retirement or convalescent centers, work site wellness programs, fitness facilitation, on-campus fitness programs and community sports organizations under the supervision of professionals and faculty. Credits are taken during one semester for paid or volunteer work. Prerequisites: KIN majors only, consent of instructor, upper division status, and current First Aid/CPR certification.

KIN 498. Practicum in Coaching. 2 Credits.
Supervised experiences in a school setting for the purpose of developing skills and techniques for coaching.

KIN 499. Special Topics in KIN. 1-4 Credits.
Investigation of special topics in the study of physical education, exercise science and wellness not included in current departmental course offerings. Repeatable to 4 credits. Prerequisites: KIN majors only and consent of instructor.

Courses

PHE 101. Introduction to Public Health. 3 Credits.
Introduction to the population health approach to public health. Principles of evidence-based public health and tools for implementation including health communications and informatics, applications of social and behavioral sciences, and health policy, law and ethics. Methods for addressing non-communicable diseases, communicable disease and environmental diseases and injury. An overview of the U.S. health care system and comparisons with health care systems in other developed countries. Examination of public health institutions and systems at the local/state, federal and global levels as well as future issue in public health.

PHE 102. Epidemiology in Public Health. 3 Credits.
This course covers applications of epidemiologic methods and procedures to the study of the distribution and factors influencing health and diseases, morbidity, injuries, disability, and mortality in populations. Epidemiologic methods for the control of conditions such as infectious and chronic diseases, mental disorders, community and environmental health hazards, and unintentional injuries are discussed. Other topics include quantitative aspects of epidemiology, for example, data sources, measures of morbidity and mortality, evaluation of association and causality, and study design.

PHE 103. Introduction to Global Health. 3 Credits.
The purpose of this course is to provide the students with the basic knowledge of health indicators, major determinants, and trends of global health.

PHE 301. Principles and Foundation of Health Education. 3 Credits.
The purpose of this course is to provide the students the historical perspectives of health and health education; professional issues and ethics; credentialing; principles, practices, theoretical frameworks, and foundations of health education. Prerequisites: Public Health Education Major, PHE 101, and PHE 102.
PHE 302. Community Health. 3 Credits.
Concepts of community and public health, health advocacy, and cultural competence; role of government, nonprofit and private agencies; investigation of health issues. Prerequisites: Public Health Education Major, PHE 101, and PHE 102.

PHE 303. Organization and Administration of Community Health Programs. 3 Credits.
The purpose of this course is to provide the students with the basic principles of the organization and administration of health programs; leadership skills; grant writing. Prerequisites: Public Health Education Major, PHE 101, and PHE 102.

PHE 304. Health Program Planning and Implementation. 3 Credits.
Application of processes of program development in designing health education/health promotion programs. Prerequisites: Public Health Education Major, PHE 101, and PHE 102.

PHE 305. Program Evaluation and Research Design. 3 Credits.
Basics of health education program evaluation, including formative, summative, process, impact, and outcome evaluation. Research design and applied methods in program evaluation. Prerequisites: Public Health Education Major, PHE 101, and PHE 102.

PHE 306. Epidemiology and Biostatistics. 3 Credits.
An introduction to epidemiology and biostatistics in public health. Prerequisites: Public Health Education Major, PHE 101, and PHE 102.

PHE 307. Methods and Materials of Health Education. 3 Credits.
Principles and application of methodology for educating about health; learning styles; development of computer-generated learning materials; selection, utilization, and evaluation of resources. Prerequisites: Public Health Education Major, PHE 101, and PHE 102.

PHE 415. Public Health Internship. 15 Credits.
A supervised practical experience designed to provide the student the opportunity to apply the knowledge and skills learned through their public health coursework. Prerequisites: Public Health Education major, PHE 301, PHE 302, PHE 303, PHE 304, PHE 305, PHE 306, and PHE 307.

Languages: Department of Modern and Classical Languages & Literatures (Lang)

http://www.arts-sciences.und.edu/languages

Benoit, Berne, Berry, Berwald, Boyd, DuBois, Fleshman (Chair), Gjellstad, Knapp, Koprince, Maury, Mosher, Ross, Roulton and Worley

The Department of Modern and Classical Languages and Literatures offers study in Chinese, French, German, Latin, Norwegian, Russian, and Spanish. See IS 250 Lakota Language I and IS 251 Lakota Languages II for study of Native American languages of North Dakota. Majors are offered in Chinese, Classical Studies, French, German, Norwegian, or Spanish. Minors are offered in Chinese Studies, Classical Studies, French, German, Norwegian, Russian, and Spanish.

Coursework is divided into Lower and Upper Divisions. Lower division courses introduce students to languages and cultures. They also satisfy general education requirements, as do select upper division courses. Upper division courses focus on literary, linguistic, theoretical and cultural studies and are taught in the target languages unless otherwise indicated.

The Department encourages international study through departmentally approved programs. It is recommended that students who are seeking credit for previous foreign study take the placement test. It also recommends students for various awards for superior academic performance, especially the Arneberg and the Larsen Foreign Travel Scholarships.

Foreign Language Placement & Credit Test
Students with a background in a foreign language which is currently taught in the Languages Department at UND may receive credit by taking a test in that language through the Languages Department. It is strongly recommended that students take this test during pre-registration or registration. Students who take it later than the end of their first semester in residence will need to see the Language Lab Director for the appropriate petition form, and will need to petition to establish eligibility. Students who are enrolled in a language course and wish to take the Foreign Language Placement & Credit Test in that language must take it during the first two weeks of the semester.

Credits earned through the Foreign Language Placement & Credit Test do not satisfy the World Cultures Essential Studies Requirement. See University ES listing.

Credit earned through College Level Examination Program (CLEP) tests may be recognized by UND. See CLEP (p. 39) listing.

Students who have completed French, German, Latin, or Spanish Advanced Placement (AP) courses with appropriate scores may also receive credit. This credit is normally equivalent to Levels I and II in that language. See Advanced Placement (p. 34) listing.

Native speakers of a language other than English who wish to take classes in that language may enroll without special permission in any 400-level course, or in any 300-level course which emphasizes literary or cultural topics. Native speakers must obtain the permission of the department, however, to enroll in any 300-level course which emphasizes language instruction, or in any lower-division course. Incoming students whose native language (as indicated on their TOEFL exam) is one offered at UND should consult the Director of the Language Laboratory (M-306) about automatic waiver of the language placement examination.

B.A. with a Major in Chinese Studies B.A. with a Major in Classical Studies
French German Norwegian Spanish

College of Arts and Sciences
B.A. with a Major in a Language

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4 year institution) including:

I. Essential Studies Requirements (see University ES listing).
II. Major Curriculum Listed Under Specific Language.

College of Arts & Sciences
B.A. with a Major in Language

Teacher Certification

Through a partnership with the College of Education and Human Development and the Department of Teaching and Learning, students may seek teacher licensure in a language. The following program of study must be completed:

I. Requirements for the B.A. with a major in a Language.
II. Humanities requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>3</td>
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<tr>
<td>HIST 102</td>
<td>3</td>
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</tbody>
</table>

Total Credits 10

III. Additional requirements for licensure in French, German or Spanish

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonetics (with grade no lower than B)</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Grammar (with grade no lower than B)</td>
<td>2</td>
</tr>
</tbody>
</table>

A course in civilization of the country or countries in which the language is spoken is also strongly recommended.

IV. Admission to the Teacher Education program, normally while taking T&L 250 Introduction to Education. (See College of Education and Human Development (p. 483) for admission and licensing requirements.)

V. The program in Secondary Education, to include:
Chinese Studies

B.A. with a Major in Chinese Studies

Required: 37 credits distributed between Parts A and B as follows.

Part A: Required courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHIN 101</td>
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<tr>
<td>CHIN 102</td>
<td>4</td>
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<tr>
<td>CHIN 201</td>
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<tr>
<td>CHIN 202</td>
<td>4</td>
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<tr>
<td>LANG 480</td>
<td>3</td>
</tr>
</tbody>
</table>

Part B: Study or internship in China/area studies

Select six of the following: 18 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 303</td>
<td>4</td>
</tr>
<tr>
<td>CHIN 305</td>
<td>4</td>
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<tr>
<td>CHIN 306</td>
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<td>CHIN 312</td>
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<td>CHIN 405</td>
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<td>CHIN 406</td>
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<td>HIST 362</td>
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<td>RELS 315</td>
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<td>RELS 380</td>
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<td>PHIL 383</td>
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<tr>
<td>BADM 319</td>
<td>4</td>
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<tr>
<td>BADM 497</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 37

Other courses may be substituted with the consent of the Chinese Studies academic advisor.

Classical Studies

B.A. with a Major in Classical Studies

Required: 39 credits distributed between Parts A and B (see list below) and Part C:

I. Essential Studies Requirements (see University ES listing).

Part A: Language requirement

Option 1, Latin

- CLAS 101 First Year Latin I 4
- CLAS 102 First Year Latin II 4
- CLAS 201 Second Year Latin I 4
- CLAS 202 Second Year Latin II 4

Option 2, Greek

- CLAS 151 First Year Greek I 4
- CLAS 152 First Year Greek II 4
- CLAS 251 Second Year Greek I 4
- CLAS 252 Second Year Greek II 4

Option 3, Greek and Latin

- CLAS 101 First Year Latin I 4
- CLAS 102 First Year Latin II 4
- CLAS 151 First Year Greek I 4
- CLAS 152 First Year Greek II 4

Part B: Courses in classical civilization, literature, culture

Select seven of the following: 20 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 185</td>
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</tr>
<tr>
<td>CLAS 301</td>
<td>3</td>
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<tr>
<td>CLAS 311</td>
<td>3</td>
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<tr>
<td>CLAS 364</td>
<td>3</td>
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<td>CLAS 404</td>
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<td>HIST 101</td>
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<td>HIST 301</td>
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<td>HIST 343</td>
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<td>POLS 310</td>
<td>3</td>
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<tr>
<td>RELS 231</td>
<td>3</td>
</tr>
<tr>
<td>RELS 328</td>
<td>3</td>
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</tbody>
</table>

Additional 100- and 200-level Latin courses, other than those used to satisfy Part A

Additional 100- and 200-level Greek courses, other than those used to satisfy Part A

Other courses as approved by Classical Studies adviser

Part C: Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANG 480</td>
<td>3</td>
</tr>
</tbody>
</table>

* i.e., a student may not use the same courses to satisfy Part A and Part B.
** A student may fulfill the language requirement in one of three ways.
*** A minimum of 15 credits must be at the 300 level or above.

French

The French program offers a wide range of courses emphasizing language acquisition and an understanding of international cultural diversity. To achieve these goals, students learn to communicate in French and to address issues of cultural diversity as drawn from literature, film and other forms of contemporary media from the cultural production of the more than 50 French language countries of the world.

The program offers upper-division courses in the following categories:

1. the study and practice of spoken and written French in national and international contexts

2. FREN 101 First Year French I 4
   FREN 102 First Year French II 4
   FREN 201 Second Year French I 4
   FREN 202 Second Year French II 4
   FREN 301 Third Year French I 3
than one category. Therefore, once a course has been designated, either by

Students are required to take a minimum of one 300/400 level course in each of

A major in French includes:

The understanding and analysis of Francophone perspectives regarding

an interdisciplinary approach to the study of Francophone literatures and films

3.

4.

FREN 301 Third Year French I 3
FREN 302 Third Year French II 3
FREN 307 A Social and Cultural History of Quebec 3
LANG 318 Individ Arranged Study Abroad 1-12
LANG 319 University Sponsored Study Abroad 1-12
FREN 371 Studies in European Francophone Literatures, Films and Cultures 3
FREN 372 Studies in African, Asian, Caribbean, and/or Polynesian Francophone Literatures, Films and Cultures 3
FREN 373 North American Francophone Cultures through Literature and Film 3
FREN 491 Seminar in French and Francophone Studies 1-3
FREN 494 Individual French Readings 1-3

5.

6.

A B.A. with a major in French includes four introductory lower-division courses and a minimum of 21 credits at the 300 and 400 levels.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 305</td>
<td>French Conversation and Culture</td>
<td>3</td>
</tr>
<tr>
<td>FREN 307</td>
<td>A Social and Cultural History of Québec</td>
<td>3</td>
</tr>
<tr>
<td>FREN 340</td>
<td>Business French</td>
<td>3</td>
</tr>
<tr>
<td>LANG 318</td>
<td>Individ Arranged Study Abroad</td>
<td>1-12</td>
</tr>
<tr>
<td>LANG 319</td>
<td>University Sponsored Study Abroad</td>
<td>1-12</td>
</tr>
<tr>
<td>FREN 413</td>
<td>Advanced French Grammar Review</td>
<td>3</td>
</tr>
<tr>
<td>FREN 494</td>
<td>Individual French Readings</td>
<td>1-3</td>
</tr>
</tbody>
</table>

University of North Dakota 153
With departmental approval, NORW 404 Individual Norwegian Readings and LANG 318 Individ Arranged Study Abroad and LANG 319 University Sponsored Study Abroad may also count toward the major.

**Spanish**

A major in Spanish consists of:

**Four introductory lower division courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 101</td>
<td>First Year Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>First Year Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Second Year Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>Second Year Spanish II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Upper division courses (30 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 304</td>
<td>Spanish Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 450</td>
<td>Advanced Spanish Grammar</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 307</td>
<td>Literary Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 308</td>
<td>Spanish Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 309</td>
<td>Spanish Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 310</td>
<td>Spanish Civilization and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 311</td>
<td>Spanish American Civilization and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 420</td>
<td>History of Spanish Literature: Origins through the 17th Century</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 421</td>
<td>History of Spanish Literature: 18th Century through the Present</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 422</td>
<td>History of Spanish American Literature: Origins through Independence</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 423</td>
<td>History of Spanish American Literature: Independence-Present</td>
<td>3</td>
</tr>
<tr>
<td>LANG 480</td>
<td>Capstone: Global Connections</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 42X</td>
<td>Seminar in Hispanic Literature, Culture and Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in a Language

I. Minor curriculum listed under specific language.

---

**Minor in Chinese Studies: Language and Culture**

Required: 23 credits distributed between Parts A and B as follows:

**Part A: Language Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 101</td>
<td>First Year Chinese I</td>
<td>4</td>
</tr>
<tr>
<td>CHIN 102</td>
<td>First Year Chinese II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Part B: Area Studies**

Select five of the following: 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 201</td>
<td>Second Year Chinese I</td>
<td>4</td>
</tr>
<tr>
<td>CHIN 202</td>
<td>Second Year Chinese II</td>
<td>4</td>
</tr>
<tr>
<td>CHIN 303</td>
<td>Chinese Overseas Immersion</td>
<td></td>
</tr>
<tr>
<td>CHIN 305</td>
<td>Chinese Culture Through Films</td>
<td></td>
</tr>
<tr>
<td>CHIN 306</td>
<td>Introduction to Chinese Calligraphy</td>
<td></td>
</tr>
<tr>
<td>CHIN 312</td>
<td>Topics in Chinese Culture</td>
<td></td>
</tr>
<tr>
<td>CHIN 405</td>
<td>Traditional Chinese Literature in Translation</td>
<td></td>
</tr>
<tr>
<td>CHIN 406</td>
<td>Modern Chinese Literature in Translation</td>
<td></td>
</tr>
<tr>
<td>HIST 362</td>
<td>Modern China</td>
<td></td>
</tr>
<tr>
<td>RELS 315</td>
<td>Daoism and Confucianism</td>
<td></td>
</tr>
<tr>
<td>RELS 380</td>
<td>Buddhism</td>
<td></td>
</tr>
<tr>
<td>PHIL 383</td>
<td>Asian Philosophy</td>
<td></td>
</tr>
<tr>
<td>GEOG 463</td>
<td>Regional Geography (China)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 23

Other courses may be substituted with the consent of the Chinese Studies academic advisor.

**Minor in Classical Studies**

Required: 28 credits distributed between Parts A and B as follows:

**Part A: Language requirements**

**Option 1, Latin**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 101</td>
<td>First Year Latin I</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 102</td>
<td>First Year Latin II</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 201</td>
<td>Second Year Latin I</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 202</td>
<td>Second Year Latin II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Option 2, Greek**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 151</td>
<td>First Year Greek I</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 152</td>
<td>First Year Greek II</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 251</td>
<td>Second Year Greek I</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 252</td>
<td>Second Year Greek II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Option 3, Greek and Latin**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 101</td>
<td>First Year Latin I</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 102</td>
<td>First Year Latin II</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 151</td>
<td>First Year Greek I</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 152</td>
<td>First Year Greek II</td>
<td>4</td>
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</tbody>
</table>

**Part B**

Select four of the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 185</td>
<td>Introduction to Classical Mythology</td>
<td></td>
</tr>
<tr>
<td>CLAS 211</td>
<td>Masterpieces Greek and Roman Literature in Translation</td>
<td></td>
</tr>
<tr>
<td>CLAS 262</td>
<td>Greek and Roman Epic in Translation</td>
<td></td>
</tr>
<tr>
<td>CLAS 301</td>
<td>Latin Prose</td>
<td></td>
</tr>
<tr>
<td>CLAS 311</td>
<td>Ancient Greek Theater</td>
<td></td>
</tr>
<tr>
<td>CLAS 364</td>
<td>Special Topics in Classical Literature</td>
<td></td>
</tr>
<tr>
<td>CLAS 404</td>
<td>Latin Poetry</td>
<td></td>
</tr>
<tr>
<td>HIST 101</td>
<td>Western Civilization I</td>
<td></td>
</tr>
<tr>
<td>HIST 301</td>
<td>Medieval Civilization</td>
<td></td>
</tr>
<tr>
<td>HIST 343</td>
<td>Ancient Greece</td>
<td></td>
</tr>
<tr>
<td>HIST 344</td>
<td>Ancient Rome</td>
<td></td>
</tr>
<tr>
<td>HIST 345</td>
<td>The Ancient Near East</td>
<td></td>
</tr>
</tbody>
</table>
German

A minor in German consists of:

Four introductory lower-division courses
GERM 101 First Year German I 4
GERM 102 First Year German II 4
GERM 201 Second Year German I 4
GERM 202 Second Year German II 4

Upper-division courses (minimum 12 credit hours)
GERM 307 Communicating Cultures I 3
GERM 308 Communicating Cultures II 3

Electives
GERM 304 German Phonetics: History, Dialect, and the Living Language 3
GERM 312 Screening German Cultures 3
GERM 404 German Histories 3
GERM 408 Mediating Cultures: Social Discourse in German-Speaking Countries 3
GERM 409 Madness and Genius: An Introduction to German Intellectual History 3
GERM 413 Advanced German Grammar Review 3
LANG 318 Individ Arranged Study Abroad 1-12
LANG 319 University Sponsored Study Abroad 1-12

A maximum of one English-language course (GERM 206 Germany in a Global World, GERM 306 Contextualizing Culture: Introduction to German Studies or GERM 406 Literary Voices in Translation) may count toward the minor.

Spanish

A minor in Spanish consists of:

Four introductory lower division courses
SPAN 101 First Year Spanish I 4
SPAN 102 First Year Spanish II 4
SPAN 201 Second Year Spanish I 4
SPAN 202 Second Year Spanish II 4

Upper division courses (15 credit hours)
SPAN 308 Spanish Conversation 3
SPAN 309 Spanish Composition 3
SPAN 310 Spanish Civilization and Culture 3
or SPAN 311 Spanish American Civilization and Culture 3
SPAN 304 Spanish Phonetics 3
or SPAN 307 Literary Analysis 3
SPAN 4XX 99

Non-Language Specific Courses (LANG)

LANG 250. Topics in World Languages and Cultures. 1-4 Credits.
Beginning or intermediate instruction on subjects not covered by regular departmental offerings. No prerequisite unless one is specifically announced in the Time Schedule. Repeatable with change of topic.

LANG 318. Individ Arranged Study Abroad. 1-12 Credits.
Participation in individually arranged programs of study abroad. For major or minor credit, the language used abroad must correspond to the language being studied at UND. The Department reserves the right to test the student upon his or her return to Grand Forks. Repeatable to 12 credits. Prerequisite: Permission of department.

LANG 319. University Sponsored Study Abroad. 1-12 Credits.
Participation in UND-sponsored programs of study abroad. For major or minor credit, the language used abroad must correspond to the language being studied at UND. Repeatable when programs or topics within a program vary. Repeatable to 12 credits. Prerequisite: LANG 102 or equivalent.

LANG 331. Foreign Literature in Translation. 1-3 Credits.
The faculty in the various foreign languages will lead reading and discussion in English of representative translations from their fields of specialty. Course may be taken in partial fulfillment of the Humanities requirement, but would not apply toward a language major or minor. Topics to be announced. Repeatable to 6 credits.
LANG 333. Colloquium In Lang & Letters. 1-3 Credits.  
Prerequisite: LANG 102 or equivalent.

LANG 389. Honors Tutorial. 1-4 Credits.  
Supervised independent study of topics of mutual interest to students and members of the departmental faculty. May apply toward graduation with Senior Honors. Prerequisite: LANG 302 or equivalent and consent of department.

LANG 397. Cooperative Education. 1-6 Credits.  
Compensated and practical work experience in various areas of the language of study. Coop credits may not be substituted for any required course. Repeatable to 6 credits. Recommendation of language unit and approval of Department are the prerequisites.

LANG 400. Methods and Materials of Teaching Middle and Secondary School Foreign Language. 3 Credits.  
Various teaching methods, strategies and materials used in teaching middle and secondary school foreign language. Prerequisite: T&L 345. Corequisite: T&L 486.

LANG 480. Capstone: Global Connections. 3 Credits.  
Open to majors and non-majors. Literature, linguistics and/or culture course organized by genre, movement, topic or period with a focus on promoting complex engagement with the subject through in-depth analytical writing and discussion. Taught in English Prerequisite: Second semester Junior, or Senior status, or instructor approval.

LANG 489. Senior Honors Thesis. 1-15 Credits.  
Supervised independent study culminating in a thesis. Repeatable to 15 credits. Consent of Department and approval of the honors committee are the prerequisites.

Classical Studies Courses (CLAS)

CLAS 101. First Year Latin I. 4 Credits.  
Introduction to Latin grammar and syntax, with selected readings from ancient authors.

CLAS 102. First Year Latin II. 4 Credits.  
Continued study of Latin grammar and syntax, with selected readings from ancient authors. Prerequisite: CLAS 101 with a grade of a C or better.

CLAS 151. First Year Greek I. 4 Credits.  
Introduction to ancient Greek grammar and syntax, with selected readings from ancient authors.

CLAS 152. First Year Greek II. 4 Credits.  
Continued study of ancient Greek grammar and syntax, with selected readings from ancient authors. Grade of ‘C’ or better in CLAS 151 recommended. Prerequisite: CLAS 151 with a grade of a C or better.

CLAS 185. Introduction to Classical Mythology. 3 Credits.  
Study of literary and artistic representations of Greek and Roman mythology. Different methods of interpreting myths will also be explored. These include anthropological, philosophical and psychological approaches.

CLAS 201. Second Year Latin I. 4 Credits.  
Conclusion of basic grammar and introduction to Latin authors, such as Cicero, Nepos, Petronius, or Phaedrus. Prerequisite: CLAS 102 or an equivalent approved by the department.

CLAS 202. Second Year Latin II. 4 Credits.  
Readings in Latin literature such as the works of Catullus, Ovid, or Vergil. Prerequisite: CLAS 201 or an equivalent approved by the department.

CLAS 211. Masterpieces Greek and Roman Literature in Translation. 3 Credits.  
This course will introduce students to a wide range of classical literature from ancient Greece and Rome. We will survey major authors from the following genres: epic, lyric, tragedy, comedy, history, philosophy, and oratory. These works will provide a window to Greek and Roman history, culture, and society. In our engagement with these texts we will attempt to understand them both in their own times and in our era, where they have long been fundamental to liberal studies. All readings are in English translation.

CLAS 251. Second Year Greek I. 4 Credits.  
Conclusion of basic grammar and introduction to ancient Greek authors, such as Plato, Lysias, Xenophon, or Euripides. Prerequisite: CLAS 152 or an equivalent approved by the department.

CLAS 252. Second Year Greek II. 4 Credits.  
Selected readings from works of ancient Greek literature, such as Homer’s Iliad or Plato’s Ion. May be repeated, with permission of the instructor, up to eight credits. Prerequisite: CLAS 251 or an equivalent approved by the department.

CLAS 262. Greek and Roman Epic in Translation. 3 Credits.  
The ancient Greek and Roman tradition of epic poetry preserves some of the earliest, most influential examples of Western literature. This course examines the development of the Greco-Roman epic genre in the context of the political and social world of the Mediterranean region from its origins in oral performance traditions in the Bronze Age to the Roman Imperial period. Readings will focus on Homeric and Hesiodic poetry, Apollonios’ Hellenistic epic Argonautica, and the Roman epics of Virgil and Ovid. All readings are in English.

CLAS 301. Latin Prose. 3 Credits.  
Readings from major prose authors, such as Apuleius, Cicero, Sallust, Seneca, Livy, Petronius or Tacitus. Prerequisite: CLAS 202 or an equivalent approved by the department.

CLAS 311. Ancient Greek Theater. 3 Credits.  
The playwrights fifth-century BCE Athens composed dramas whose beauty, elegance, and potency have endured into the twenty-first century. This course surveys the remaining works of the four greatest Athenian playwrights-the tragedians Aeschylus, Sophocles, and Euripides, and the comedian Aristophanes- in an effort to discover the mysteries and the continuing appeal of ancient Greek theater. Students will approach the plays from different perspectives and contexts-mythological, historical, cultural, theatrical, and more- in order to understand how they functions both as myth and as social commentary. All readings are in English.

CLAS 364. Special Topics in Classical Literature. 3 Credits.  
Study of a specific author, genre (e.g. epic, tragedy, comedy), or special theme (e.g., war, the perception of women) in Greek and/or Latin literature. May be repeated, with change of topic, up to 9 hours.

CLAS 404. Latin Poetry. 3 Credits.  
Readings from major Latin poets such as Vergil, Horace, Catullus, Ovid, Juvenal, Martial, Plautus or Terence. Repeatable to 9 credits. Prerequisite: CLAS 202 or an equivalent approved by the department.

CLAS 491. Seminar in Latin Literature. 3 Credits.  
Close translation and critical analysis of a major work of Latin literature. Students will be encouraged to pursue their own topics of interest and to develop those topics into an oral presentation and/or paper. Repeatable to 6 credits. Prerequisite: CLAS 202 or an equivalent approved by the department.

CLAS 494. Individual Greek and Latin Readings. 1-4 Credits.  
Topic to be determined by the interest of the student and instructor. May be taken only with the consent of the department. May be repeated up to a total of 8 credit hours. Prerequisite: CLAS 202 or CLAS 252 or an equivalent approved by the department.

Modern Languages

Chinese Courses (CHIN)

CHIN 101. First Year Chinese I. 4 Credits.  
Fundamentals of Chinese grammar, oral use of the language and reading of easy Chinese.

CHIN 102. First Year Chinese II. 4 Credits.  
Continued study of fundamentals of Chinese grammar, oral use of the language and reading of easy Chinese. Prerequisite: CHIN 101 with a grade of C or better.

CHIN 201. Second Year Chinese I. 4 Credits.  
Bring students’ Chinese proficiency to the intermediate level through intensive training in reading, writing, listening and speaking. Prerequisite: CHIN 102 or an equivalent approved by the department.

CHIN 202. Second Year Chinese II. 4 Credits.  
Bring students’ Chinese proficiency to the intermediate level through intensive training in reading, writing, listening and speaking. Prerequisite: CHIN 201 or an equivalent approved by the department.
FREN 301. French Conversation and Culture. 3 Credits.
This course focuses on the case of Québec as an example of North American cultural diversity. It addresses how geography, history, language, ideology, religion and ethnicity help explain cultural differences and their construction of a cultural state. Prerequisite: FREN 202 with a grade of a C or better, French placement exam or consent of instructor.

LANG 318. Individ Arranged Study Abroad. 1-12 Credits.
Participation in individually arranged programs of study abroad. For major or minor credit, the language used abroad must correspond to the language being studied at UND. The Department reserves the right to test the student upon his or her return to Grand Forks. Repeatable to 12 credits. Prerequisite: Permission of department.

LANG 319. University Sponsored Study Abroad. 1-12 Credits.
Participation in UND-sponsored programs of study abroad. For major or minor credit, the language used abroad must correspond to the language being studied at UND. Repeatable when programs or topics within a program vary. Repeatable to 12 credits. Prerequisite: LANG 102 or equivalent.

FREN 340. Business French. 3 Credits.
Oral and written practice with terminology and idioms used in commerce and business correspondence. Readings on such topics as banking, employment, markets, production, services, trade and practices in the French business world. Prerequisite: FREN 301 with a grade of a C or better, French placement exam or consent of instructor.

FREN 371. Studies in European Francophone Literatures, Films and Cultures. 3 Credits.
Topics for this course may include genre studies, survey of literary and or social/political movements, or a specific time period. Depending on the topic and the range of interest outside the major, the course may be taught in French or English. For major or minor credit, written work must be done in French. Prerequisite: FREN 202 with a grade of a C or better, French placement exam or consent of instructor.

FREN 372. Studies in African, Asian, Caribbean, and/or Polynesian Francophone Literatures, Films and Cultures. 3 Credits.
Topics for this course may include genre studies, survey of literary and or social/political movements, or a specific time period. Depending on the topic and the range of interest outside the major, the course may be taught in French or English. For major or minor credit, written work must be done in French. Prerequisite: FREN 202 with a grade of a C or better, French placement exam or consent of instructor.

FREN 373. North American Francophone Cultures through Literature and Film. 3 Credits.
A study of issues relating to being francophone in North America, the course examines North American francophone cultural diversity and concepts of difference as seen in literature and film drawn from Quebec, the maritimes, the Canadian prairie provinces, the middlewest, New England and Louisiana. Topics for this course may include genre studies, survey of literary and or social/political movements, or a specific time period. Depending on the topic and the range of interest outside the major, the course may be taught in French or English. For major or minor credit, written work must be done in French. Prerequisite: FREN 202 with a grade of a C or better, French placement exam or consent of instructor.

FREN 413. Advanced French Grammar Review. 3 Credits.
An oral and written approach to French grammar and stylistics. Prerequisite: FREN 302 or equivalent.

FREN 491. Seminar in French and Francophone Studies. 1-3 Credits.
Topics for this course may include genre studies, survey of literary and or social/political movements, a specific author, or a specific time period. Depending on the topic and the range of interest outside the major, the course may be taught in French or English. For major or minor credit, written work must be done in French. Prerequisite: FREN 202 with a grade of a C or better, French placement exam or consent of instructor.

FREN 494. Individual French Readings. 1-3 Credits.
For major or minor credit, written work must be done in French. Topics vary with individual interests and needs and may include genre studies, survey of literary and or social/political movements, or a specific time period. May be repeated to a total of six hours. Prerequisite: FREN 202 with a grade of a C or better or consent of the instructor.
German

Courses (GERM)

GERM 101. First Year German I. 4 Credits.
Fundamentals of German grammar, oral use of the language and reading of easy German.

GERM 102. First Year German II. 4 Credits.
Continued study of fundamentals of German grammar, oral use of the language and reading of easy German. Prerequisite: GERM 101 with a grade of C or better.

GERM 201. Second Year German I. 4 Credits.
Review of the structure of the language, practice in oral and written expression and reading in German. Prerequisite: GERM 102, or equivalent.

GERM 202. Second Year German II. 4 Credits.
Review of the structure of the language, practice in oral and written expression and reading in German. Prerequisite: GERM 201 or equivalent.

GERM 206. Germany in a Global World. 3 Credits.
Cultural history course exploring the significant past and present global impact of Germany in areas such as aviation history, engineering, scientific innovation and discovery, psychology, politics, music, and the fine arts. No knowledge of German required.

GERM 304. German Phonetics: History, Dialect, and the Living Language. 3 Credits.
Intensive pronunciation practice leading to proper German sound articulation and to a thorough knowledge of the principles of German pronunciation and intonation. Prerequisite: GERM 201 or equivalent.

GERM 306. Contextualizing Culture: Introduction to German Studies. 3 Credits.
Interdisciplinary introduction to German Cultural Studies examines the historical development of the modern German nation as reflected in its cultural artifacts: literature, film, architecture, advertising, and visual art. No knowledge of German required.

GERM 307. Communicating Cultures I. 3 Credits.
Cultures of German-speaking countries are explored through conversation and composition. Prerequisite: GERM 202 or equivalent.

GERM 308. Communicating Cultures II. 3 Credits.
Cultures of German-speaking countries are further explored through conversation and composition. Prerequisite: GERM 307 or equivalent.

GERM 312. Screening German Cultures. 3 Credits.
Film course treating topics such as (but not limited to): film movements, cinematic adaptations of literary texts, specific directors, Oscar contenders, and the East German film company DEFA. Repeatable to 9 credits if course content changes. Prerequisite: GERM 202 with a grade of C or better.

LANG 319. University Sponsored Study Abroad. 1-12 Credits.
Participation in individually arranged programs of study abroad. For major or minor credit, the language used abroad must correspond to the language being studied at UND. The Department reserves the right to test the student upon his or her return to Grand Forks. Repeatable to 12 credits. Prerequisite: Permission of department.

GERM 409. Madness and Genius: An Introduction to German Intellectual History. 3 Credits.
Introduction to major intellectual, literary, and artistic movements of German-speaking cultures from Middle Ages to the present, with emphasis on the historical and philosophical environments in which they came to being. Prerequisite: GERM 308 with a grade of C or better.

GERM 413. Advanced German Grammar Review. 3 Credits.
Written composition and oral practice, with a review of those aspects of grammar which need most practice on the advanced level. Prerequisite: GERM 308 or equivalent.

NORW 201. Second Year Norwegian I. 4 Credits.
Selected cultural and literary readings, review of the structure of the language, and continued development of readings, writing, speaking, and listening skills. Prerequisite: NORW 102 or equivalent.

NORW 202. Second Year Norwegian II. 4 Credits.
Selected cultural and literary readings, continued review of the structure of the language and development of language skills. Prerequisite: NORW 201 or equivalent.

NORW 305. Norwegian Culture. 3 Credits.
Taught in English. Open to non-majors. A systematic analysis of Norwegian culture through the centuries. Repeatable when topics vary.

NORW 403. Great Literary Works of Norway. 3 Credits.
Taught in English. Open to non-majors. Reading and analysis of selected texts by a major Norwegian author. Repeatable when topics vary.

GERM 431. Advanced Norwegian. 3 Credits.
Reading of selected works by leading Norwegian authors, interpretation and discussion. Prerequisite: NORW 202 or equivalent.

GERM 432. Advanced Norwegian. 3 Credits.
Reading of selected works by leading Norwegian authors, interpretation and discussion. Prerequisite: NORW 202.

Norwegian

Courses (NORW)

NORW 101. First Year Norwegian I. 4 Credits.
Introduction to the basic Norwegian language skills: reading, writing, speaking and listening; fundamentals of grammar.

NORW 102. First Year Norwegian II. 4 Credits.
Basic Norwegian language skills; continuation of fundamentals of grammar. Prerequisite: NORW 101 with a grade of C or better.

NORW 201. Second Year Norwegian I. 4 Credits.
Selected cultural and literary readings, review of the structure of the language, and continued development of readings, writing, speaking, and listening skills. Prerequisite: NORW 102 or equivalent.

NORW 202. Second Year Norwegian II. 4 Credits.
Selected cultural and literary readings, continued review of the structure of the language and development of language skills. Prerequisite: NORW 201 or equivalent.

NORW 319. University Sponsored Study Abroad. 1-12 Credits.
Participation in UND-sponsored programs of study abroad. For major or minor credit, the language used abroad must correspond to the language being studied at UND. The Department reserves the right to test the student upon his or her return to Grand Forks. Repeatable to 12 credits. Prerequisite: Permission of department.

NORW 433. Norwegian Literature. 3 Credits.
Norwegian literature, with special attention given to recognized masterpieces, past and present. Prerequisite: NORW 202.
LANG 480. Capstone: Global Connections. 3 Credits.
Open to majors and non-majors. Literature, linguistics and/or culture course organized by genre, movement, topic or period with a focus on promoting complex engagement with the subject through in-depth analytical writing and discussion. Taught in English. Prerequisite: Second semester Junior, or Senior status, or instructor approval.

NORW 494. Individual Norwegian Readings. 1-3 Credits.
May be repeated to a total of six hours. Prerequisites: Six credits of other 400-level Norwegian courses and consent of department.

**Russian**

Courses (RUSS)

RUSS 101. First Year Russian I. 4 Credits.
Fundamentals of Russian grammar, oral use of the language and reading of easy Russian.

RUSS 102. First Year Russian II. 4 Credits.
Continued study of fundamentals of Russian grammar, oral use of the language and reading of easy Russian. Prerequisite: RUSS 101 with a grade of a C or better.

RUSS 161. Introduction to Russian Literature. 3 Credits.
An introduction to Russia’s writers of the 19th and 20th centuries. In English, but students with adequate language preparation may do some assignments in Russian.

RUSS 162. Introduction to Russian Culture. 3 Credits.
A survey of Russian culture with emphasis on the 19th and 20th centuries. In English, but students with adequate language preparation may do some assignments in Russian.

RUSS 201. Second Year Russian I. 4 Credits.
Review of the structure of the language, readings in Russian, practice in oral and written expression. Prerequisite: RUSS 102 or an equivalent approved by the department.

RUSS 202. Second Year Russian II. 4 Credits.
Review of the structure of the language, readings in Russian, practice in oral and written expression. Prerequisite: RUSS 201 or an equivalent approved by the department.

RUSS 301. Third Year Russian. 3 Credits.
Intensive oral drill, short readings, systematic review of grammar. Emphasis on developing a practical command of spoken Russian. Prerequisite: RUSS 202 or an equivalent approved by the department.

RUSS 302. Third Year Russian. 3 Credits.
Intensive oral drill, short readings, systematic review of grammar. Emphasis on developing a practical command of spoken Russian. Prerequisite: RUSS 301 or an equivalent approved by the department.

RUSS 394. Independent Study. 1-3 Credits.
Supervised independent study. Repeatable to 6 credits. RUSS 202 or equivalent and consent of instructor are the prerequisites.

RUSS 494. Individual Russian Readings. 1-3 Credits.
May be repeated to a total of six hours. RUSS 302 or equivalent and consent of department are the prerequisites.

**Spanish**

Courses (SPAN)

SPAN 101. First Year Spanish I. 4 Credits.
Pronation and fundamental grammatical principles introduced through the development of skill and listening comprehension and speaking, followed by practice in reading and writing.

SPAN 102. First Year Spanish II. 4 Credits.
Continued study of pronunciation and fundamental grammatical principles through the development of skill in listening comprehension and speaking, followed by practice in reading and writing. Prerequisite: SPAN 101 with a grade of a C or better.

SPAN 151. Basic Spanish for Medical Personnel. 3 Credits.
Online course. An introduction to the Spanish language used in context in a variety of medical fields. Special emphasis placed on Latin American and Latino culture and the importance of cultural differences in treating Spanish-speaking patients and clients in the USA and abroad. Course activities are tailored to accommodate individual interests and specializations.

SPAN 152. Intermediate Spanish Medical Personnel. 3 Credits.
Online course. Second semester to follow completion of SPAN 151. Intermediate level study of the Spanish language used in context in a variety of medical fields. Special emphasis placed on Latin American and Latino culture and the importance of cultural differences in treating Spanish-speaking patients and clients in the USA and abroad. Course activities are tailored to accommodate individual interests and specializations. Prerequisite: SPAN 151 or permission of instructor.

SPAN 201. Second Year Spanish I. 4 Credits.
Review of the structure of the language, readings in Spanish, practice in oral and written expression. Prerequisite: SPAN 102 or an equivalent approved by the department.

SPAN 202. Second Year Spanish II. 4 Credits.
Review of the structure of the language, readings in Spanish, practice in oral and written expression. Prerequisite: SPAN 201 or an equivalent approved by the department.

SPAN 304. Spanish Phonetics. 3 Credits.
A theoretical and practical approach to Spanish pronunciation. Prerequisite: SPAN 202 or equivalent or permission of instructor.

SPAN 307. Literary Analysis. 3 Credits.
An introduction to the analysis of Hispanic literature, with particular emphasis on poetry, novel, and drama. Prerequisite: SPAN 202 or consent of instructor or an equivalent approved by the department.

SPAN 308. Spanish Conversation. 3 Credits.
Practice in a variety of forms of oral Spanish. Prerequisite: SPAN 202 or an equivalent approved by the department.

SPAN 309. Spanish Composition. 3 Credits.
Practice in a variety of forms of written Spanish. Prerequisite: SPAN 202 or an equivalent approved by the department.

SPAN 310. Spanish Civilization and Culture. 3 Credits.
Readings, lectures and discussions in Spanish civilization and culture. Prerequisite: SPAN 202 or equivalent or permission of instructor.

SPAN 311. Spanish American Civilization and Culture. 3 Credits.
Readings, lectures and discussions in Spanish American civilization and culture. Prerequisite: SPAN 202 or equivalent or permission of instructor.

SPAN 312. Spanish for the Professions. 3 Credits.
A study of terminologies, cultural contexts, and professional etiquette. Topics will vary. Prerequisites: SPAN 202 or equivalent and permission of instructor.

LANG 318. Individ Arranged Study Abroad. 1-12 Credits.
Participation in individually arranged programs of study abroad. For major or minor credit, the language used abroad must correspond to the language being studied at UND. The Department reserves the right to test the student upon his or her return to Grand Forks. Repeatable to 12 credits. Prerequisite: Permission of department.

LANG 319. University Sponsored Study Abroad. 1-12 Credits.
Participation in UND-sponsored programs of study abroad. For major or minor credit, the language used abroad must correspond to the language being studied at UND. Repeatable when programs or topics within a program vary. Repeatable to 12 credits. Prerequisite: LANG 102 or equivalent.

SPAN 420. History of Spanish Literature: Origins through the 17th Century. 3 Credits.
Lectures, readings, and analysis of representative texts. Prerequisite: SPAN 307.

SPAN 421. History of Spanish Literature: 18th Century through the Present. 3 Credits.
Lectures, readings and analysis of representative texts. Prerequisite: SPAN 307.

SPAN 422. History of Spanish American Literature: Origins through Independence. 3 Credits.
Leadership Minor (Lead)

http://business.und.edu/management/leadership-minor.cfm

Helleloid (Advisor)

The minor in leadership offers both theoretical and experiential components, provides in-depth instruction on desired qualities of leaders and on the application of such qualities, and provides the courses and experiences necessary for UND graduates to serve as leaders in their community and professions. For further information, contact Duane Helleloid, Department of Management (phone: 777-3990; e-mail: duane.helleloid@business.und.edu).

Total requirement for the minor is 20 credits, including the following required courses (13 credits):

LEAD 101 Learning Leadership 3
COMM 212 Interpersonal Communication 3
LEAD 400 Advanced Leadership 4
Select one of the following (Ethics): 3
PHIL 250 Ethics in Engineering and Science
PHIL 251 Ethics in Health Care
PHIL 252 Ethics in Business and Public Administration
PHIL 253 Environmental Ethics
RELS 342 Religious Ethics

Electives 7

Total Credits 20

To be chosen in consultation with the minor advisor from courses that have significant leadership components and are educationally appropriate to meet the goals of the student and the program.

Courses

LEAD 101 Learning Leadership. 3 Credits.
An introduction to leadership as a discipline including the theories of leadership, the role of leadership in history and today’s society, communication and interaction with diverse individuals and groups, basic network-building concepts and assessment of application of leadership theory and skills.

LEAD 395 Special Topics. 1-4 Credits.
Topics will vary. Course will offer specialized knowledge in a specific area related to leadership. Prerequisite: Consent of the instructor.

LEAD 400 Advanced Leadership. 4 Credits.
An in-depth analysis of the applications of leadership skills in a variety of contexts, including an experiential analysis of self (and others) as a leader within context. Students will demonstrate creative and critical thinking about leadership, communicate effectively in oral and written format, and apply networking concepts and leadership skills in an applied setting. Prerequisites: LEAD 101, completion of one ethics course, and enrollment in the minor.

LEAD 494 Readings in Leadership. 1-4 Credits.
Selected readings in leadership developed individually for each student. Consent of the instructor is the prerequisite. Must be enrolled in the Leadership minor.

LEAD 497 Internship in Leadership. 1-4 Credits.
Guided, practical experience in leadership with selected organizations. Instructor, working with others in the organization, will work to help mentor students in developing their leadership skills. Prerequisites: Must be enrolled in the leadership minor; requires consent of instructor.

Linguistics (Ling)

http://arts-sciences.und.edu/summer-institute-of-linguistics

Linguistics courses are taught through a cooperative program with SIL International during a nine-week summer session. Introductory courses are at the undergraduate level, and advanced courses are at the graduate level. It is possible for students to earn a minor in linguistics.

Students wishing to take courses listed under Linguistics should fill in SIL’s pre-application form on their website (http://arts-sciences.und.edu/summer-institute-of-linguistics/frm-apply.cfm). Information about deadlines, the application process, courses, schedules, etc. is available at the above website address or call 1-800-292-1621. The chair of the linguistics program is Albert Bickford, SIL-UND, 16131 N. Vernon Dr., Tucson, AZ 85739 (director_silund@sil.org). During the summer, further information is available from the SIL office on campus (701-777-0575).

Other departments also offer undergraduate courses relevant to linguistics, especially English, Languages, and Communication Sciences and Disorders.

Minor in Linguistics

Emphasizing both cognitive understanding and analytical skills, the undergraduate minor in Linguistics provides an introduction to the scientific study of language, as a supplement to a student’s primary academic concentration. Its purpose is to provide a foundation for a graduate degree or other further education in linguistics or related fields, and to prepare students for informed decision-making about language-related issues in their daily life and civic responsibilities. The courses are offered in three core subfields of linguistics: phonetics, phonology, and morphology/syntax, as well as other subfields (including interdisciplinary and applied). The minor promotes familiarity with a broad range of languages, especially minority languages.

The total requirement for the minor is 20 credits, including the following:

Prerequisites to the minor
ENGL 209 Introduction to Linguistics (also offered as Lang 207) 3
2.8 GPA and junior standing or special permission 1

Required core courses
LING 450 Articulatory Phonetics 2
LING 451 Phonology I 3
LING 452 Syntax and Morphology I 3

Non-core courses with linguistics content
Select three of the following:
ENGL 229 Diversity in U.S. Literatures
ENGL 309 Modern Grammar
ENGL 370 Language and Culture
ENGL 417 Special Topics in Language
ENGL 418 Second Language Acquisition 2
ENGL 419 Teaching English as a Second Language
ENGL 442 History of the English Language
LING 455 Phonetics of Signed Languages
LING 470 Introduction to Sociolinguistics
LING 480 Learner-Directed Second Language Acquisition

Total Credits 20
Other upper-division or graduate courses whose content is linguistics, subject to approval by one of the program advisors.

Language requirement for the minor:

Three credits in a non-Indo-European language. If a suitable language is used to satisfy the language requirement of a student's major, it may also be used to satisfy the language requirement of the minor. The following courses are among those that may be used to satisfy the language requirement:

- CHIN 101 First Year Chinese I 4
- CHIN 102 First Year Chinese II 4
- CSD 101 American Sign Language I 2
- CSD 102 American Sign Language II 2
- CSD 201 American Sign Language III 2
- IS 250 Lakota Language I 3
- IS 251 Lakota Languages II 3
- IS 350 Native American Languages 3
- LING 480 Learner-Directed Second Language Acquisition (This course may be used to satisfy both the language requirement and the non-core requirement) 3

Total Credits 26

Other language courses in non-Indo-European languages may be used with the approval of a program advisor, including transfer courses.

The language requirement may also be satisfied by examination or by native competence in a suitable language, subject to approval by a program advisor.

Deaf students may, in consultation with a program advisor, substitute appropriate courses in the phonetics and phonology of sign language for LING 450 Articulatory Phonetics and LING 451 Phonology I if they also use a sign language to satisfy the non-Indo-European language requirement.

LING 470. Introduction to Sociolinguistics. 2 Credits.
Introduction to language as a social phenomenon dependent on age, gender, social class, status, setting, and topic, with special attention to multilingual societies.

LING 480. Learner-Directed Second Language Acquisition. 3 Credits.
Equips the student for success in learner-directed acquisition of language/culture without dependence on formal classroom instruction, especially in little-studied languages with few or no published pedagogical resources. The core of the course is an intensive practicum (40-45 hours), working with a native speaker of a language that is very different from languages the student already knows, in sessions led first by a teaching assistant and later by students. Separate lecture-discussion sessions present the theoretical foundation for the practicum. An understanding of second language acquisition is instilled that combines Sociocultural Theory with the psycholinguistic study of comprehensation and production along with a detailed multiphase strategy for long-term language/culture learning. Corequisite recommended: LING 450 or LING 455.

Management (Mgmt)

http://www.business.und.edu/management

Chuang, Francis, Helleloid, Hollingworth (Chair), Jones, Moser, Nam, Park, Schultz, Valentine and Vitton

As part of the College of Business and Public Administration, the Department of Management provides courses in the fundamentals of organizations and management, emphasizing both theory and practice of management concepts. Students are exposed to current information concerning the study and practice of business management. Students develop an understanding of current management concepts and practices, build problem-solving and communication skills, and appreciate the ethical implications of managerial work. Topics of interest in management include: decision-making and planning; organizing processes and resources for effective action; leading and motivating organization members; and the impact of technology in the workplace and the competitive environment. The faculty are dedicated, motivated, caring, experienced, and academically and professionally qualified; value meaningful student-faculty interaction; and search out and use current instructional resources and methods. Management faculty also emphasize expanding the boundaries of theory, practice, and teaching by engaging in basic, applied, and instructional research and providing service to the university, business, professional, and local communities.

The Department of Management offers a comprehensive undergraduate program in management through a variety of courses in organizations and management theory, human resources, operations and supply chain management, and strategic management. The purpose of the program is to prepare the student for the challenges of modern management by providing an overall understanding of the basic functions of management as well as appropriate skills and problem solving methods. The program introduces the student to the complexities of organizational variables and provides an appropriate framework for examining various institutions and the external environment in which these units operate. The Management department provides students with several majors in which they may specialize, including: Human Resource Management; Management; and Operations and Supply Chain Management. Airport Management and Aviation Management are offered through the College of Business and Public Administration in cooperation with the John D. Odegard School of Aerospace Sciences. Minors in Leadership and Operations and Supply Chain Management are also offered.

B.B.A. with a Major in Operations and Supply Chain Management

B.B.A. with a Major in Management

B.B.A. with a Major in Aviation Management

B.B.A. with a Major in Human Resource Management

The Human Resource Management major is designed to prepare students to take on the role of a human resource professional in today’s organizations. Many organizations, large and small, have employees dedicated to making
certain the organization is hiring, developing and retaining, its human capital. Key topics in the major include recruiting, selecting, compensating, training, and appraising employees as part of strategic human resource management practices.

The courses in this major follow guidelines developed by the Society for Human Resource Management and the Association to Advance Collegiate Schools of Business, and are designed to prepare students to move directly into positions of responsibility in human resource management.

**B.B.A. with a Major in Operations and Supply Chain Management**

The Operations and Supply Chain Management major provides students with the knowledge and skills to assist in the design, implementation, and control of efficient and effective supply chains. The success of many firms depends upon their ability to work with suppliers, distributors, customers, intermediaries, and service providers worldwide. Developing a firm’s supply chain network, including the relationships and technology necessary to have the network operate and adapt efficiently and effectively, can be the difference between success and failure for many manufacturing and service firms. This major provides students with quantitative and conceptual tools that will facilitate effective management of their organization’s operations and supply chains.

**B.B.A. with a Major in Management**

The UND Management program develops student’s ability to analyze and solve problems confronting today’s for-profit and not-for-profit organizations. Students learn about decision-making and planning, organizing resources and work processes, leading groups, and managing technology. The Management curriculum is broad enough to prepare students for a variety of career opportunities. Surveys of past graduates identify this breadth as a major strength of the program. In addition to coursework, many management students also pursue internship opportunities with businesses. The program provides a background of professional education for general management or human resource careers in retail, manufacturing, banking, aviation, health care, public service, and other fields where sound management skills are important.

**B.B.A. with a Major in Airport Management**

The Airport Management curriculum is offered to those students seeking employment in administrative positions with companies in, and related to the, groundside activities of the aviation industry. All aspects of general aviation, air carrier and the total aviation industry will be studied in depth with sufficient breadth to have the student concentrate in a particular area of the industry such as general aviation operations, airline management, airport administration, or corporate aviation management. Requires a private pilot certificate.

**B.B.A. with a Major in Aviation Management**

This curriculum is for those students whose career objectives are toward the management and operation of the airside activities of the aviation industry. The program provides a thorough foundation in both aviation and business. By graduation, students will have earned a minimum of an FAA Commercial Pilot Certificate with Instrument and Multi-Engine Ratings.

**Requirements for ALL Management Department Majors**

**UND Requirements:**

1. Minimum 125 credit hours.
2. At least 36 credit hours must be from courses numbered 300 and above.
3. At least 60 credit hours must be from a 4-year institution.

**UND Essential Studies Requirements:**

See UND Essential Studies Requirements, current list of eligible courses, and consult with your adviser.

**Required courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 171</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**CoBPA Pre-business Core Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 200</td>
<td>Elements of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ISBC 117</td>
<td>Personal Productivity with Information Technology</td>
<td>1</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>Elements of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**HRM Major Requirements**

(in addition to the requirements for all management department majors)

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 302</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 310</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 400</td>
<td>Organizational Theory and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 407</td>
<td>Wage and Salary Administration</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 408</td>
<td>Issues in Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 410</td>
<td>Staffing: Recruitment and Selection</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 412</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**Major Elective Requirements**

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 341</td>
<td>Labor Economics and Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>ISBC 305</td>
<td>End-User Applications</td>
<td>3</td>
</tr>
<tr>
<td>ISBC 361</td>
<td>Records and Information Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 309</td>
<td>Quantitative Methods for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 395</td>
<td>Special Topics ¹</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 397</td>
<td>Cooperative Education</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 409</td>
<td>Union-Management Relations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 420</td>
<td>Multinational Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 431</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 497</td>
<td>Internship in Management</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Industrial and Organizational Psychology ²</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

¹ Not all “Topics” courses offered in management may be appropriate for this major; therefore, individual “Topics” courses must be approved by the Management Department for this major.
² It is recommended that PSYC 301 Industrial and Organizational Psychology be taken no later than the first semester of the junior year.
# Operations and Supply Chain Management Major Requirements

(in addition to the requirements for all management department majors)

<table>
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<tr>
<th>Major Requirements</th>
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<tbody>
<tr>
<td>MGMT 309</td>
<td>Quantitative Methods for Managers</td>
</tr>
<tr>
<td>MGMT 310</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MGMT 431</td>
<td>Supply Chain Management</td>
</tr>
<tr>
<td>MGMT 432</td>
<td>Supplier Relationship Management</td>
</tr>
<tr>
<td>MGMT 433</td>
<td>Logistics in the Supply Chain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Elective Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select five of the following:</td>
<td>15</td>
</tr>
<tr>
<td>ACCT 320</td>
<td>Accounting for Production(^1)</td>
</tr>
<tr>
<td>ISBC 320</td>
<td>Professional Communication for Business</td>
</tr>
<tr>
<td>TECH 330</td>
<td>Quality Assurance</td>
</tr>
<tr>
<td>TECH 433</td>
<td>Manufacturing Strategies(^2)</td>
</tr>
<tr>
<td>MGMT 302</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MGMT 361</td>
<td>Alternative Dispute Resolution</td>
</tr>
<tr>
<td>MGMT 362</td>
<td>Leadership and Conflict Resolution</td>
</tr>
<tr>
<td>MGMT 395</td>
<td>Special Topics (with approval)(^3)</td>
</tr>
<tr>
<td>MGMT 397</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>MGMT 400</td>
<td>Organizational Theory and Analysis</td>
</tr>
<tr>
<td>MGMT 420</td>
<td>Multinational Management</td>
</tr>
<tr>
<td>MGMT 494</td>
<td>Readings in Management (with approval of instructor)</td>
</tr>
<tr>
<td>MGMT 497</td>
<td>Internship in Management</td>
</tr>
<tr>
<td>ENTR 385</td>
<td>Venture Initiation</td>
</tr>
</tbody>
</table>

Total Credits: 27

\(^1\) The co- or pre-requisite requirement of ACCT 218 Advanced Spreadsheet Applications will be waived for Operations and Supply Chain Management Majors on this course.

\(^2\) Pre-requisite requirements for this course beyond major courses may be required; consult current catalog and instructor.

\(^3\) Not all “Topics” courses offered in management may be appropriate for this major; therefore, individual “Topics” courses must be approved by the Management Department for this major.

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# Management Major Requirements

(in addition to the requirements for all management department majors)

<table>
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</table>

<table>
<thead>
<tr>
<th>Major Elective Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select five of the following:</td>
<td>15</td>
</tr>
<tr>
<td>ENTR 385</td>
<td>Venture Initiation</td>
</tr>
<tr>
<td>MGMT 361</td>
<td>Alternative Dispute Resolution</td>
</tr>
<tr>
<td>MGMT 362</td>
<td>Leadership and Conflict Resolution</td>
</tr>
<tr>
<td>MGMT 395</td>
<td>Special Topics</td>
</tr>
<tr>
<td>MGMT 397</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>MGMT 407</td>
<td>Wage and Salary Administration</td>
</tr>
<tr>
<td>MGMT 408</td>
<td>Issues in Human Resource Management</td>
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<td>MGMT 409</td>
<td>Union-Management Relations</td>
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<td>MGMT 410</td>
<td>Staffing: Recruitment and Selection</td>
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</tr>
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<td>MGMT 432</td>
<td>Supplier Relationship Management</td>
</tr>
<tr>
<td>MGMT 433</td>
<td>Logistics in the Supply Chain</td>
</tr>
</tbody>
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# Airport Management Major Requirements

(in addition to the requirements for all management department majors)

<table>
<thead>
<tr>
<th>Add the following to the Pre-business “core” requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ATSC 110</td>
<td>Meteorology I</td>
</tr>
<tr>
<td>ATSC 110L</td>
<td>Meteorology I Laboratory</td>
</tr>
</tbody>
</table>

**Aviation Courses**

| AVIT 100                              | Aviation Orientation | 1 |
| AVIT 102                              | Introduction to Aviation | 5 |
| or AVIT 101                           | Survey of Flight      | 2 |
| AVIT 208                              | Aviation Safety       | 3 |
| AVIT 250                              | Human Factors         | 2 |
| AVIT 402                              | Airport Planning and Administration | 3 |
| AVIT 403                              | Aerospace Law         | 3 |
| AVIT 442                              | Airport Operations and Administration | 3 |
| AVIT 485                              | Aviation Senior Capstone | 3 |
| GEOL 103                              | Introduction to Environmental Issues | 3 |

Select one of the following: 3
- AVIT 405 Airline Operations and Management
- AVIT 407 General Aviation Operations and Management

**Advanced Business Courses**

| ISBC 305           | End-User Applications | 3 |
| MGMT 302           | Human Resource Management | 3 |
| MGMT 310           | Organizational Behavior | 3 |
| POLS 404           | Urban Politics and Administration | 3 |

Select one of the following: 3
- POLS 308 Intergovernmental Relations
- POLS 432 Public Policy Making Process
- POLS 433 The Administrator and Public Affairs

Electives to total 125 credits.

Total Credits: 50

---

# Aviation Management Major Requirements

(in addition to the requirements for all management department majors)

<table>
<thead>
<tr>
<th>Add the following to the Pre-business “core” requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ATSC 231</td>
<td>Aviation Meteorology I</td>
</tr>
<tr>
<td>AVIT 100</td>
<td>Aviation Orientation</td>
</tr>
<tr>
<td>AVIT 102</td>
<td>Introduction to Aviation</td>
</tr>
<tr>
<td>AVIT 103</td>
<td>Introduction to Air Traffic Control</td>
</tr>
<tr>
<td>AVIT 208</td>
<td>Aviation Safety</td>
</tr>
<tr>
<td>AVIT 221</td>
<td>Basic Altitude Instrument Flying</td>
</tr>
<tr>
<td>AVIT 222</td>
<td>IFR Regulations and Procedures</td>
</tr>
<tr>
<td>AVIT 250</td>
<td>Human Factors</td>
</tr>
<tr>
<td>AVIT 323</td>
<td>Aerodynamics - Airplanes</td>
</tr>
<tr>
<td>AVIT 324</td>
<td>Aircraft Systems</td>
</tr>
<tr>
<td>AVIT 325</td>
<td>Multi-Engine Systems and Procedures</td>
</tr>
<tr>
<td>AVIT 403</td>
<td>Aerospace Law</td>
</tr>
<tr>
<td>AVIT 485</td>
<td>Aviation Senior Capstone</td>
</tr>
</tbody>
</table>

Select one of the following: 3
- AVIT 402 Airport Planning and Administration

---
Minor in Operations and Supply Chain Management

The Operations and Supply Chain Management minor provides students with a broad conceptual grounding in Operations and Supply Chain Management. The program includes significant background in management theory, practice, and skills development, providing students with managerial perspective that they will need to be successful in their careers. The minor also provides specific focus on operational issues in manufacturing and service organizations, as well as significant skill sets to facilitate operationally effective and efficient decision-making. Finally, the minor includes a balanced perspective by addressing relevant issues, practices, and principles of supplier management, supply chains, and logistics issues to assure that students are well grounded in supply chain management.

Minor in Leadership

(See separate listing under Leadership Minor (p. 160))

Operations and Supply Chain Management Minor Requirements

Students would be required to successfully complete all of the following courses, each of which is a 3-credit hour course.

- MGMT 301 Operations Management
- ISBC 317 Information Systems in Enterprise
- MGMT 309 Quantitative Methods for Managers
- MGMT 431 Supply Chain Management
- MGMT 432 Supplier Relationship Management
- MGMT 433 Logistics in the Supply Chain
- TECH 330 Quality Assurance
- or MGMT 310 Organizational Behavior

Total Credits: 24

Students are expected to complete the pre-requisite courses of the required courses listed above. Possible exceptions are noted below:

- ECON 210 Introduction to Business and Economic Statistics (which is a pre-requisite course for MGMT 301 Operations Management, MGMT 310 Organizational Behavior and TECH 330 Quality Assurance) may be waived by providing evidence of an adequate background and, or training in applied statistics to the Management Department
- Non-CoBPA majors may request that the ISBC department waive ISBC 117 Personal Productivity with Information Technology pre-requisite requirement for ISBC 317 Information Systems in Enterprise, based upon potentially acceptable alternative coursework that the ISBC department finds acceptable. Students should contact the ISBC department with their request.
- MGMT 300 Principles of Management (which is a pre-requisite for MGMT 301 Operations Management, MGMT 302 Human Resource Management, and MGMT 310 Organizational Behavior) may be waived by demonstration of acceptable alternative coursework. Requests should be directed to the Management Department.

This minor will not be available to any of the following ‘Management’-oriented majors: Management, Operations and Supply Chain Management, Human Resource Management.

Courses

MGMT 300. Principles of Management. 3 Credits.

This course provides a survey of the traditional functions of management with primary emphasis on planning, organizing, controlling, and leading. This emphasis involves coverage of managerial decision making, leadership, motivation, interpersonal communication, staffing human resources, and organizational structure, design, and change and development. Additional topics include the history of managerial thought, management information systems, international management, and business ethics and social responsibility. Prerequisites or corequisites: Sophomore standing or higher with a total of 50 or more credit hours, including courses in progress.

MGMT 301. Operations Management. 3 Credits.

This course introduces managerial issues and problems arising in the operations function of both service and manufacturing-oriented organizations. Topics include: aggregate planning, facility layout, forecasting, inventory control and management, introduction to linear programming, operations strategy, processes and technology, project management, quality control and management, scheduling, supply chain management, and waiting line analysis. Prerequisites: ECON 210, Junior or Senior standing, a GPA of 2.5, and declared COBPA majors only.

MGMT 302. Human Resource Management. 3 Credits.

A survey of the concepts, procedures, and programs associated with Human Resources Management in organizations. It includes an overview of the basic management functions and legal issues linked to the execution of the personnel functions of employment, performance appraisal, training, compensation, and development. Prerequisites: ECON 210, MGMT 300, Sophomore standing or higher, and declared COBPA majors only.

MGMT 309. Quantitative Methods for Managers. 3 Credits.

Topics include decision analysis, forecasting, linear programming (formulation, sensitivity analysis), integer and mixed programming, network models, queuing analysis, and simulation. Prerequisites: ECON 210, MGMT 301, Junior or Senior Standing, and declared COBPA majors only.

MGMT 310. Organizational Behavior. 3 Credits.

The objective of this course is to allow the student to become acquainted with and experience various ways of thinking about and responding to the issues of human relations and management. The course is designed to survey the following topics at the individual, group, and organizational levels: individual perceptions, attitudes, values, motivation, leadership, communication, group dynamics, and problem solving. Prerequisites: ECON 210, MGMT 300, Junior or Senior standing, and declared COBPA majors only.

MGMT 361. Alternative Dispute Resolution. 3 Credits.

A survey of negotiation, arbitration, and emerging methods of alternative dispute resolution. Students will be required to engage in small and large group discussions, simulated negotiations and mediations in addition to regular reading assignments. Prerequisite: Instructor approval.

MGMT 362. Leadership and Conflict Resolution. 3 Credits.

This course will explore the nexus between leadership and the ability to navigate through the tough waters of conflict. Participants will be encouraged to reflect, explore, and apply concepts that will help them to achieve success in their professional and personal lives. Approval of instructor required.

MGMT 395. Special Topics. 3 Credits.

Specific topics will vary. Course will offer specialized knowledge in a specific area; e.g. Human Resource Management, Operations Management, Strategic Management. May be taken a maximum of two times for credit. Prerequisites: MGMT 300 and declared COBPA majors. Management department may require additional prerequisites for specific sections; Management department approval.

MGMT 397. Cooperative Education. 1-6 Credits.

On-the-job compensated experience in general management or management of human resources. Repeatable to a maximum of 12 credits. Prerequisites: MGMT 300, MGMT 302, 2.50 GPA and consent of coordinator.

MGMT 400. Organizational Theory and Analysis. 3 Credits.

The course is designed to acquaint students with some of the alternative ways in which organizations may be designed to accomplish their tasks. The course reviews the development of organization theories, their current status, and their future. Emphases are placed on the analyses of system theories pertaining to structure, process, and context. Prerequisites: MGMT 300, Junior or Senior standing, and declared COBPA majors only. Prerequisite or corequisite: MGMT 310.
MGMT 407. Wage and Salary Administration. 3 Credits.
The role of a wage and salary administrator is studied. The course focuses on the fundamentals of wage theory, job evaluation and pricing, employee evaluation, individual and group incentive plans, benefits, and managerial/ executive compensation. Prerequisites: MGMT 302, Junior or Senior standing, and declared CoBPA majors only.

MGMT 408. Issues in Human Resource Management. 3 Credits.
This course is designed to facilitate a more in-depth study of selected issues confronting organizations in the area of personnel administration. Treatment of these issues will be accomplished utilizing some combination of the following methods: extensive reading and class discussion, individual student reports, case study analysis, and/or individual student projects. Prerequisites: MGMT 302, Junior or Senior standing, and declared CoBPA majors only.

MGMT 409. Union-Management Relations. 3 Credits.
This course provides the student with an overview of the role of labor unions in contemporary organizations. The primary emphasis of the course is on the collective bargaining process. Students are engaged in simulated collective bargaining processes involving negotiations, mediation, arbitration, and final contractual agreements. Causes of industrial disputes and grievance arbitration are also covered. Prerequisites: MGMT 302, Junior or Senior standing, and declared CoBPA majors only.

MGMT 410. Staffing: Recruitment and Selection. 3 Credits.
This course trains students in one of the major components (applicant recruitment and selection) for Human Resource professionals as well as managers. In doing so, students are introduced to the techniques of analyzing the effectiveness and appropriateness of various instruments used by professionals. Additionally, students are introduced to the strategies associated with the use of different recruitment and selection techniques. Prerequisites: MGMT 302, Junior or Senior standing, and declared CoBPA majors only.

MGMT 412. Training and Development. 3 Credits.
This course trains students in one of the major components (employee training and development) for Human Resource professionals as well as managers. In doing so: students are introduced to the current state of employee training and development practices; acquire a basic understanding of key issues related to the structure, the methods, and the use of technology for the training of employees; and through readings, lectures, discussions, and presentations learn to apply learning theories in the development and implementation of a strategic employee training system. Prerequisites: MGMT 302, Junior or Senior standing, and declared CoBPA majors only.

MGMT 420. Multinational Management. 3 Credits.
This course is an introduction to the dynamics of management processes encountered in a multinational business setting. It covers comparative management systems and analysis of various environmental conditions for making effective managerial decisions within a multinational company. Adaptation to different cultures is emphasized as one of the essential components of the successful multinational management equation. Prerequisites: MGMT 300, FIN 310, Junior or Senior standing, and declared CoBPA majors only.

MGMT 431. Supply Chain Management. 3 Credits.
This course covers the set of approaches utilized to efficiently integrate activities of suppliers, operations/production, and distribution of goods and services. Topics include: logistics, inventory, information systems, integration, alliances, procurement, international issues, coordination of product/service and processes in a supply chain, customer value, and decision support. Prerequisites: MGMT 301 and declared CoBPA major.

MGMT 432. Supplier Relationship Management. 3 Credits.
This course focuses on the "upstream" portion of the supply chain and stresses managerial issues in supplier relations. Topics covered include: cross functional issues in supply management, social responsibility, buyer-supplier relationships, quality management, total cost of ownership, developing supply requirements, strategic sourcing, cost management, relationship management, and world-class supply management. Prerequisites: MGMT 301 and declared CoBPA majors.

MGMT 433. Logistics in the Supply Chain. 3 Credits.
The primary emphasis of this course is directed toward dealing effectively with the management problems associated with moving and storing goods throughout the supply chain. Major topics covered include: logistic network strategy and planning, transportation strategy, inventory strategy, location strategy. Prerequisites or corequisites: MGMT 309 and declared CoBPA majors only.

MGMT 475. Strategic Management. 3 Credits.
This is the capstone course in business. Students apply knowledge gained in accounting, economics, finance, management, and marketing to develop business strategies. Case studies, simulations, and other exercises are used to develop executive skills. Prerequisites: MGMT 300, MGMT 301, FIN 310, MRKT 305, Junior or Senior Standing and 105 credits, and declared CoBPA majors only.

MGMT 489. Senior Honors Thesis. 1-8 Credits.
Supervised independent study culminating in a thesis. Repeatable to 9 credits. Prerequisite: HON 401.

MGMT 494. Readings in Management. 1-4 Credits.
Selected readings in management. Senior or graduate standing and consent of instructor are the prerequisites.

MGMT 497. Internship in Management. 1-4 Credits.
Guided, practical experience in personnel, production, and administration with selected participating businesses and other organizations is the essence of this course. Management major, senior standing, and consent of instructor are the prerequisites.

Marketing (MRKT)
http://www.business.und.edu/marketing

Askim-Lovseth (Chair), Baker, Bateman, Elbert, Lesch and Martin

The Marketing Department offers programs in preparation of careers in profit and non-profit organizations where skills in professional selling, promotion, pricing, research, distribution, and product/brand management are necessary. The undergraduate curriculum consists of a range of required and elective courses designed to establish core competencies in the field while also encouraging a choice of career focus. Virtually all coursework includes emphasis on improving writing and speaking skills and the use of contemporary technology and analytical skills necessary to effective marketing managers. Students enjoy a range of opportunities for group projects, many with a hands-on element with businesses, both in regular classes and through internships and cooperative education. The Department encourages its majors to consider opportunities for personal and intellectual growth through exchange with business programs in China and France.

Physical facilities include the Page Family Marketing Center, with a state-of-the-art computer lab and conference room. The Department faculty takes pride in the quality and currency of programming. Professors are regularly recognized for their excellence in the classroom as well as for the high quality of their applied research and service to regional and national firms, and the quality of basic research published in the field of Marketing.

College of Business and Public Administration

B.B.A. with Major in Marketing

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The College of Business and Public Administration Requirements (see BPA (p. 479) listing) and including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 200</td>
<td>Elements of Accounting I &amp; Elements of Accounting II</td>
<td>6</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 303</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>ISCB 117</td>
<td>Personal Productivity with Information Technology</td>
<td>1</td>
</tr>
<tr>
<td>ISCB 317</td>
<td>Information Systems in Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 315</td>
<td>Business in the Legal Environment</td>
<td>3</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra</td>
<td>6</td>
</tr>
<tr>
<td>&amp; MATH 146</td>
<td>and Applied Calculus</td>
<td></td>
</tr>
</tbody>
</table>
MGMT 300 Principles of Management 3
MGMT 301 Operations Management 3
FIN 310 Principles of Financial Management 3
MGMT 475 Strategic Management 3
MRKT 305 Marketing Foundations 3
POLS 115 American Government I 3
COMM 110 Fundamentals of Public Speaking 3

Select one of the following:
- ANTH 171 Introduction to Cultural Anthropology 3
- PSYC 111 Introduction to Psychology 3
- SOC 110 Introduction to Sociology 3

**Major in Marketing**

MRKT 310 Consumer Behavior 3
MRKT 325 International Marketing 3
MRKT 330 Marketing Research 3
MRKT 450 Marketing Management 3

Select five of the following: 15
- MRKT 311 Professional Selling
- MRKT 312 Advertising
- MRKT 315 Retail Management
- MRKT 396 Directed Studies in Marketing
- MRKT 397 Cooperative Education in Marketing
- MRKT 405 Brand and Product Management
- MRKT 411 Sales Management
- MRKT 412 Promotional Strategy
- MRKT 430 Relationship Marketing
- MRKT 440 Special Topics in Marketing
- MRKT 497 Internship in Marketing

**Total Credits**: 82

No more than a total of 3 credits from MRKT 396 Directed Studies in Marketing, MRKT 397 Cooperative Education in Marketing, and MRKT 497 Internship in Marketing may be used to satisfy this requirement.

**Courses**

**MRKT 201. Personal Marketing. 3 Credits.**
The course applies the marketing concept to planning of career tracks. Emphasis is placed on the development of individual marketing plans during the sophomore/junior year thus initiating a systematic career planning process. Career planning prior to the senior year helps incorporate internships, job shadowing, and/or cooperative education into students’ program of study. Particular emphasis is placed on the application of the marketing concepts in professional career initiation and on the development and delivery of marketing presentations. The course also incorporates attitude testing, mock interviews, discussion of job search using the Internet, networking, time management strategies, and portfolio development.

**MRKT 305. Marketing Foundations. 3 Credits.**
An overview of the scope and nature of market exchange and the buyer’s pivotal role. Prerequisites: ECON 201, Sophomore, Junior, or Senior Standing, a minimum total of 50 credit hours, and declared and pre-COBPA majors only. Prerequisites or corequisites: ACCT 201 and ECON 210.

**MRKT 310. Consumer Behavior. 3 Credits.**
Theoretical and applied analysis of consumption-related activities of individuals. Investigations of the reasons behind and the forces influencing the selection, purchase, use, and disposal of goods and services. Prerequisites: MRKT 305, Sophomore standing or higher, and declared COBPA majors only.

**MRKT 311. Professional Selling. 3 Credits.**
The professional selling process including prospecting, qualifying, need-discovery and development, relationship-building, presentations, handling objections, closing, and post-sale service. Prerequisites: MRKT 305, Sophomore standing or higher, and declared COBPA majors only.

**MRKT 312. Advertising. 3 Credits.**
Introductory survey of the field of advertising with emphasis on institutions, practices, and salient aspects of advertising management. Prerequisites: MRKT 305; Sophomore, Junior or Senior Standing; declared CoBPA majors only.

**MRKT 315. Retail Management. 3 Credits.**
Application of marketing and financial principles to the planning and execution of retail management. Includes analyses of relevant institutions and interest groups. Prerequisites: MRKT 305 and ACCT 201; Sophomore, Junior or Senior Standing; declared CoBPA majors only.

**MRKT 325. International Marketing. 3 Credits.**
Survey of international business environment, with focus on elements of international marketing practices and their management. Prerequisites: MRKT 305; Sophomore, Junior or Senior Standing; declared CoBPA majors only.

**MRKT 330. Marketing Research. 3 Credits.**
The research process from a marketing perspective. Addresses problem formulation, research design, methodology, and appropriate statistical methods. Application of procedures appropriate for the analysis and interpretation of marketing data. Prerequisites: MRKT 305 and ECON 210; Sophomore, Junior or Senior Standing; declared CoBPA majors only.

**MRKT 396. Directed Studies in Marketing. 1-3 Credits.**
Research in some aspect of marketing. Written reports and collateral readings. Prerequisites: MRKT 310 and consent of instructor.

**MRKT 397. Cooperative Education in Marketing. 1-8 Credits.**
Compensated, on-the-job experience in various areas of marketing. Repeatable only to maximum of 8 credits. Prerequisites: MRKT 305 and consent of instructor.

**MRKT 405. Brand and Product Management. 3 Credits.**
The study of the theory and practice of managing brands and products as vital corporate assets and the focus of the marketing planning process. Prerequisites: MRKT 310 and MRKT 330; Junior or Senior Standing; declared CoBPA majors only.

**MRKT 411. Sales Management. 3 Credits.**
The practice of sales management including sales force recruiting, training, organization, motivation, compensation, and evaluation. Prerequisites: MRKT 305 and MRKT 311; Junior or Senior Standing; declared CoBPA majors only.

**MRKT 412. Promotional Strategy. 3 Credits.**
Relationship of marketplace activities to promotional processes; integration of promotional tools into marketing strategy. Prerequisites: MRKT 312; Junior or Senior Standing; declared CoBPA majors only.

**MRKT 430. Relationship Marketing. 3 Credits.**
Relationship marketing is now a core, strategic element of virtually all marketing. Organizations increasingly stress the importance of cooperation with customers, communities, charities, and other partners. This course focuses primarily on marketing relationships in the Organization-to-Organization context. Prerequisites: MRKT 305 and MRKT 311; Junior or Senior Standing; declared CoBPA majors only.

**MRKT 440. Special Topics in Marketing. 3 Credits.**
Investigation of selected topics of importance to the marketing of goods, services, or ideas. May be taken a maximum of two times for credit. Prerequisites: MRKT 305; Junior or Senior Standing; declared CoBPA majors only.

**MRKT 450. Marketing Management. 3 Credits.**
Capstone course addressing the firm’s micro and macro environments from a strategic marketing decision making perspective. Prerequisites: MRKT 305, MRKT 310, MRKT 325 and MRKT 330; Senior Standing; declared CoBPA majors only.

**MRKT 497. Internship in Marketing. 1-6 Credits.**
Compensated, practical experience with selected participating firms. Repeatable only to maximum of 8 credits. Prerequisites are 9 hours of Marketing, GPA of 2.75, and consent of instructor.

**Mathematics (Math)**

[http://www.arts-sciences.und.edu/math](http://www.arts-sciences.und.edu/math)

Bevelacqua, Collins, Dearden, Dunnigan, Gilsdorf, Halcrow, Hong, J. liams (Chair), M. liams, Khavanin, Metzger, Millsbaugh, Minnotte, Peterson, Prescott, Richards, Takahashi and Zerr

The functions of the Mathematics Department within the total framework of the University are varied. Besides the training of undergraduate and graduate majors in the field of Mathematics, the Department offers courses designed
to meet the needs of students in business; engineering; physical, social, and biological sciences; and elementary and secondary education.

The student considering mathematics as a career should realize that emphasis in mathematics courses will change as he/she progresses through college and graduate school. The early emphasis on solving problems is later subordinated to the more important tasks of formulating problems in mathematical language and of dealing effectively with mathematical structures and abstract ideas.

It should be stressed that an effective mathematician in any type of employment should be a well-educated person. He/she should have not only the technical background of calculus and differential equations taken by most scientists and engineers, and the more advanced mathematical training required for a major in mathematics, but should also have taken a selection of courses from other disciplines. A student who plans to continue beyond the bachelor's degree in mathematics should also acquire a reading knowledge of at least one and preferably two of the foreign languages in which much of the current literature in mathematics is written, namely, German, Russian, and French. All students should, of course, acquire fluency in the written and oral expression of ideas in English.

The main fields of opportunity in mathematics today are teaching, mathematical statistics, mathematics in industry, mathematics in government and actuarial mathematics.

Students may pursue the B.S. degree with a major in mathematics through the College of Arts and Sciences. Teacher licensure is possible provided appropriate requirements are met.

Elective courses to be taken toward the bachelor's degree are decided in consultation with an adviser from the Mathematics Department, and vary according to the needs of the student, consistent with the particular objective of the general education and mathematical education of the student.

Placement in Mathematics. Appropriate initial enrollment in mathematics courses at UND is determined by a combination of entrance and placement tests or the acceptance of credits for transfer. Advanced Placement (AP) and College Level Examination Program (CLEP). Students enrolling without such previous credit are directed to entry level mathematics courses, courses numbered 102 through 165 and 277 depending on their scores on the ACT Mathematics test and/or a combination of scores on tests from the Placement Testing Program (PTP).

Anyone without the required prerequisites enrolling in a mathematics course may be dropped from the class by the instructor.

College of Arts and Sciences

B.S. with Major in Mathematics

All students are urged to take courses in disciplines which make use of mathematics such as Physics, Chemistry, Engineering, Computer Science and Biology. Students considering graduate school are strongly urged to take MATH 441 Abstract Algebra, and a full year of and MATH 432 Introduction to Analysis II.

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. Non-Mathematics Requirements:

Three hours of Computer Science as approved by the Mathematics Department (see http://www.und.edu/dept/mathmajinfo.html).

III. The Following Curriculum of 38 Major Hours:

A. Mathematics Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 165</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 166</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 207</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 266</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Breadth Requirement

One course from each of the following areas (9)

1. Theoretical Mathematics: Courses where the emphasis is on development of theory from basic principles:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 330</td>
<td>Set Theory and Logic</td>
<td>3</td>
</tr>
<tr>
<td>MATH 403</td>
<td>Theory of Probability (if not used for category 3)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 405</td>
<td>Selected Topics in Mathematics (pre-approval of topic required)</td>
<td>1-3</td>
</tr>
<tr>
<td>MATH 409</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 431</td>
<td>Introduction to Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 435</td>
<td>Theory of Numbers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 441</td>
<td>Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 442</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Applications of Mathematics: Courses where the emphasis is on applications of mathematics:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 352</td>
<td>Introduction to Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 412</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 415</td>
<td>Topics in Applied Mathematics (pre-approval of topic required)</td>
<td>1-3</td>
</tr>
<tr>
<td>MATH 425</td>
<td>Cryptological Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 460</td>
<td>Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MATH 461</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 471</td>
<td>Introduction to Complex Variables</td>
<td>3</td>
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</table>

3. Probability and Statistics:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 321</td>
<td>Applied Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>MATH 403</td>
<td>Theory of Probability (if not used for category 1)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 416</td>
<td>Topics in Statistics</td>
<td>1-3</td>
</tr>
<tr>
<td>MATH 421</td>
<td>Statistical Theory I</td>
<td>3</td>
</tr>
</tbody>
</table>

C. Depth Requirement

Courses used to satisfy C may also be used to satisfy a portion of B.

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 352</td>
<td>Introduction to Partial Differential Equations &amp; MATH 412</td>
<td>3</td>
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<tr>
<td>MATH 403</td>
<td>Theory of Probability &amp; MATH 416</td>
<td>3</td>
</tr>
<tr>
<td>MATH 408</td>
<td>Combinatorics &amp; MATH 425</td>
<td>3</td>
</tr>
<tr>
<td>MATH 421</td>
<td>Statistical Theory I &amp; MATH 422</td>
<td>3</td>
</tr>
<tr>
<td>MATH 431</td>
<td>Introduction to Analysis I &amp; MATH 432</td>
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</tr>
<tr>
<td>MATH 435</td>
<td>Theory of Numbers &amp; MATH 441</td>
<td>3</td>
</tr>
</tbody>
</table>

D. Electives

Math courses numbered 208 and above, excluding MATH 277 Mathematics for Elementary School Teachers, MATH 377 Geometry Elementary Teachers, MATH 400 Methods and Materials of Teaching Middle and Secondary School Mathematics, MATH 477 Topics in Elementary School Mathematics (3-9 to bring the total number of credits to 38)
**Teacher Licensure**

Through a partnership with the College of Education and Human Development and the Department of Teaching and Learning, students may seek secondary licensure in Mathematics. The following program of study must be completed:

I. Mathematics program of study

1. The Essential Studies, Non-Mathematics, and Mathematics Core requirements as described above.
2. The following courses to satisfy the breadth requirement:
   A. Theoretical Mathematics: MATH 330 Set Theory and Logic
   B. Probability and Statistics: MATH 321 Applied Statistical Methods
   C. Teaching Content Requirements: MATH 208 Discrete Mathematics, MATH 308 History of Mathematics, MATH 409 Geometry
3. The following sequence:
   MATH 435 Theory of Numbers & MATH 441 Abstract Algebra

II. Admission to the Secondary Program, normally while taking T&L 250 Introduction to Education. (See College of Education and Human Development (p. 483) for admission and licensing requirements.)

III. The program in Secondary Education (see Teaching & Learning (p. 225)):

Mathematics majors seeking secondary licensure must have an advisor in both the Mathematics Department and the Department of Teaching and Learning.

---

**Minor in Mathematics**

Required 20 credits as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 165</td>
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</tr>
<tr>
<td>MATH 166</td>
<td>3</td>
</tr>
<tr>
<td>MATH 208</td>
<td>3</td>
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<tr>
<td>Math electives numbered 207 or higher</td>
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</tr>
<tr>
<td>Total Credits</td>
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</tbody>
</table>

* not including MATH 217 Introduction to Cultural Mathematics, MATH 277 Mathematics for Elementary School Teachers, MATH 377 Geometry Elementary Teachers, MATH 400 Methods and Materials of Teaching Middle and Secondary School Mathematics and MATH 477 Topics in Elementary School Mathematics.

MATH 405 Selected Topics in Mathematics, MATH 415 Topics in Applied Mathematics, MATH 416 Topics in Statistics, MATH 494 Reading Course in Mathematics, and MATH 495 Readings in Mathematics may be used only with prior approval from the Mathematics Department.

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**Minor in Mathematics for Elementary Education**

Required 20 credits of Mathematics, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 115</td>
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<tr>
<td>MATH 277</td>
<td>3</td>
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<td>MATH 377</td>
<td>3</td>
</tr>
<tr>
<td>MATH 477</td>
<td>3</td>
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<tr>
<td>Math electives numbered 207 or higher</td>
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<td>MATH 165</td>
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</tr>
<tr>
<td>MATH 166</td>
<td>3</td>
</tr>
<tr>
<td>MATH 208</td>
<td>3</td>
</tr>
<tr>
<td>MATH 265</td>
<td>3</td>
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All electives may be selected from Mathematics courses above MATH 102.

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**Minor in Statistics (Plan A)**

**Prerequisites**

<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>MATH 166</td>
<td>3</td>
</tr>
<tr>
<td>MATH 265</td>
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**Required courses**

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<td>MATH 422</td>
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<tr>
<td>EFR 514</td>
<td>3</td>
</tr>
<tr>
<td>EFR 516</td>
<td>3</td>
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<tr>
<td>CHE 515</td>
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**Minor in Statistics (Plan B)**

**Prerequisites**

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**Required courses**

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</tr>
<tr>
<td>EE 411</td>
<td>3</td>
</tr>
<tr>
<td>MATH 321</td>
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</tr>
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<td>PSYC 543</td>
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<tr>
<td>SOC 521</td>
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</table>

Total Credits 21

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**Courses**

**MATH 102. Intermediate Algebra. 3 Credits.**

Equations, exponents, quadratic equations, lines, graphs, inequalities. (Does not count toward graduation at UND.) Prerequisite: Appropriate score in the Placement Testing Program.
MATH 103. College Algebra. 3 Credits.
Polynomial and rational functions, inverse functions, exponential and logarithmic functions, simple conics, systems of equations, determinants, arithmetic and geometric sequences, the Binomial Theorem. Sections meeting 5 days per week are offered for students determined eligible by the Math Department. Prerequisite: Appropriate score in the Placement Testing Program or MATH 102.

MATH 105. Trigonometry. 2 Credits.
Angles, trigonometric functions and their inverses, solving triangles, trigonometric identities. Prerequisite: One year of high school geometry and either an appropriate score in the Placement Testing Program or MATH 102.

MATH 107. Precalculus. 4 Credits.
Equations and inequalities; polynomial, rational, exponential, logarithmic and trigonometric functions; inverse trigonometric functions; algebraic and trigonometric methods commonly needed in calculus. Prerequisite: MATH 102 or an appropriate score in the Placement Testing Program.

MATH 112. Transition to Calculus. 1 Credit.
This course is designed for students intending to take Math 165, Calculus I who have mastered most of, but not all, the material covered in Math 107. Precalculus. Emphasis is therefore on topics such as inverse functions, partial fraction expansion, trigonometric identities, and applications of trigonometry, which are deemed most difficult for pre-calculus students. Prerequisite: MATH 107, MATH 146 or an appropriate score in the Placement Testing Program.

MATH 115. Introduction to Mathematical Thought. 3 Credits.
The course will focus on analysis and interpretation of common types of mathematical arguments as well as having students construct their own arguments. A combination of topics will be included, such as: elementary combinatorics, probability, statistics, set theory, number theory, geometry and topology, mathematical logic, the mathematics of voting, etc.

MATH 146. Applied Calculus I. 3 Credits.
A nonrigorous introduction to differential and integral calculus. Topics include limits, continuity, differentiation and integration techniques, and applications. Prerequisites: MATH 103 or an appropriate score in the Placement Testing Program.

MATH 165. Calculus I. 4 Credits.
Limits, continuity, differentiation, Mean Value Theorem, integration, Fundamental Theorem of Calculus. Prerequisite: an appropriate score in the Placement Testing Program or MATH 112 or completion of MATH 107 with a grade of C or better.

MATH 166. Calculus II. 4 Credits.
Techniques and applications of integration, exponential and logarithmic functions, parametric equations, infinite sequences and series. Prerequisites: Completion of MATH 165 with a grade of C or better; or permission of the Mathematics Department.

MATH 207. Introduction to Linear Algebra. 2 Credits.
A computational treatment of systems of linear equations, finite dimensional vector spaces, linear transformations, determinants, matrices, eigenvalues, eigenvectors, and diagonalizability. Prerequisite: MATH 165.

MATH 208. Discrete Mathematics. 3 Credits.
Introduction to Set Theory, Functions and Relations, Permutations and Combinations, Logic, Boolean Algebra, Induction, Difference Equations. Other topics from Graphs, Finite Automata and Formal Languages. Prerequisite: an appropriate score in the Placement Testing Program or MATH 103 or MATH 107.

MATH 217. Introduction to Cultural Mathematics. 3 Credits.
This course covers mathematical concepts within the context of cultures. Mathematical ideas are investigated in topics such as number systems, calendars, art, kinship relations, divination, and games. Examples are taken from cultures in many parts of the world. The main emphasis is in the course is on learning how cultural activities can be considered mathematical and often include non-trivial mathematical ideas. One or more case studies of particular cultures will also be included. The case studies will consist of investigations into several cultural aspects that have mathematical connections. Prerequisite: A grade of C or better in MATH 103.

MATH 265. Calculus III. 4 Credits.
Multivariate and vector calculus including partial derivatives, multiple integration, line and surface integrals, Green's Theorem, Stokes' Theorem, the Divergence Theorem. Prerequisite: MATH 166.

MATH 266. Elementary Differential Equations. 3 Credits.
Solution of elementary differential equations by elementary techniques. Laplace transforms, introduction to matrix theory and systems of differential equations. Prerequisites: MATH 265 and proficiency in a programming language.

MATH 277. Mathematics for Elementary School Teachers. 3 Credits.
Development of the number systems used in elementary schools. Includes some methods and work with laboratory materials. For elementary education majors only. Prerequisites: Admission to Teacher Education and either an appropriate score in the Placement Testing Program or MATH 103.

MATH 308. History of Mathematics. 3 Credits.
This is a course on the conceptual and chronological history of mathematics. The course involves the interpretation and analysis of how and why mathematical ideas have developed over time, including political and cultural considerations. Topics include: numbers and counting systems, non-Western developments, mathematics of Egypt, Babylon and Greece, early European developments, the Renaissance, the Scientific Revolution and the development of calculus, women in mathematics, twentieth century mathematics. Prerequisite: MATH 166 or equivalent, or consent of instructor.

MATH 315. Topics in Computational Mathematics. 1-3 Credits.
An introduction to mathematical methods useful in the computational analysis of problems in applied mathematics. Topics may include numerical methods, numerical simulation, symbolic computation, and theory of computation. May be repeated for credit with consent of instructor up to six credits. Prerequisites: MATH 266 and proficiency in a programming language, or consent of instructor.

MATH 321. Applied Statistical Methods. 3 Credits.
Introductory statistics for students with a background in single-variable calculus. Includes descriptive statistics, continuous and discrete probability density functions, sampling distributions, point and interval estimation, and tests of hypotheses. Prerequisite: MATH 166.

MATH 330. Set Theory and Logic. 3 Credits.
Axioms and operations on sets, mathematical logic, relations and functions, development of the natural and real number systems, including field axioms and the completeness axiom for the real numbers. Prerequisite: MATH 166 or consent of instructor.

MATH 352. Introduction to Partial Differential Equations. 3 Credits.
Partial differential equations, Fourier series, special functions, series solutions to ordinary differential equations. Prerequisite: MATH 266.

MATH 377. Geometry Elementary Teachers. 1-3 Credits.
Experimental and inductive discovery in building geometric concepts at the elementary school level. For elementary education majors only.

MATH 397. Cooperative Education. 1-8 Credits.
A practical work experience with an employer closely associated with the student's academic area. 1-8 credits repeatable to 18. Arranged by mutual agreement among student, department, and employer. A maximum of 6 cooperative education credits may be applied against requirements for a Math major. 15 completed credits in math including Math 165, Math 166, and Math 265, in addition to standard co-op requirements (see department for approval).

MATH 400. Methods and Materials of Teaching Middle and Secondary School Mathematics. 3 Credits.

MATH 403. Theory of Probability. 3 Credits.
Sets, sample spaces, discrete probability, distribution functions, density functions, characteristic functions, study of normal, Poisson, binomial and other distributions with applications. Prerequisite: MATH 265.

MATH 405. Selected Topics in Mathematics. 1-3 Credits.
May be repeated to maximum of six credits. Permission of the Mathematics Department is the prerequisite.

MATH 408. Combinatorics. 3 Credits.
Introduction to the techniques and reasoning needed in combinatorial problem-solving. The course may include topics related to combinatorics, such as graph theory. Prerequisites: MATH 166 and MATH 208.
MATH 409. Geometry. 3 Credits.
Metric and synthetic approach to Euclidean geometry. The usual topics in elementary geometry treated in a mathematically logical way. Topics include congruence, inequalities, parallelism, similarity, area, solid geometry and the circle. Prerequisite: MATH 208 or MATH 330.

MATH 412. Differential Equations. 3 Credits.
Basic types of ordinary differential equations. Existence and uniqueness of solutions. Prerequisite: MATH 266.

MATH 415. Topics in Applied Mathematics. 1-3 Credits.
An introduction to selected areas in applied mathematics chosen from a variety of topics including: Applied algebra, difference equations, linear programming, modeling and simulation, operations research, optimization, partial differential equations and computers in mathematics. Topics to be considered will be illustrated with examples and practical applications. May be repeated for credit with consent of instructor up to a maximum of six credits. Math 265 and consent of instructor are the prerequisites.

MATH 416. Topics in Statistics. 1-3 Credits.
An introduction to a variety of topics in statistics including: Linear models in categorical analysis, Bayesian methods, decision theory, ridge regression, Nonparametric techniques, stochastic games and models. The number of topics to be considered during a semester will be limited to permit greater depth of coverage and sufficient practical illustrations. May be repeated for credit with consent of instructor up to six credits. Prerequisites: MATH 265 and MATH 321 or consent of instructor.

MATH 421. Statistical Theory I. 3 Credits.
Discrete and continuous random variables, expectation, moments, moment generating functions, properties of special distributions, introduction to hypothesis testing, sampling distributions, Central Limit Theorem, curve of regression, correlation, empirical regression by least squares, maximum likelihood estimation, Neyman-Pearson lemma, likelihood ratio test, power function, chi-square tests, change of variable, *" and *" tests, one and two-way ANOVA, nonparametric methods. Prerequisite: MATH 265.

MATH 422. Statistical Theory II. 3 Credits.
Discrete and continuous random variables, expectation, moments, moment generating functions, properties of special distributions, introduction to hypothesis testing, sampling distributions, Central Limit Theorem, curve of regression, correlation, empirical regression by least squares, maximum likelihood estimation, Neyman-Pearson lemma, likelihood ratio test, power function, chi-square tests, change of variable, *" and *" tests, one and two-way ANOVA, nonparametric methods. Prerequisite: MATH 421.

MATH 425. Cryptological Mathematics. 3 Credits.
This course develops the math behind elementary symmetric-key ciphers and a variety of public-key schemes. Modern block ciphers may be discussed. Prerequisite: MATH 208.

MATH 431. Introduction to Analysis I. 3 Credits.
Development of the real number system, functions, sequences, limits, continuity, and differentiation. Prerequisite: MATH 330 or consent of instructor.

MATH 432. Introduction to Analysis II. 3 Credits.
A continuation of Math 431, topics in the second semester include integration, partial differentiation, infinite series, power series and vector analysis. Prerequisite: MATH 431.

MATH 435. Theory of Numbers. 3 Credits.
Basic properties of numbers, including divisibility, primes, congruences, Diophantine equations and residue theory. Prerequisite: MATH 208 or 330.

MATH 441. Abstract Algebra. 3 Credits.
Rings, integral domains, fields, elements of group theory. Prerequisite: MATH 330 or consent of instructor.

MATH 442. Linear Algebra. 3 Credits.
A theoretical treatment of systems of linear equations, matrices, vector spaces, linear transformations and elementary canonical forms. Prerequisites: MATH 265 and MATH 330 or consent of instructor.

MATH 460. Mathematical Modeling. 3 Credits.
The primary goal of the course is to present the mathematical analysis provided in scientific modeling. Topics may include population modeling, mechanical vibrations, traffic flow, epidemic modeling, queues and decay processes. Prerequisites: MATH 266 and MATH 207 or consent of instructor.

MATH 461. Numerical Analysis. 3 Credits.
Numerical techniques for: the solution of equations in one or several unknowns, approximate integration, differential equations, approximation theory, optimization theory and matrix analysis. Corresponding error analysis will be investigated. Prerequisites: MATH 266 and a scientific programming language.

MATH 471. Introduction to Complex Variables. 3 Credits.
The complex plane, analytic functions, complex integration, power series, the theory of residues and contour integration, conformal mapping, Fourier and Laplace transformations, and applications. Prerequisite: MATH 265.

MATH 477. Topics in Elementary School Mathematics. 1-3 Credits.
Selected topics from mathematical concepts appropriate to the elementary school curriculum. May be repeated for credit up to six credits. Prerequisite: Elementary education majors only.

MATH 479. Topics in Mathematics Education. 1-3 Credits.
Selected topics from mathematical concepts appropriate for K-12 educators. May be repeated for up to six credits. Prerequisite: Instructor consent.

MATH 488. Senior Capstone. 3 Credits.
This course is designed to help students transition into working mathematicians. Thus the course will address 1) written and oral expression of mathematical material and concepts, 2) research and problem solving in mathematics, and 3) technology in mathematics, and its appropriate use. Material will build on the core areas of calculus, linear algebra, and differential equations. Prerequisites: Senior standing with a major in mathematics.

MATH 494. Reading Course in Mathematics. 1-3 Credits.
Directed individual reading on selected topics not developed in other courses. Repeatable to six credits. Consent of instructor is the prerequisite.

MATH 495. Readings in Mathematics. 1-3 Credits.
Directed individual reading on selected topics not developed in other courses. Repeatable to six credits. Prerequisite: Consent of instructor.

Mechanical Engineering (ME)

http://engineering.und.edu/mechanical/

Ames, Bandyopadhyay, Bibel, Cavalli (Chair), Grewal, Gupta, Johnson, Neubert, Semke, Stanlake, Tang and Zahu

The primary mission of the Mechanical Engineering Department is to prepare graduates to function effectively as mechanical engineers in a wide spectrum of industries. The Department’s further mission is to engage in research and scholarly activity that contributes to basic and applied discovery to enhance student learning while being of benefit to the state, region, and nation.

The Mechanical Engineering Department at the University of North Dakota is committed to graduating mechanical engineers who, 3-5 years after graduation:

1. Apply mechanical engineering principles in the areas of mechanical design, thermal systems, or manufacturing and materials in the public or private sectors;
2. Practice mechanical engineering across a broad range of job functions or pursue advanced degrees;
3. Complete engineering projects alone or as part of a team, exhibiting the appropriate teamwork, leadership and communication skills;
4. Understand the broader implications of their engineering efforts on local, national and global society and apply the highest standards of professional and ethical conduct;
5. Maintain relevant knowledge of contemporary engineering and professional issues and an understanding of modern engineering tools through regular participation in professional development activities.

Continuous assessment of student learning in accordance with specific program outcomes, including input from program constituents such as students, alumni, employers and industry advisory groups, provides opportunity to measure success in meeting the mission of the department. Beginning with the freshman year, teamwork, problem solving, and design exercises are interwoven throughout the curriculum, culminating in a two-semester capstone design project during the senior year. Several courses include laboratories which develop experimental, teamwork, and communication skills. Technical papers required by selected courses develop knowledge of contemporary issues as well as communication skills. State-of-the-art computer software is used extensively throughout the curriculum. Within our bachelor’s degree we offer an Aerospace Concentration. This option adds five credits to the
degree but results in the student earning a private pilot’s license as well as tailoring the engineering degree towards the aerospace industry. Three other concentrations are also available: Mechanical Design; Thermal Sciences; and Materials and Manufacturing. Students are strongly encouraged to prepare for a professional license by taking the national fundamentals of engineering (FE) exam prior to graduation. Students who excel academically are also well-qualified to pursue graduate work in mechanical engineering or a related field.

The department offers combined Bachelor of Science in Mechanical Engineering (BSME)/Master of Science (with a major in Mechanical Engineering) and BSME/Master of Engineering degrees. For more detailed information, see Mechanical Engineering in the Graduate Section and Combined Degree Program under the College of Engineering and Mines (p. 486) section.

The Mechanical Engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

In addition to the normal transfer credit requirements, students in Mechanical Engineering must complete a minimum of 21 credit hours of 300-level or higher coursework in Mechanical Engineering at UND, including:

- ME 418 Manufacturing Processes 4
- ME 483 Mechanical Measurements Laboratory 3
- ME 487 Engineering Design 5
- & ME 488 and Engineering Design

College of Engineering and Mines

B.S. in Mechanical Engineering

Required 129 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

Freshman Year

First Semester

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Second Semester

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Sophomore Year

First Semester

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Second Semester

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<td>3</td>
</tr>
<tr>
<td>EE 206</td>
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<tr>
<td>MATH 266</td>
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<tr>
<td>PHYS 253</td>
<td>4</td>
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<tr>
<td>or CHEM 122</td>
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<tr>
<td>or CHEM 122L</td>
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Junior Year

First Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ME 301</td>
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<td>ME 306</td>
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<td>ME 322</td>
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<tr>
<td>ENGR 460</td>
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Second Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ME 332</td>
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<tr>
<td>ME 332L</td>
<td>1</td>
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<tr>
<td>ME 418</td>
<td>4</td>
</tr>
<tr>
<td>ME 474</td>
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<td>MATH 321</td>
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Senior Year

First Semester

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<td>ME 480</td>
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<td>ME 483</td>
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<td>ME 487</td>
<td>2</td>
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<tr>
<td>Social Science</td>
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<tr>
<td>Technical Electives</td>
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Second Semester

<table>
<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>ME 488</td>
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<td>ME 370 or CHE 340</td>
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<td>or PHIL 250</td>
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<tr>
<td>Arts &amp; Humanities</td>
<td>3</td>
</tr>
<tr>
<td>(if taking either ME 370 or ChE 340 or Social Sciences (if taking Phil 250)</td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits: 129-130

Technical Electives and Optional Concentrations

One technical elective must be taken from each stem unless the student is pursuing the Aerospace Concentration (see below). Students may receive an optional concentration, documented on the transcript, in one of the listed stems as indicated. Students who satisfactorily complete two ME 397 Cooperative Education experiences for a combined total of at least three credit hours are granted a waiver for one technical elective, provided one of the Cooperative Education experiences lasts for the duration of either a fall or spring semester. The waived technical elective is considered as elective at large and is not specified into any one of the three stems listed below.
I. Mechanical Design Stem

ME 424 Systems Dynamics and Control (#) 3
ME 426 Mechanical Vibrations (#) 3
ME 429 Introduction to Finite Element Analysis (#) 3
ME 439 Introduction to Robotics 3
ME 484 Ground Vehicle Dynamics 3
ME 489 Senior Honors Thesis 3
ME 523 Advanced Machine Design (#) 3
ME 525 Metal Fatigue in Engineering (#) 3
ME 526 Advanced Vibrations (#) 3
ME 529 Advanced Finite Element Methods (#) 3
ME 532 Advanced Dynamics (#) 3

**Mechanical Design Concentration - 129 hours**

Requires ME 323 Machine Component Design/ME 323L Machine Component Design Laboratory and any four of the Mechanical Design Stem technical electives.

II. Thermal Sciences Stem

ME 342 Intermediate Thermodynamics (#) 3
ME 446 Gas Turbines (#) 3
ME 449 Internal Combustion Engines (#) 3
ME 451 Heating and Air Conditioning 3
ME 464 Computational Fluid Dynamics (#) 3
ME 476 Intermediate Fluid Mechanics (#) 3
ME 477 Compressible Fluid Flow (#) 3
ME 489 Senior Honors Thesis 3
ME 542 Thermodynamics of Materials 3
ME 545 Fluidized-Bed Combustion Engineering 3
ME 574 Advanced Heat Transfer (#) 3
ME 575 Conduction and Radiation Heat Transfer (#) 3
ME 576 Convective Heat Transfer (#) 3

**Thermal Sciences Concentration - 129 hours**

Requires ME 306 Fluid Mechanics, ME 341 Thermodynamics and any four of the Thermal Sciences Stem technical electives.

III. Manufacturing and Materials Stem

ME 313 Material Properties and Selection 3
ME 420 Composite Materials (#) 3
ME 428 Advanced Manufacturing Processes 3
ME 439 Introduction to Robotics 3
ME 524 Deformation and Fracture (#) 3
ME 525 Metal Fatigue in Engineering (#) 3
ME 542 Thermodynamics of Materials 3

**Manufacturing and Materials Concentration - 129 hours**

Requires ME 418 Manufacturing Processes and any four of the Manufacturing and Materials Stem technical electives.

IV. Aerospace Concentration - 134 hours

Requires students to complete AVIT 102 Introduction to Aviation (5 credits) plus six technical electives. AVIT 102 Introduction to Aviation includes earning a private pilot license and is recommended for the summer session between the freshman and sophomore years. 5

Technical electives must be chosen from the aerospace group of electives as identified by # in the above technical elective listing. One of the technical electives must be either ME 429 Introduction to Finite Element Analysis or ME 464 Computational Fluid Dynamics. ME 490 Special Laboratory Problems or an ME 590 Special Topics may also be included in the aerospace group at the discretion of the Mechanical Engineering Chair.

1 Students must achieve a grade of “C” or better.
2 ME 101 Introduction to Mechanical Engineering, ME 201 Student Design, ENGR 200 Computer Applications in Engineering and ME 397 Cooperative Education may be waived by successful completion of ME 102 Professional Assessment and Evaluation. The ethics requirement as represented by ME 370 Engineering Disasters and Ethics/CHE 340 Professional Integrity in Engineering/PHIL 250 Ethics in Engineering and Science may also be waived, but not the University’s Essential Studies Requirements.
3 Another lab science may be substituted for PHYS 253 University Physics III or CHEM 122 General Chemistry II, consistent with the student’s individual learning plan, by petition to the ME Department.
4 One technical elective can be taken outside the ME Department within other SEM Departments, Math or Physics. The course must be at the 300-level or higher and be consistent with the student’s individual learning plan.
5 Students already holding a private pilot license may earn a commercial license or an acceptable advanced rating through UND as a substitute for AVIT 102 Introduction to Aviation.

**Courses**

ME 101. Introduction to Mechanical Engineering. 3 Credits.
Development of visualization, technical communication, and documentation skills. 3-D geometric modeling as applied to CADD applications using current methods and techniques commonly found in industry. Introduction to engineering design and analysis of a machine or system, and team problem solving. Development of an academic career plan. Mechanical Engineering major is the prerequisite.

ME 102. Professional Assessment and Evaluation. 1 Credit.
This course is designed for students with industrial experience. Students complete a portfolio documenting educational and work experiences for evaluation, and individualized curriculum plans are developed. Various academic programs in engineering are also introduced. Based on the assessment and evaluation, some engineering requirements may be waived. S/U grading only. Prerequisites: Work experience and/or technician school training plus completion of CHEM 121, CHEM 121L, PHYS 251, PHYS 251L, PHYS 252, PHYS 252L, MATH 165, MATH 166, and MATH 265.

ME 201. Student Design. 2 Credits.
Team problem solving with design and build of a machine or mechanism, typically ASME Design Contest project. Machine shop safety and introduction to fabrication processes. Special topic lectures on contemporary Mechanical Engineering issues and research activities. Prerequisite: ME 101 or ENGR 101. Corequisites: PHYS 251 or ENGR 251.

ME 290. Laboratory Problems. 1-3 Credits.
Laboratory investigations of interest to student and faculty. Repeatable to a maximum of 6 credits. Consent of instructor is the prerequisite.

ME 301. Materials Science. 3 Credits.
The theory of the structure of matter, the prediction and evaluation of engineering properties of materials. Prerequisites: CHEM 121 with a grade of C or better, PHYS 252 with a grade of C or better, and admission to the professional Mechanical Engineering program.

ME 306. Fluid Mechanics. 3 Credits.
Fluid properties; fluid statics and dynamics; transport theory and transport analogies, conservation of mass, energy, and momentum; dimensional analysis; boundary layer concepts; pipe flows; compressible flow; open channel flow. Prerequisites: PHYS 251 and MATH 265, both with a grade of C or better.

ME 313. Material Properties and Selection. 3 Credits.
Study of relationships between materials, manufacture and design of engineering component. Prerequisite: ME 301 and admission to the professional Mechanical Engineering program.

ME 322. Design of Machinery. 3 Credits.
Analytical study of motions, velocities, accelerations and forces for design of machine elements. Introduction to spatial mechanisms, robotics, and actuator selection. Prerequisites: ENGR 200 with a grade of C or better, ENGR 202 with a grade of C or better, and admission to the professional Mechanical Engineering program.
ME 323. * Machine Component Design. 3 Credits.
Design of machine elements such as shafts, bearings, gears, clutches, springs, threaded components, and bolted, riveted, welded, and bonded joints. Stress and failure theory analyses of the implementation of machine components are covered. Prerequisites: ENGR 203 with a grade of C or better, ME 322 with a grade of C or better, and admission to the professional Mechanical Engineering program.

ME 323L. Machine Component Design Laboratory. 1 Credit.
Application of design and analysis tools developed in the Machine Component Design course. Laboratory emphasizes creative design, analysis techniques, construction methods, and design report writing. Prerequisite: Admission to the professional Mechanical Engineering program. Corequisite: ME 323.

ME 341. * Thermodynamics. 3 Credits.
Fundamental energy relationships applied to both closed and open systems. Determination of thermodynamic properties, first and second laws of thermodynamic processes and basic cycles. Prerequisites: PHYS 251 and MATH 166, both with a grade of C or better.

ME 342. * Intermediate Thermodynamics. 3 Credits.
Power and refrigeration cycles. Exergy analysis, psychrometrics, reacting and non-reacting mixtures. Prerequisite: ME 341 with a grade of C or better and admission to the professional Mechanical Engineering program.

ME 370. Engineering Disasters and Ethics. 3 Credits.
Engineering disasters will be the basis for teaching an ethics course to engineering students. Starting with the premise that most people know the difference between right and wrong (this is not a course on criminal activity!), the course explores how engineers, in spite of their best intentions, sometimes create disastrous situations. The effect of cumulative adverse detail is difficult to teach except with case studies. Also explored is cost vs. safety trade-offs, the role of lawsuits, and government regulation. Prerequisites: Junior or Senior standing and admission to the professional Mechanical Engineering program.

ME 397. Cooperative Education. 1-3 Credits.
A practical work experience with an employer closely associated with the student's academic area. Arranged by mutual agreement among student, department and employer. Repeatable to 12 credits. Prerequisite: Admission to the professional Mechanical Engineering program.

ME 418. * Manufacturing Processes. 4 Credits.
Descriptive and analytical study of manufacturing methods and economics as they pertain to machining, metrology and automation. Includes laboratory. Prerequisites: ENGR 203 with a grade of C or better, ME 301, and admission to the professional Mechanical Engineering program.

ME 420. Composite Materials. 3 Credits.
Prerequisites: ME 301 and admission to the professional Mechanical Engineering program.

ME 424. Systems Dynamics and Control. 3 Credits.
Theory, analysis, and design of linear closed-loop control systems containing electronic, hydraulic, and mechanical components. Differential equations. LaPlace transforms, Nyquist and Bode diagrams are covered. Prerequisites: MATH 266, ME 322, and admission to the professional Mechanical Engineering program.

ME 426. * Mechanical Vibrations. 3 Credits.
Vibration analysis and design as it applies to single and multi degree freedom mechanical systems, isolation and absorption of vibration, vibration of continuous systems, numerical methods of solution. Prerequisites: ENGR 202 with a grade of C or better, MATH 266, and admission to the professional Mechanical Engineering program.

ME 428. Advanced Manufacturing Processes. 3 Credits.
Individual projects involving the manufacturing economics and flow charts for selected products and basic technical principles of manufacturing processes. Includes laboratory. Prerequisites: ME 418 and admission to the professional Mechanical Engineering program.

ME 429. * Introduction to Finite Element Analysis. 3 Credits.
Finite element analysis is introduced as a design tool. Emphasis is given to modeling techniques and element types. Matrix methods are used throughout the class. Prerequisites: ENGR 203 with a grade of C and admission to the professional Mechanical Engineering program.

ME 439. * Introduction to Robotics. 3 Credits.
A systems engineering approach to robotics. Presents an introduction to manipulators, sensors, actuators, and end effectors for automation. Topics covered include kinematics, dynamics, control, programming of manipulators, pattern recognition, and computer vision. Prerequisites: ENGR 200 with a grade of C or better, MATH 166 with a grade of C or better, and admission to the professional Mechanical Engineering program.

ME 446. * Gas Turbines. 3 Credits.
General principles, thermodynamics, and performance of gas turbine engines. Design consideration of engine components. Prerequisites: ME 341 with a grade of C or better and admission to the professional Mechanical Engineering program.

ME 449. Internal Combustion Engines. 3 Credits.
Fundamentals of spark ignition and compression ignition engines, related components and processes. Prerequisites: ME 342 and admission to the professional Mechanical Engineering program.

ME 451. Heating and Air Conditioning. 3 Credits.
Psychrometrics, heating and cooling loads and analysis of air conditioning systems. Prerequisites: ME 342 and admission to the professional Mechanical Engineering program or consent of instructor. Corequisite: ME 474.

ME 464. Computational Fluid Dynamics. 3 Credits.
Provides a practical experience using computational fluid dynamics and provides supporting material in fluid dynamics, which is useful in understanding the need to resolve grids in boundary layers and other regions of high velocity gradients. The course is structured as half lecture and half laboratory. The lecture covers topics related to laminar and turbulence boundary layers with and without acceleration, turbulence modeling, wakes and jets. The laboratory provides experience in building grids using the program GAMBIT, the solid/fluid modeling and meshing program, and calculating solutions using FLUENT, a commercial flow solver. Prerequisites: ME 306, MATH 266, and admission to the professional Mechanical Engineering program.

ME 474. Fundamentals of Heat and Mass Transfer. 3 Credits.
Convection, conduction, radiation, dimensional analysis and design of heat transfer equipment. Prerequisites: MATH 266, ME 306, ME 341 with a grade of C or better, and admission to the professional Mechanical Engineering program.

ME 476. Intermediate Fluid Mechanics. 3 Credits.
Differential forms of conservation of mass, energy, and momentum for viscous fluid flow. Boundary layer theory and its applications. Principles of one-dimensional compressible flow. Prerequisites: ME 306, MATH 266, and admission to the professional Mechanical Engineering program.

ME 477. Compressible Fluid Flow. 3 Credits.
Introduction to the theory and application of one-dimensional compressible flow. Course topics include isentropic flow in converging and converging/diverging nozzles, normal shock waves, oblique shock waves, Prandtl-Meyer flow, flow with friction and heat addition. Prerequisite: Admission to the professional Mechanical Engineering program. Prerequisites or corequisites: ME 341 with a grade of C or better and ME 306.

ME 480. Mechanical Engineering Seminar. 3 Credits.
Reports and presentations on current developments in mechanical engineering and engineering ethics. Prerequisites: Senior Standing and admission to the professional Mechanical Engineering program.

ME 483. Mechanical Measurements Laboratory. 3 Credits.
Experiments and written reports on the operation and performance of instruments and basic mechanical engineering equipment. Prerequisites: EE 206 and admission to the professional Mechanical Engineering program.

ME 484. Ground Vehicle Dynamics. 3 Credits.
ME 484 is a junior and senior level elective course. This course deals with the design of ground vehicle suspension and steering systems. Vehicle ride, handling and safety systems are covered along with passive and active suspension control. Prerequisite: ME 322 and admission to the professional Mechanical Engineering program or consent of instructor.

ME 485. Multiphysics Modeling. 3 Credits.
Theory and techniques of modeling coupled thermal, fluid, mechanical, and/or electrical fields in components design. The focus is on the fundamental techniques used to simultaneously derive and solve coupled equations and the use of commercial multiphysics finite element software. Prerequisite: ME 429.
ME 487. Engineering Design. 2 Credits.
The first course of a two-course sequence in Engineering Design, students will establish important features of the machine or system to be designed, perform market analysis, establish design objectives, explore alternatives, conduct research, specify constraints. Prerequisites: ME 323, ME 323L ME 474 or any one elective from the thermal science group, and admission to the professional Mechanical Engineering program. Corequisite: ME 483. Prerequisite or corequisite: ENGR 460.

ME 488. Engineering Design. 3 Credits.
Systematic study and practice essential to the optimal design of a complete machine or system, utilizing economic and social constraints together with current mechanical and thermal design techniques. The course is a continuation of ME 487 taken the preceding semester. Prerequisites: ME 487 and admission to the professional Mechanical Engineering program.

ME 489. Senior Honors Thesis. 1-8 Credits.
Supervised independent study culminating in a thesis. Repeatable to 9 credits. Prerequisites: Consent of the Department, approval of the Honors Committee, and admission to the professional Mechanical Engineering program.

ME 490. Special Laboratory Problems. 1-3 Credits.
Laboratory investigations of interest to students and faculty. Repeatable to maximum of 6 credits. Prerequisites: Consent of instructor and admission to the professional Mechanical Engineering program.

* Course must be completed with a grade of "C" or better.

Medical Laboratory Science (MLS)

http://med.und.edu/mls

Coleman, Paur (Program Director), Peterson, Porter, Ray, Schill, Sens (Chair), Solberg and Triske

The Department of Pathology at the University of North Dakota has offered a degree in medical laboratory science (formerly clinical laboratory science) since 1949. The Medical Laboratory Science (MLS) program is accredited by the National Accrediting Agency for Medical Laboratory Sciences (NAACLS), which is located at 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119.

Medical Laboratory Scientists, sometimes referred to as medical technologists or clinical laboratory scientists, are key members of the health care team. They are concerned with the study and practice of diagnostic medicine and generate accurate and reliable test results in chemistry, hematology, immunology, immunohematology and microbiology. The results provide valuable information used in the diagnosis and treatment of disease. Excellent employment opportunities exist not only in hospitals and clinics, but also in physician offices, government agencies, industry, research, the armed forces and health related facilities. A severe shortage of medical laboratory scientists exists and has generated a large demand for new graduates. In addition to immediate employment opportunities, many graduates attend medical school or pursue graduate degrees in medical laboratory science, management or education.

Articulation Program Western College Alliance for Medical Laboratory Science (WCAMLS) Education B.S. Degree Including 4+1 and WCAMLS Students- General Information Online Courses

School of Medicine and Health Sciences

B.S. in Medical Laboratory Science (2+2 Track)

Students complete a pre-professional curriculum (pre-MLS) at UND. The pre-professional curriculum includes approximately four semesters of specific preparatory coursework for admission into the professional (BS MLS) curriculum. The professional program (BS MLS) is approximately five semesters in length and includes two semesters of preparatory coursework and three semesters in the final clinical year. The final clinical year of the professional curriculum is 37 credits and includes a 12-week on-campus experience in the summer semester, online coursework, and a 28-week clinical affiliation experience. Upon successful completion of all courses, the student receives a BS in MLS degree from the University of North Dakota and is eligible to complete the national certification exam.

Application for advancement to the professional education component is made directly following the second semester of the sophomore year. Applicants to the professional program must have a cumulative GPA of 2.8 and no more than one D in any math or science course. Exceptions for acceptance and continuance may be made by petition to the Department of Pathology Professional and Academic Standards Committee. During the second year of the professional curriculum (senior year), students register for courses in the summer, fall and spring semesters.

When a student is registered in 300 and 400 level MLS courses a specific MLS tuition is assessed.

Required: 126 credits (36 of which must be numbered 300 or above, and 60 credits of which must be from a four-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. MLS Curriculum Requirements:

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<thead>
<tr>
<th>Freshman Year</th>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 110</td>
<td>College Composition I</td>
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<tr>
<td>BIOL 150 &amp; 150L</td>
<td>General Biology I and General Biology I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121 &amp; 121L</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra</td>
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</tbody>
</table>

Second Semester

| BIOL 151      | General Biology II | 3       |
| COMM 110      | Fundamentals of Public Speaking | 3       |
| CHEM 122 & 122L | General Chemistry II and General Chemistry II Laboratory | 4       |
| ENGL 120 or ENGL 125 | College Composition II or Technical and Business Writing | 3       |
| Arts & Humanities Elective (Global Diversity Category) | 3 |

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<th>Sophomore Year</th>
<th>First Semester</th>
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<tbody>
<tr>
<td>ANAT 204</td>
<td>Anatomy for Paramedical Personnel</td>
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</tr>
<tr>
<td>MLS 101</td>
<td>Orientation to Medical Laboratory Sciences</td>
<td>2</td>
</tr>
<tr>
<td>COMM 212</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>MBIO 202</td>
<td>Introductory Medical Microbiology Lecture</td>
<td>3</td>
</tr>
<tr>
<td>Soc Sci Elective (Introduction to Psychology Recommended)</td>
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Second Semester

| MLS 234        | Human Parasitology | 2       |
| MLS 234L       | Human Parasitology Laboratory | 1       |
| PPT 301        | Human Physiology | 4       |
| Soc Sci Elective (US Diversity Category) | 3 |

<table>
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<th>Junior Year</th>
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<tr>
<td>MLS 301</td>
<td>Immunology</td>
<td>3</td>
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<td>MLS 325</td>
<td>Hematology</td>
<td>3</td>
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<tr>
<td>MLS 325L</td>
<td>Hematology Laboratory</td>
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</tr>
<tr>
<td>MLS 336</td>
<td>Laboratory Calculations</td>
<td>1</td>
</tr>
</tbody>
</table>
**Articulation Program**

Clinical Laboratory Technician (CLT) or Medical Laboratory Technician (MLT) graduates are encouraged to apply to the UND MLS program to earn a BS in MLS. A CLT/MLT graduate will be eligible for the transfer of up to 60 semester credits depending on the curriculum completed. Transfer credits allow the waiver of several science courses in the professional curriculum. The student's record is evaluated and a recommendation is made to the Registrar regarding the number of credits to be transferred and the science courses to be waived. The student may be eligible for a shortened professional program based on previous coursework, years of experience working in a clinical laboratory, and a competency assessment. A specific outline for the number of credits that will transfer has been incorporated into articulation agreements with numerous regional technical and community colleges. Contact the MLS program for additional information.

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**Western College Alliance for Medical Laboratory Science (WCAMLS) Education (3+1 Track)**

The Medical Laboratory Science program is affiliated with Bemidji State University, Bemidji, MN; Jamestown College, Jamestown, ND; Mayville State University, Mayville, ND; Minot State University, Minot, ND; Valley City State University, Valley City, ND; Montana State University, Billings, MT; Northern State University, Aberdeen, SD; St. Cloud State University, St. Cloud, MN; University of Mary, Bismarck, ND; University of South Dakota, Vermillion, SD; University of Wisconsin-La Crosse; and Winona State University, Winona, MN. The program of study for the first three years at these colleges is aligned with the UND MLS program. Students from these institutions apply to the UND MLS program for their final year of study. Upon completion of the final year, the student receives a certificate from the University of North Dakota verifying completion of 12 months of clinical training in the UND NAACLS accredited program. The student is then eligible for a degree in Medical Laboratory Science, a related major, or a certificate from their respective institution and eligibility to complete the national certification exam.

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**B.S. Degree Including 4+1 and WCAMLS Students-General Information**

**Professional Curriculum Year 2**

**First Semester**

**Fall**
- MLS 480 Clinical Immunohematology II 2
- MLS 481 Clinical Chemistry II 2
- MLS 483 Clinical Hemostasis II 1
- MLS 484 Clinical Microbiology II 2
- MLS 485 Clinical Urinalysis II 1
- MLS 487 Medical Mycology 1
- MLS 488 Clinical Hematology II 2
- MLS 489 Clinical Body Fluids 1

**Spring**
- MLS 490 Financial and Quality Management of the Clinical Laboratory 3
- MLS 491 Clinical Chemistry III 2
- MLS 492 Clinical Immunohematology III 2
- MLS 494 Clinical Immunology 1
- MLS 495 Clinical Microbiology III 2
- MLS 498 Clinical Hematology III 2

**Summer**
- MLS 471 Clinical Chemistry I 2
- MLS 472 Pre-analytical Skills 1
- MLS 473 Clinical Hemostasis I 2
- MLS 474 Clinical Urinalysis I 2
- MLS 477 Clinical Immunohematology I 1
- MLS 477L Clinical Immunohematology I Lab 1
- MLS 478 Clinical Microbiology I 2
- MLS 479 Clinical Hematology I 2

**Total Credits:** 126

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**Certificate in Medical Laboratory Science Program (4+1 Track)**

Students enrolled in the certificate program (4+1 track) have earned a baccalaureate degree from a regionally accredited college or university. Prior to entering the final clinical year of the professional program, the student must complete specific prerequisite courses. The final clinical year is the same as the traditional (2+2 track) and the Western College Alliance (3+1 track) student experience. The 4+1 student earns a certificate in Medical Laboratory Science from the University of North Dakota upon successful completion of all courses and is eligible to complete the national certification exam. If a student wishes to earn a second baccalaureate degree in Medical Laboratory Science from the University of North Dakota, the student must also have completed coursework to meet the Essential Studies requirements.

**Prerequisite Courses Credits**
To be admitted to the UND MLS Categorical Program(s), the student must meet the following requirements:

Admission Requirements

- Hold a baccalaureate degree from a regionally accredited college or university
- Have a minimum of 20 semester credit hours in the biological, chemical and/or medical sciences (these credits can be part of, or in addition to the B.S. degree)
- Have the support of an accredited medical laboratory to facilitate the student’s clinical experience

Clinical Chemistry/Urinalysis

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>MLS 336</td>
<td>Laboratory Calculations</td>
<td>1</td>
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<tr>
<td>MLS 340</td>
<td>Molecular Diagnostics</td>
<td>2</td>
</tr>
<tr>
<td>MLS 460</td>
<td>Laboratory Practice</td>
<td>2</td>
</tr>
<tr>
<td>MLS 465</td>
<td>Clinical Laboratory Practice</td>
<td>2</td>
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Microbiology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MLS 234</td>
<td>Human Parasitology</td>
<td>2</td>
</tr>
<tr>
<td>MLS 336</td>
<td>Laboratory Calculations</td>
<td>1</td>
</tr>
<tr>
<td>MLS 394</td>
<td>Medical Microbiology</td>
<td>2</td>
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</tbody>
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Hematology/Hemostasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLS 325</td>
<td>Hematology</td>
<td>3</td>
</tr>
<tr>
<td>MLS 336L</td>
<td>Hematology Laboratory</td>
<td>2</td>
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</table>

Immunohematology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MLS 301</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MLS 336</td>
<td>Laboratory Calculations</td>
<td>1</td>
</tr>
</tbody>
</table>

Categorical Certificate Training Program

The Medical Laboratory Science Categorical Certificate Training Program from the University of North Dakota provides advanced skills to baccalaureate prepared students, enabling them to work in high complexity clinical laboratories. The program includes four individual certificate categories: Clinical Chemistry/Urinalysis; Hematology/Hemostasis; Immunohematology; and Microbiology.

Upon successful completion of one categorical category, the student is eligible to complete the ASCP (American Society of Clinical Pathology) national certification examination and become a certified Medical Laboratory Scientist. When a student is registered in 300 and 400 level MLS courses, a specific MLS tuition is assessed.

When a student is registered in the 4+1 program of study, the student will earn a certificate in MLS from UND and will be eligible to complete the national certification examination and become a certified Medical Laboratory Scientist.

When a student is registered in 300 and 400 level MLS courses, a specific MLS tuition is assessed.

When a student is registered in 300 and 400 level MLS courses, a specific MLS tuition is assessed.

Courses

- **MLS 101. Orientation to Medical Laboratory Sciences. 2 Credits.**
  Introduction to the role, ethics, conduct, certification, education, employment, and fundamental knowledge and skills related to medical laboratory science.

- **MLS 234. Human Parasitology. 2 Credits.**
  Physiological aspects of human parasites, their symbiotic host parasite relationships and clinical diagnostic techniques. MLS, Cytotechnology, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

- **MLS 234L. Human Parasitology Laboratory. 1 Credit.**
  Laboratory methods for the identification and diagnosis of human parasites. MLS, Cytotechnology, Categorical Certificate Clinical Chemistry/Urinalysis, Categorical Certificate Hematology/Hemostasis, Categorical Certificate Immunohematology or Categorical Certificate Microbiology students only.
MLS 301. Immunology. 3 Credits.
Principles of clinical immunology focusing on the cellular and molecular nature of antigens and immunoglobulin, the immune response, immunogenetics, and immune mediated disease. MLS, Cytotechnology, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 325. Hematology. 3 Credits.
Identification of normal and abnormal blood cells in various hematological disorders. Theory and application of hematology procedures. Theory and mechanisms of hemostasis. MLS, Cytotechnology, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 325L. Hematology Laboratory. 2 Credits.
Morphologic examination of blood and bone marrow and laboratory testing used in hematological study. Corequisite: MLS 325.

MLS 336. Laboratory Calculations. 1 Credit.
Calculations used in the clinical laboratory including measurement systems, dilutions, graphing, solution chemistry, statistics of quality control and research interpretation. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 340. Molecular Diagnostics. 2 Credits.
An introduction to specific molecular biology application in the laboratory and a discussion of cell biology, DNA chemistry, genetics, nucleic acid extraction and modification, blotting, polymerase chain reactions, and probes in relation to diagnostic investigations. MLS or Cytotechnology program students only.

MLS 340L. Molecular Diagnostics Laboratory. 1 Credit.
Application of molecular techniques including the operation of molecular based instrumentation, DNA extraction and measurement, blotting, polymerase chain reactions, and utilization of probes. MLS or Cytotechnology program students only.

MLS 380. Professional Issues in Clinical Laboratory Science. 1 Credit.
Discussion of CLS professional issues, ethics, current topics of healthcare delivery, governmental regulations, societal concerns, cultural diversity, disease prevention, research and environment. MLS Program Students Only.

MLS 394. Medical Microbiology. 2 Credits.
Medically important microorganisms are identified using a wide variety of clinical techniques. Included in the discussion will be susceptibility studies and the correlation of the presence of microorganisms to health and disease. MLS, Categorical Certificate Clinical Chemistry/Urinalysis, Categorical Certificate Hematology/Hemostasis, Categorical Certificate Immunohematology or Categorical Certificate Microbiology students only.

MLS 399. Special Topics in Clinical Laboratory Science. 1-13 Credits.
Lecture, discussion, and readings on topics of current interest in the clinical laboratory sciences. MLS Program Students Only.

MLS 430. Clinical Practicum I. 12 Credits.
Applied theory and practice at the clinical affiliate.

MLS 440. Clinical Practicum II. 12 Credits.
Techniques and practice in the clinical affiliate.

MLS 460. Laboratory Practice. 2 Credits.
This course represents an overview of standard laboratory practices including safety, glassware, microscopes, centrifuges, balances, specimen collection and handling. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 464. Clinical Review. 3 Credits.
Emphasis is on concepts related to the role of a clinical laboratory scientist. Analysis and evaluation focuses on the theories of immunohematology, clinical chemistry, microbiology, hematology and other areas contributing to clinical application.

MLS 465. Clinical Laboratory Management. 3 Credits.
Management practices in the clinical laboratory including concepts related to service and quality, information management, financial management, personnel management, laboratory education and research. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 471. Clinical Chemistry I. 2 Credits.
Theories and principles of clinical chemistry procedures are discussed as well as how the results of these procedures correlate to health and disease. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 472. Pre-analytical Skills. 1 Credit.
Theory and practice of phlebotomy in the clinical setting, specimen processing, review of state and federal regulations, safety and biohazard compliance, interpersonal relationship skills. MLS Program Students Only.

MLS 473. Clinical Hemostasis I. 2 Credits.
Physiologic mechanisms of normal human hemostasis as well as hereditary and acquired defects. Laboratory techniques performed and discussed are screening tests and specific assays for abnormalities, procedures to monitor therapeutic measures and practice and maintenance of current instrumentation. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 474. Clinical Urinalysis I. 2 Credits.
Theory, techniques and practice of microscopy and urinalysis with emphasis on identification of elements in the sediment. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 477. Clinical Immunohematology I. 1 Credit.
Theory of modern transfusion techniques, component therapy, and quality assurance. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 477L. Clinical Immunohematology I Lab. 1 Credit.
Practical application of modern transfusion techniques, component therapy, and quality assurance. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 478. Clinical Microbiology I. 2 Credits.
Groups of medically important bacteria are studied and correlated to laboratory practice in identification. Included in the discussions are antibiotic susceptibility testing, quality control, and methods of identification including rapid, automated, and traditional methods. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 479. Clinical Hematology I. 2 Credits.
Emphasis on interpretive correlation of hematology findings and pathophysiology. Topics of current interest and advances in hematology. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 480. Clinical Immunohematology II. 2 Credits.
Applied theory and modern transfusion at the clinical affiliate. Offered annually. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 481. Clinical Chemistry II. 2 Credits.
Applied theory and practice in clinical chemistry at the clinical affiliate. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 483. Clinical Hemostasis II. 1 Credit.
Techniques and practice in routine phlebotomy and hemostasis at the clinical affiliate. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 484. Clinical Microbiology II. 2 Credits.
Applied theory and practice in clinical microbiology at the clinical affiliate. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 485. Clinical Urinalysis II. 1 Credit.
Applied theory and practice in urinalysis and observation, practice, or research in specialized areas or settings at the clinical affiliate. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 487. Medical Mycology. 1 Credit.
Comparative morphology, physiology and pathogenicity of medically important fungi. Laboratory methods for identification emphasize interpretation and evaluation of results including the recognition of contaminating organisms. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.

MLS 488. Clinical Hematology II. 2 Credits.
Applied theory and practice in clinical hematology at the clinical affiliate. MLS, Clinical Chemistry/Urinalysis, Hematology/Hemostasis, Immunohematology or Microbiology program students only.
An introductory laboratory course in the isolation and identification of all types of microorganisms with an emphasis on those that cause disease. Four hours laboratory per week. Prerequisite: CHEM 116 or 121 with a grade of C or higher. Corequisite: MBIO 202.

MBIO 302. General Microbiology Lecture. 2 Credits.
An introduction to general microbiology with emphasis on the morphology, classification, and physiology of bacteria, fungi, parasites, and viruses. The significance of microorganisms in food processing, waste disposal, and in maintaining our environment is discussed. Two hours lecture per week. Prerequisite: A grade of C or higher in BIOL 150 or CHEM 116 or CHEM 121 or permission of instructor.

MBIO 302L. General Microbiology Laboratory. 2 Credits.
The growth, isolation, and identification of microorganisms from a variety of sources using procedures such as staining, microscopy, pure culturing, and biochemical tests. Four hours laboratory per week. Prerequisite or corequisite: MBIO 302.

MBIO 328. Introduction to Immunology. 3 Credits.
An introduction to the fundamentals of immunology including immunoochemistry, humoral and cellular response, hypersensitivity, immunodeficiency, immunogenetics, tolerance and immunodiagnosis. Prerequisite: A grade of C or higher in BIOL 150 or BIOL 151 or BMB 301.

MBIO 494. Directed Studies. 1-3 Credits.
A course designed to provide individual students with the opportunity for creative, scholarly and research activities in microbiology and immunology under the direction of a department faculty member. Open to all students with the consent of the instructor required. Prerequisite: Consent of instructor.

### Military Science (MS)

https://www.und.edu/ROTC

Christianson, Gereszek, Leblond (Chair), Miller, Mossman, Peyerl, Simek and Tolan

The Army Reserve Officer Training Corps (ROTC) offers a program of instruction designed to mold men and women into responsible, self-disciplined citizens and leaders. Students seeking a commission as a second lieutenant in the United States Army can expect to learn and develop the following skills: time management, oral and written communication, leadership, management, problem solving and decision making. Selection for active duty and for commissioning as an Army officer is competitive. Students commissioned as reserve officers may request active duty or may serve with the Army Reserve or National Guard after a short period of active duty for officer training. The program is voluntary and is open to both male and female students. Enrollment in Military Science (freshman year) entails no military service obligation. This offers the student an opportunity to explore military science subjects and is a basis upon which to decide about further enrollment in military science including entering competition for an ROTC scholarship. Winners of three or four year ROTC scholarships incur a military obligation when they enter their MS II (sophomore) year. Other students incur no obligation until their MS III (junior) year. Successful completion of MS I and MS II is a prerequisite to enrollment in MS III and MS IV; however, placement credit procedures are available for veterans, Junior ROTC participants, and transfer students formerly enrolled in other ROTC programs, or by completion of a summer Leadership Training Course (LTC). Direct questions concerning placement eligibility to the Department of Military Science. Financial assistance is available in the form of two, three, and four year ROTC scholarships. This scholarship pays tuition and laboratory fees or room and board, a flat rate for textbooks and a monthly stipend. All ROTC scholarship students and each non-scholarship junior and senior are paid a graduated stipend. The advance course may be taken for credit only by non-obligated students with prior arrangement through the Department of Military Science. The Department of Military Science is housed in the University Armory which contains a library, physical fitness center, and a computer lab for the use of enrolled students.

### Professional Military Education Requirements

In addition to successfully completing the ROTC curriculum and earning a baccalaureate degree, a cadet must complete an undergraduate history course to meet the requirements for commissioning. Specifically, cadets must take a course in American military history, e.g., Military History, WWII, Nuclear Weapons and the Modern Age, U.S. and Vietnam 1945-1975, U.S. Foreign Relations Since 1900.
Minor in Military Science

Required 29 credits, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>MS 301 Military Science III</td>
<td>3</td>
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<tr>
<td>MS 301L Leadership Lab</td>
<td>1</td>
</tr>
<tr>
<td>MS 302 Military Science III</td>
<td>3</td>
</tr>
<tr>
<td>MS 302L Leadership Lab</td>
<td>1</td>
</tr>
<tr>
<td>MS 341 Military Phy Conditioning</td>
<td>1</td>
</tr>
<tr>
<td>MS 342 Military Phy Conditioning</td>
<td>1</td>
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<tr>
<td>MS 401 Military Science IV</td>
<td>3</td>
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<tr>
<td>MS 401L Leadership Lab</td>
<td>1</td>
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<tr>
<td>MS 402 Military Science IV</td>
<td>3</td>
</tr>
<tr>
<td>MS 402L Leadership Lab</td>
<td>1</td>
</tr>
<tr>
<td>MS 441 Military Physical Conditioning</td>
<td>1</td>
</tr>
<tr>
<td>MS 442 Military Physical Conditioning</td>
<td>1</td>
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<tr>
<td>HIST 210 United States Military History</td>
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<tr>
<td>or MS 499 Special Topics</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POLS 220 International Politics</td>
<td>3</td>
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<tr>
<td>POLS 225 Comparative Politics</td>
<td></td>
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<tr>
<td>HIST 269 World War II</td>
<td></td>
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<tr>
<td>HIST 335 Nuclear Weapons and the Modern Age</td>
<td></td>
</tr>
<tr>
<td>HIST 339 The United States and Vietnam, 1945-1975</td>
<td>3</td>
</tr>
<tr>
<td>HIST 412 U.S.Foreign Relations since 1900</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 29

* Must take together

Courses

**MS 101. Military Science I. 2 Credits.**

An introduction to individual and team aspects of military tactics in small unit operations. Includes basic drill and ceremony, marksmanship training and fundamental concepts of leadership. Corequisite: MS 101.

**MS 102. Military Science I. 2 Credits.**

Learn and apply the principles of effective leadership. Reinforce self-confidence through participation in physically challenging exercise with upper division ROTC students. Develop oral and written communication skills that will improve individual and group interaction. Develop skills in land navigation, and radio communications.

**MS 201. Military Science II. 2 Credits.**

Learn/apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning of events, coordination of group efforts, land navigation and basic military tactics. Learn fundamentals of ROTC’s Leadership Assessment Program.

**MS 201L. Leadership Lab. 1 Credit.**

Learn and apply the principles of effective leadership. Reinforce self-confidence. Includes drill and ceremony, weapon qualification and leadership principles. Corequisites: MS 201 and MS 241.

**MS 202. Military Science II. 2 Credits.**

Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development.

**MS 202L. Leadership Lab. 1 Credit.**

Learn and apply the principles of effective leadership. Reinforce self-confidence. Includes small unit tactics, land navigation and FLRC (Field Leadership Reaction Course). Corequisites: MS 202 and MS 242.

**MS 215. Conflict Simulation. 1 Credit.**

A course analyzing military strategy and tactics through the use of war gaming activities based upon historical renderings.

**MS 241. Military Physical Conditioning. 1 Credit.**

Building on concepts of the 100 level class, emphasizing on the Army components of physical fitness; cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. A key objective is for each student to achieve a minimum score of 230 points total, in the three events of the Army Personal Fitness Test (APFT): pushups, sit-ups, and a timed two-mile run. Corequisites: MS 201 and MS 211L.

**MS 242. Military Physical Conditioning. 1 Credit.**

Continuation of 201 with emphasis on leadership of a squad during physical training, supervising each individual’s correct performance of stretching and calisthenics, as well as following assigned students progression and taking responsibility for mentoring subordinates. A key objective is for each student to achieve a minimum score of 230 points total, in the three events of the Army Personal Fitness Test (APFT): pushups, sit-ups, and a timed two-mile run. Corequisites: MS 202 and MS 202L.

**MS 290. ROTC Basic Course. 4 Credits.**

A course designed to qualify students for advancement into the advanced phases of ROTC. This class can also be used by military veterans to receive credit for completion of basic training and advanced occupational skill training after meeting certain course requirements.

**MS 301. Military Science III. 3 Credits.**

Series of practical opportunities in leadership and problem solving used to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small unit tactics and opportunities to plan and conduct training for lower division students both to develop such skills and as vehicles for practicing leadership skills. Three hours and a required leadership lab, MSci 301L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. Prerequisite: ROTC Basic Course or advanced placement credit.

**MS 301L. Leadership Lab. 1 Credit.**

Series of practical opportunities to lead small groups, receive personal assessments. Use small unit tactics and opportunities to plan and conduct training for lower division students. Corequisites: MS 301 and MS 341.

**MS 302. Military Science III. 3 Credits.**

Continues methodology of MSci 301. Analyze tasks; prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Three hours and a required leadership lab. MSci 302L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is required; two other weekend exercises option. Prerequisite: ROTC Basic Course or advanced placement credit.

**MS 302L. Leadership Lab. 1 Credit.**

Series of practical opportunities to lead small groups, receive personal assessments. Use small unit tactics and opportunities to plan and conduct training for lower division students. Preparation for Army ROTC Leader Development and Assessment Course (LDAC) at Ft. Lewis, Washington in the summer.
Music (Musc)

http://www.arts-sciences.und.edu/music

FACULTY: Barbu, Blackburn, Blake, Bronfman, Christopherson, Drago, Ingle, Keyser, Knight, Lewis, Masko, Norman Dearden, Popejoy, Rheude, Sugiuira, Town and Wittgraf (Chair)

The mission of the University of North Dakota Department of Music is to inspire our students and community through education, performance, scholarship, and human relationships in music. The professional and liberal arts degrees of the Department of Music provide rigorous courses of study that cultivate the highest degree of artistry, innovative teaching, professionalism, and critical inquiry. The University of North Dakota is an accredited institutional member of the National Association of Schools of Music.

Music courses that are specifically designed for essential studies include: MUSC 100 Introduction to the Understanding of Music, MUSC 101 Fundamentals of Music, MUSC 203 Music and Culture, and FA 150 Introduction to the Fine Arts. These courses, along with several performing ensembles, can fulfill the Fine Arts and Humanities portion of the University’s Essential Studies Requirements. Individual lessons for credit are offered to music majors and minors, although talented non-majors may audition for lessons (MUSC 153 Individual Lessons for Non-Majors) and are accepted in proportion to faculty loads.

Prior to admission to any of the music degree programs, students’ musical background and skills will be evaluated, and a meeting with the appropriate faculty member(s) will be scheduled. Prospective students are also encouraged to contribute any other materials (compositions, papers, recordings, etc.) for consideration. The purpose of this advisory process is to ensure that students are capable of college-level music study, and to select the degree program most appropriate to their goals and abilities. A typical freshman entering a music degree program at UND will at a minimum be able to read music, and will have had several years of study on a musical instrument or voice.

The study of music at the University begins with a series of core courses common to all music major degree programs, along with individual lessons in the appropriate area and ensemble participation. Students must complete an audition in their major performing medium prior to acceptance for individual lessons. First-year students in a music major or minor should register initially for MUSC 130 Music Theory I and MUSC 131 Aural Skills I, as well as for individual lessons and the major ensemble within their area of concentration. In addition, music majors should also register for MUSC 133 Keyboard Skills I. Placement tests administered during the first week of classes will evaluate the student’s readiness for Music Theory. Deficiencies revealed by the examination may require remedial study in MUSC 101 Fundamentals of Music prior to beginning MUSC 130 Music Theory I and MUSC 131 Aural Skills I. Upper-division courses are pursued in accordance with the specific degree program selected by the student. Transfer students should be prepared to test in music theory, aural skills, and keyboard skills, and provide documentation such as syllabi and course descriptions for all other music courses taken at other institutions. Transfer students also audition for lesson and ensemble placement.

Each music major degree program has a specific piano proficiency requirement, which all music majors must fulfill. Students in the Bachelor of Music degrees in Performance, Music Education, or Music Therapy must pass all levels of Piano Proficiency (MUSC 133 Keyboard Skills I, MUSC 136 Keyboard Skills II, MUSC 233 Keyboard Skills III, MUSC 236 Keyboard Skills IV or equivalent), Bachelor of Arts students must pass Piano Proficiency Levels 1 and 2 (MUSC 133 Keyboard Skills I and MUSC 136 Keyboard Skills II). These requirements must be met prior to graduation, or prior to registration for either Student Teaching or Music Therapy Internship.

Ensemble participation is a component of each of the degree programs offered within the department. Students in the Bachelor of Music program participate in an ensemble each semester of residence except for the semester of student teaching. For Music Education students this should be the large ensemble of their major instrumental or vocal area. The number of ensemble credits for each degree is listed below. More information about the ensemble requirement for each degree program can be found in the Department of Music Undergraduate Handbook available in the department office.

Individual Applied Music Lessons are an essential part of all music degrees. The number of applied lesson credits for each degree is listed below. Individual lessons and ensembles may be repeated for credit without limitation. A maximum of 12 hours of credit in ensembles, however, may apply for graduation.

The Bachelor of Music degree program offers majors in Performance, Music Education, and Music Therapy. The Performance major is designed for the student who wishes to pursue a career in performance and who has the ability and commitment to achieve that goal. Students desiring admission into the applied lesson sequence for performance majors (MUSC 155 Individual Lessons, MUSC 255 Individual Lessons, MUSC 355 Individual Lessons, MUSC 455 Individual Lessons) must present a formal audition before the appropriate applied faculty. Students accepted for this program must demonstrate exceptional potential for performance excellence. The Performance student is expected to present a shared recital during the third year, and to present a full recital during the fourth year.
The Music Education major is designed for the student who wishes to become a music teacher in the elementary and secondary schools and is intended to develop the requisite knowledge, performance, and teaching abilities needed to function as a professional music educator. The student will select either an instrumental or vocal/choral emphasis, culminating in the presentation of a half recital. The successful completion of this program will qualify the student for state licensure in instrumental, choral, and general music, grades K-12.

Music Education majors must complete seven semesters, not semester hours, of applied lessons. They are similarly required to complete a minimum of seven semesters in a major performing ensemble in their major performing area, i.e., Concert Choir, Women's Choir, Varsity Bands, Wind Ensemble, University Band, or University Chamber Orchestra.

The Music Therapy major, approved by the American Music Therapy Association (AMTA), is a competency-based program which includes both academic and clinical work and culminates in an AMTA-approved internship. Prior to the completion of first-year music courses, music therapy majors must meet with music therapy faculty to determine suitability for continuation in the program (see the Department of Music Student Handbook for further details). Academic requirements include courses in music, music therapy and related fields. Clinical requirements include a minimum of four levels of practica in a variety of community settings under the supervision of a music therapist. Graduates of the program will be able to sit for the national certification examination administered by the Certification Board for Music Therapists. After successful completion of this examination, the graduate will be a Music Therapist-Board Certified (MT-BC). Music Therapy students must be enrolled in Individual Lessons every semester they are enrolled in the program, up to a minimum of eight credits.

The Bachelor of Arts degree program in music is designed for the student who wishes a general liberal arts education with emphasis in music. Along with a broad coverage of the discipline, the student selects an area of concentration, e.g., music history, music theory, music technology, composition, culminating in a final project. All undergraduate music majors undergo the Sophomore Review process, which examines both performance and academic skills. The Sophomore Review Performance Jury occurs at the end of the fourth semester of applied lessons, assuming students have completed two semesters at the 1xx level, and are at the end of their second semester at the 2xx level. Students are required to pass this jury in order to continue in the normal progression of lessons to the 3xx level. The Sophomore Review Academic Evaluation consists of a review of core coursework taken during the first two years of music study. All music majors must receive a grade of “C” or better in all music courses in order to graduate. In sequential courses, students must receive a grade of “C” or better in order to progress to the next course in the sequence. Students deficient in core courses at the time of the Sophomore Review will be notified, and must remedy those deficiencies in order to graduate in a timely manner. Some music degree programs require that the Sophomore Review be passed prior to enrollment in that degree’s essential studies capstone course.

A Department of Music Student Handbook is available to students as a supplement to this catalog. That volume includes the most recent updates of policies and procedures and may supersede information presented here.

Bachelor of Music with a Major in Music Education Bachelor of Music with a Major in Music Therapy Bachelor of Arts with a Major in Music

College of Arts and Sciences

Bachelor of Music with a Major in Performance

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ER listing).

II. The Following Curriculum:

Music majors must achieve a grade of C or better in every music course taken toward the degree in order to pass the Sophomore Proficiency.

<table>
<thead>
<tr>
<th>Core Courses</th>
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<tbody>
<tr>
<td>MUSC 203</td>
<td>Music and Culture</td>
</tr>
<tr>
<td>MUSC 310</td>
<td>Music History Survey I</td>
</tr>
<tr>
<td>&amp; MUSC 311</td>
<td>and Music History Survey II</td>
</tr>
<tr>
<td>MUSC 490</td>
<td>Seminar in Music</td>
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<tr>
<td>MUSC 256</td>
<td>Basic Conducting</td>
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<th>Harmony and Theory Sequence</th>
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<tbody>
<tr>
<td>MUSC 130</td>
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<tr>
<td>MUSC 134</td>
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<tr>
<td>MUSC 230</td>
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<td>MUSC 234</td>
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<tr>
<th>Aural Skills Sequence</th>
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<td>MUSC 131</td>
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<td>MUSC 135</td>
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<tr>
<td>MUSC 231</td>
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<tr>
<td>MUSC 235</td>
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Performance Courses

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<tr>
<td>Total Credits</td>
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<th>Secondary Instrument (may include Keyboard Skills Sequence below)</th>
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<tr>
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<td>Keyboard Skills I</td>
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<tr>
<td>MUSC 136</td>
<td>Keyboard Skills II</td>
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<tr>
<td>MUSC 233</td>
<td>Keyboard Skills III</td>
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<td>MUSC 236</td>
<td>Keyboard Skills IV</td>
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<td>MUSC 444</td>
<td>Applied Music Pedagogy</td>
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<td>MUSC 359</td>
<td>Junior Recital</td>
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<td>MUSC 459</td>
<td>Senior Recital</td>
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<tr>
<th>Piano Proficiency through Level IV or Keyboard Skills Sequence</th>
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</thead>
<tbody>
<tr>
<td>MUSC 133</td>
<td>Keyboard Skills I</td>
</tr>
<tr>
<td>MUSC 136</td>
<td>Keyboard Skills II</td>
</tr>
<tr>
<td>MUSC 233</td>
<td>Keyboard Skills III</td>
</tr>
<tr>
<td>MUSC 236</td>
<td>Keyboard Skills IV</td>
</tr>
</tbody>
</table>

Major Courses

<table>
<thead>
<tr>
<th>Select one major from the options below.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>33-36</td>
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</tbody>
</table>

99-103

Vocal Majors

<table>
<thead>
<tr>
<th>Performance Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 242</td>
</tr>
<tr>
<td>MUSC 269</td>
</tr>
<tr>
<td>Ensembles, Large and Small</td>
</tr>
<tr>
<td>History, Literature, Theory and Composition</td>
</tr>
<tr>
<td>MUSC 415</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
</tr>
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</table>

Foreign Language Requirement

<table>
<thead>
<tr>
<th>Select one of the following:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 101</td>
<td>First Year French I</td>
</tr>
<tr>
<td>FREN 102</td>
<td>First Year French II</td>
</tr>
<tr>
<td>GERM 101</td>
<td>First Year German I</td>
</tr>
<tr>
<td>GERM 102</td>
<td>First Year German II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives in disciplines other than the major</td>
</tr>
<tr>
<td>Total Credits</td>
</tr>
</tbody>
</table>

Instrumental Majors

<table>
<thead>
<tr>
<th>Performance Courses on Primary Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 278</td>
</tr>
<tr>
<td>MUSC 277</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music History, Literature, Theory and Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives - Keyboard must include:</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>MUSC 414</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Music with a Major in Music Education

#### (Instrumental or Choral Emphasis)

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

Music majors must achieve a grade of C or better in every music course taken toward the degree in order to pass the Sophomore Proficiency.

#### Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 203</td>
<td>Music and Culture</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 310</td>
<td>Music History Survey I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; MUSC 311</td>
<td>and Music History Survey II</td>
<td></td>
</tr>
<tr>
<td>MUSC 256</td>
<td>Basic Conducting</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Harmony and Theory Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 230</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 234</td>
<td>Music Theory IV: Music Theory since 1900</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Aural Skills Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 131</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 135</td>
<td>Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 231</td>
<td>Aural Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 235</td>
<td>Aural Skills IV</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Piano Proficiency through Level IV or Keyboard Skills Sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 133</td>
<td>Keyboard Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 136</td>
<td>Keyboard Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 233</td>
<td>Keyboard Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 236</td>
<td>Keyboard Skills IV</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 250</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 252</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 386</td>
<td>Field Experience</td>
<td>1</td>
</tr>
<tr>
<td>T&amp;L 433</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 486</td>
<td>Field Experience</td>
<td>1-4</td>
</tr>
<tr>
<td>T&amp;L 487</td>
<td>Student Teaching</td>
<td>4-16</td>
</tr>
<tr>
<td>T&amp;L 488</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

(See advisor for clarification.)

#### Emphasis

Select one emphasis from the options below (and optional track).  

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instrumental Emphasis</td>
<td>96-112</td>
</tr>
</tbody>
</table>

#### Instrumental Emphasis

This coursework meets the criteria for the Instrumental Licensure in Music Education in North Dakota.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 423</td>
<td>Instrumental and Choral Arranging</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 427</td>
<td>Analysis of Musical Form</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 417</td>
<td>Instrumental Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major Instrument</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Major Instrumental Ensemble</td>
<td>7</td>
</tr>
</tbody>
</table>

Piano as a secondary instrument (may include Keyboard Skills Sequence below)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 133</td>
<td>Keyboard Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 136</td>
<td>Keyboard Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 233</td>
<td>Keyboard Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 236</td>
<td>Keyboard Skills IV</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Optional Choral Licensure Track

This additional coursework meets the criteria for Choral Licensure in Music Education in North Dakota.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 445</td>
<td>Choral Methods For Directors</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 416</td>
<td>Choral Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 260</td>
<td>Concert Choir</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 263</td>
<td>Varsity Bards Men’s Chorus</td>
<td></td>
</tr>
<tr>
<td>MUSC 264</td>
<td>Women’s Chorus</td>
<td></td>
</tr>
<tr>
<td>MUSC 357</td>
<td>Choral Conducting</td>
<td>2</td>
</tr>
</tbody>
</table>

Vocal/Choral Emphasis

This coursework meets the criteria for the Choral Licensure in Music Education in North Dakota.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 423</td>
<td>Instrumental and Choral Arranging</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 427</td>
<td>Analysis of Musical Form</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 416</td>
<td>Choral Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major Instrument or Voice</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Major Choral Ensemble</td>
<td>7</td>
</tr>
</tbody>
</table>

Voice or Piano as a secondary instrument (may include Keyboard Skills Sequence below)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 133</td>
<td>Keyboard Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 136</td>
<td>Keyboard Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 233</td>
<td>Keyboard Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 236</td>
<td>Keyboard Skills IV</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Music Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 140</td>
<td>Methods: Woodwinds, Brass, Strings, Percussion, Voice</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Music Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 340</td>
<td>Introduction to Music Technology</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 9-50

* Credits apply toward T&L 390 Special Topics

* Included in Instrumental Emphasis
toward the degree in order to pass the Sophomore Proficiency. Music majors must achieve a grade of C or better in every music course taken.

II. The Following Curriculum:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

Music majors must achieve a grade of C or better in every music course taken toward the degree in order to pass the Sophomore Proficiency.

Core Courses
MUSC 203  Music and Culture  3
MUSC 310  Music History Survey I  2
MUSC 490  Seminar in Music  3
Harmony and Theory Sequence
MUSC 130  Music Theory I  3
MUSC 134  Music Theory II  3
MUSC 230  Music Theory III  3
MUSC 234  Music Theory IV: Music Theory since 1900  3
Aural Skills Sequence
MUSC 131  Aural Skills I  1
MUSC 135  Aural Skills II  1
MUSC 231  Aural Skills III  1
MUSC 235  Aural Skills IV  1
Supporting Courses in Music
Applied lessons (one instrument or voice)  8
MUSC 150  Class Lessons  2
MUSC 151  and Class Lessons  2

Optional Instrumental Licensure Track

This additional coursework meets the criteria for Instrumental Licensure in Music Education in North Dakota.

Instrumental Option
MUSC 446  Instrumental Classroom Methods and Materials  3
MUSC 417  Instrumental Literature  2
Large Instrumental Ensemble
MUSC 270  Wind Ensemble  1
MUSC 271  University Band  1
MUSIC 274  Symphony Orchestra  1
MUSIC 275  University Chamber Orchestra  1
MUSC 357  Choral Conducting  2
MUSC 140  Methods: Woodwinds, Brass, Strings, Percussion,  Voice  1

Bachelor of Music with a Major in Music Therapy

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

Music majors must achieve a grade of C or better in every music course taken toward the degree in order to pass the Sophomore Proficiency.

Core Courses
MUSC 203  Music and Culture  3
MUSC 310  Music History Survey I  2
MUSC 490  Seminar in Music  3
Harmony and Theory Sequence
MUSC 130  Music Theory I  3
MUSC 134  Music Theory II  3
MUSC 230  Music Theory III  3
MUSC 234  Music Theory IV: Music Theory since 1900  3
Aural Skills Sequence
MUSC 131  Aural Skills I  1
MUSC 135  Aural Skills II  1
MUSC 231  Aural Skills III  1
MUSC 235  Aural Skills IV  1
Supporting Courses in Music
Applied lessons (one instrument or voice)  8
MUSC 150  Class Lessons  2
MUSC 151  and Class Lessons  2

Bachelor of Arts with a Major in Music

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

Music majors must achieve a grade of C or better in every music course taken toward the degree in order to pass the Sophomore Proficiency.

Core Courses
MUSC 203  Music and Culture  3
MUSC 310  Music History Survey I  2
MUSC 490  Seminar in Music  3
Harmony and Theory Sequence
MUSC 130  Music Theory I  3
MUSC 134  Music Theory II  3
MUSC 230  Music Theory III  3
MUSC 234  Music Theory IV: Music Theory since 1900  3
Aural Skills Sequence
MUSC 131  Aural Skills I  1
MUSC 135  Aural Skills II  1
MUSC 231  Aural Skills III  1
MUSC 235  Aural Skills IV  1
Supporting Courses in Music
Applied lessons (one instrument or voice)  8
MUSC 150  Class Lessons  2
MUSC 151  and Class Lessons  2

Music Technology
MUSC 340  Introduction to Music Technology  2

Total Credits  49

* Credits apply toward T&L 390 Special Topics

* Included in Vocal/Choral Emphasis
Required 21 credits:
Minor in Music
College of Arts and Sciences

Must include the following courses, which may substitute for electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 135</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 231</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 235</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 492</td>
<td>2</td>
</tr>
</tbody>
</table>

Requisites in other departments
A concentration in a single supplementary field other than Music is also required of all Bachelor of Arts in Music majors. The concentration may be satisfied in one of two ways: 1) Level IV language proficiency in a modern foreign language; or 2) 20 credit hours, at least 9 of which must be numbered 300 or above in any single subject area taught at this university.

Total Credits 47

* Defined as courses with the same registration prefix or within a single degree major or minor area.

Students must take additional elective credits to fulfill the 125 credit hours required for degree completion.

Composition Emphasis
Must include the following courses, which may substitute for electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 340</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 423</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 427</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 428</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 429</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 430</td>
<td>3</td>
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</tbody>
</table>

Total Credits 13

College of Arts and Sciences
Minor in Music
Required 21 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100</td>
<td>3</td>
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</table>

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 130 &amp; MUSC 134</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 131 &amp; MUSC 135</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 310 or MUSC 311</td>
<td>3</td>
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</tbody>
</table>

Additional Courses in Music

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 230</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 234</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 310</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 311</td>
<td>2</td>
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</table>

Total Credits 24

College of Education and Human Development
Minor in Music
Required 26 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100</td>
<td>3</td>
</tr>
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</table>

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 130 &amp; MUSC 134</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 131 &amp; MUSC 135</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 256</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 310 or MUSC 311</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensembles</td>
<td>2-3</td>
</tr>
<tr>
<td>MUSC 440</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 25-27

Music Theory and Composition

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 130</td>
<td>3</td>
</tr>
</tbody>
</table>

The study of diatonic harmonic and melodic principles of Western European music from 1600 to 1900. Topics include harmonic progressions, melodic patterns, rhythmic patterns, and voice leading. Material is learned through part writing, keyboard skills, and music analysis. Corequisite: MUSC 131.

MUSC 131. Aural Skills I. 1 Credit.
Training in reading at sight and in aural recognition involving dictation, keyboard, and singing skills. Corequisite: MUSC 130.

MUSC 133. Keyboard Skills I. 1 Credit.
Beginning classroom instruction in keyboard. Prerequisite: Open to Music majors or permission of department.

MUSC 134. Music Theory II. 3 Credits.
The continuation of diatonic materials from Music Theory I with an introduction to chromatic materials. Material is learned through part writing, keyboard skills, and music analysis. Prerequisite: MUSC 130 with a grade of C or better. Corequisite: MUSC 135.
MUSC 135. Aural Skills III. 1 Credit.
Training in reading at sight and in aural recognition involving dictation, keyboard, and singing skills. Prerequisite: MUSC 131 with a grade of C or better. Corequisite: MUSC 134.

MUSC 136. Keyboard Skills II. 1 Credit.
Intermediate classroom instruction in keyboard. Prerequisite: MUSC 133 with a grade of C or better.

MUSC 230. Music Theory III. 3 Credits.
The continued study of chromatic materials covered in MUSC 134. Material is learned through part writing, keyboard skills, and music analysis. Prerequisites: MUSC 133, MUSC 134 with a grade of C or better. Corequisite: MUSC 231.

MUSC 231. Aural Skills III. 1 Credit.
Continuation of the development of sight reading and aural recognition skills including music dictation. Prerequisites: MUSC 135 with a grade of C or better. Corequisite: MUSC 230.

MUSC 233. Keyboard Skills III. 1 Credit.
Continuation of the development of fundamental piano skills with emphasis on the improvement of keyboard technique and repertoire. Prerequisites: MUSC 136 with a grade of C or better.

MUSC 234. Music Theory IV: Music Theory since 1900. 3 Credits.
Music thought, techniques, and theories of the 20th century and beyond. Material is learned through musical analysis and organ compositions. Prerequisite: MUSC 230 with a grade of C or better. Corequisite: MUSC 235.

MUSC 235. Aural Skills IV. 1 Credit.
Continuation of the development of sight reading and aural recognition skills including music dictation. Prerequisite: MUSC 231 with a grade of C or better. Corequisite: MUSC 234.

MUSC 236. Keyboard Skills IV. 1 Credit.
Continuation of the development of fundamental piano skills with emphasis on the improvement of keyboard technique and repertoire. Prerequisite: MUSC 233 with a grade of C or better.

MUSC 423. Instrumental and Choral Arranging. 2 Credits.
Scoring techniques for instrumental and vocal ensembles, including band, orchestra, jazz ensemble, choir and children’s chorus. Specific areas of focus to be determined by abilities and interests of the students. Prerequisite: MUSC 134.

MUSC 426. Electronic Music. 3 Credits.
Electronic music composition and sound synthesis using digital synthesizers and processors, recording equipment, and computers. Study of technological developments, important recordings, styles, composers, and trends.

MUSC 427. Analysis of Musical Form. 2 Credits.
Analysis of the principal forms of musical composition. Prerequisite: MUSC 230.

MUSC 428. Counterpoint. 2 Credits.
Analysis and construction of basic counterpoint. Prerequisite: MUSC 230.

MUSC 429. Composition. 2 Credits.
Original composition in smaller forms for vocal and instrumental solos and ensembles. Prerequisite: MUSC 234 or instructor permission.

MUSC 430. Composition Lessons. 1 Credit.
Individual or small group instruction in music composition. Repeatable. Prerequisite: MUSC 429 or instructor permission.

Music History and Literature

MUSC 200. Music in America. 3 Credits.
A historical survey of music in America from pre-colonial times through the twentieth century, including Classical, Ethnic, Folk, and Popular Traditions. Designed for non-majors; will include listening techniques and writing about music.

MUSC 201. Rock and Roll History. 3 Credits.
This class will give students a general, but in-depth survey of the major styles, periods, and influence-streams that make up the extremely large and varied category of “Rock” music. The course covers many styles, but the focus is on English-language mainstream popular music, produced between ca. 1954 and the present. Other important sub-genres will also be explored, including Motown, progressive rock, folk rock, funk, punk rock, country, and rap.

MUSC 203. Music and Culture. 3 Credits.
Exploration of how human culture is expressed through music. Open to music majors only. Prerequisite: Music majors only.

MUSC 276. Collegium Musicum. 1-4 Credits.
Study and performance of vocal and instrumental music of the Medieval, Renaissance, and Baroque eras, and other selected compositions which are rarely performed.

MUSC 310. Music History Survey I. 3 Credits.
A historical survey of western art music from Ancient Times to 1650. Prerequisite: MUSC 134 or instructors permission.

MUSC 311. Music History Survey II. 3 Credits.
A historical survey of western art music from 1650 to the present. Prerequisites: MUSC 133 and MUSC 134 or permission of instructor.

MUSC 414. Piano Literature. 3 Credits.
Study and analysis of keyboard music from the Baroque period to the present, with attention to the development of forms, techniques, and styles. Prerequisite: Piano, MUSC 354 or MUSC 355, or consent of instructor.

MUSC 415. Song Literature. 2 Credits.
Representative song literature of Italy, France, Germany, England, Russia, Norway, Sweden, and America. Prerequisite: MUSC 254, MUSC 255, or Voice.

MUSC 416. Choral Literature. 2-4 Credits.
Choral literature from the Renaissance to the present with particular attention given to the representative compositions in both large and small forms. Prerequisites: 3 hours of Music History and Literature.

MUSC 417. Instrumental Literature. 2 Credits.
Wind instrument literature from the Renaissance to the present with particular attention given to the representative compositions in both large and small forms.

Music Therapy

MUSC 180. Introduction to Music Therapy. 3 Credits.
An overview of the field of music therapy, an introduction to its history and principles, different therapy models and techniques, and common populations served by the discipline. This course is open to all students interested in learning more about the field.

MUSC 280. Music Therapy Clinical Skills. 3 Credits.
An introduction to basic counseling skills and group leadership skills, study of the specific therapeutic uses of music, of the components of the treatment plan, and ethical considerations in the field. Prerequisite: MUSC 180.

MUSC 281. Music Therapy Techniques I. 2 Credits.
Basic therapeutic instrument mastery of guitar, autoharp, percussion and Orff instruments, tuning and maintenance, repertoire learning, developing basic vocal and percussion improvisation and songwriting skills, designing therapeutic interventions. Prerequisite: MUSC 180.

MUSC 282. Music Therapy Practicum I. 1 Credit.
Supervised field experience co-facilitating sessions for special populations in the community. In addition to clinical work, students attend an on-campus seminar. Prerequisite: MUSC 180.

MUSC 380. Music Therapy Theories and Methods II (Adults). 3 Credits.
In-depth demonstration, analysis and comparison of specific music therapy models, tuning and maintenance, repertoire learning, developing basic vocal and percussion improvisation and songwriting skills, designing therapeutic interventions. Prerequisite: MUSC 280.

MUSC 381. Music Therapy Techniques II. 2 Credits.
Basic therapeutic instrument mastery of guitar, autoharp, percussion and Orff instruments, tuning and maintenance, repertoire learning, developing basic vocal and percussion improvisation and songwriting skills, designing therapeutic interventions. Prerequisite: MUSC 180.

MUSC 383. Music Therapy Practicum III. 1 Credit.
Supervised field experience co-facilitating sessions for special populations in the community. In addition to clinical work, students attend an on-campus seminar. Prerequisite: MUSC 382.
MUSC 260. Concert Choir. 1 Credit.  
Select mixed choir performing the finest choral literature from every historical era.

MUSC 261. University Chamber Choir. 1 Credit.  
Select small mixed choir focusing on a different kind of choral music every semester, from early music to jazz and theater.

MUSC 263. Varsity Bards Men’s Chorus. 1 Credit.  
Men’s vocal ensemble specializing in traditional shorter choral works, folk songs, spirituals, and lighter fare.

MUSC 264. Women’s Chorus. 1 Credit.  
Women’s vocal ensemble specializing in traditional shorter choral works, folk songs, spirituals, and lighter fare.

MUSC 265. University Band. 1 Credit.  
Concert band open to all university students without audition, performing a wide variety of contemporary band literature.

MUSC 266. Old English Christmas Feast. 1 Credit.  
Participation in all scheduled activities for the Old English Christmas Feast, to include singing (large groups and strolling minstrels), serving meals, acting, and ushering.

MUSC 269. Opera Workshop. 1 Credit.  
Production and presentation of chamber operas, scenes from larger works, and major productions, fully staged and costumed.

MUSC 270. Wind Ensemble. 1 Credit.  
Select ensemble of wind and percussion students performing the finest concert band literature.

MUSC 271. University Band. 1 Credit.  
Concert band open to all university students without audition, performing a wide variety of contemporary band literature.

MUSC 272. Marching/Athletic Band. 1 Credit.  
The Pride of the North Band is open to all students on campus, and performs on the field and in the stands at all home games for the UND football, men’s and women’s basketball, and hockey teams.

MUSC 273. Instrumental Jazz Ensemble. 1 Credit.  
Big band jazz ensemble performing music ranging from the swing era to the sounds of today.

MUSC 274. Symphony Orchestra. 1 Credit.  
Ensemble for performance of works for large orchestra.

MUSC 275. University Chamber Orchestra. 1 Credit.  
Ensemble for chamber performance of works for small orchestra.

MUSC 276. Collegeum Musicum. 1-4 Credits.  
Study and performance of vocal and instrumental music of the Medieval, Renaissance, and Baroque eras, and other selected compositions which are rarely performed.

MUSC 277. Chamber Music Groups. 1 Credit.  
Any combination of strings, brass, woodwind, voices, percussion, or keyboard instruments on an ad hoc basis by a faculty member to utilize the particular talents of advanced students in exploring and performing chamber music literature. These groups will prepare compositions in such media as string quartets and trios, woodwind quintets, and vocal quartets.
MUSC 278. Collaborative Piano. 1 Credit.
The student will gain experience in learning accompanying techniques and literature. Repeatable without limitation.

d. Applied Music (Group Instruction)

MUSC 150. Class Lessons. 1 Credit.
Beginning class instruction in any of the following instrumental classes: Brass, Woodwind, Percussion, and String Class; Piano Class; Voice Class; Guitar Class. May be repeated for credit without limitation.

MUSC 151. Class Lessons. 1 Credit.
Intermediate class instruction in any of the following instrumental classes: Brass, Woodwind, Percussion, and String Class; Piano Class; Voice Class; Guitar Class. May be repeated for credit without limitation.

MUSC 152. Class Guitar for Music Majors. 1 Credit.
Beginning class instruction on guitar for music majors. Prerequisite: Instructor permission.

MUSC 242. Diction for Singers. 1 Credit.
Rules for and practical application of two of the major languages used in song literature: Italian/English or French/German. May be repeated for credit up to 2 hours when topics vary. Offered Fall odd years and Spring even years. Prerequisite: 2 semesters of private voice lessons.

MUSC 252. Class Guitar for Music Majors. 1 Credit.
Intermediate class instruction on guitar for music majors. Prerequisites: MUSC 152 and permission of instructor.

e. Applied Music (Individual Lessons*)

MUSC 153. Individual Lessons for Non-Majors. 1 Credit.
Beginning college-level applied study of the stated instrument or voice, for non-Music majors, Half hour lesson. For the final examination, the student will perform before a faculty committee (jury). No regular student may take an Applied Music course without credit or on other than a letter grade basis. Repeatable. Does not count toward music degree credit. Prerequisite: Permission of instructor.

MUSC 154. Individual Lessons. 1 Credit.
Applied study of the stated instrument or voice at the freshman level. Half hour lesson. For the final examination, the student will perform before a faculty committee (jury). No regular student may take an Applied Music course without credit or on other than a letter grade basis. Repeatable. Prerequisite: Permission of instructor; Music Education, Music Therapy, Music Majors, and Music Minors only.

MUSC 155. Individual Lessons. 2 Credits.
Applied study of the stated instrument or voice at the freshman level for Bachelor of Music in Performance students and others. One-hour lesson. For the final examination, the student will perform before a faculty committee (jury). No regular student may take an Applied Music course without credit or on other than a letter grade basis. Course is repeatable. Prerequisite: Permission of the instructor.

MUSC 253. Individual Lessons for Non-Majors. 1 Credit.
Intermediate college-level applied study of the stated instrument or voice, for non-Music majors. Half hour lesson. For the final examination, the student will perform before a faculty committee (jury). No regular student may take an Applied Music course without credit or on other than a letter grade basis. Repeatable. Prerequisites: MUSC 153 and permission of instructor.

MUSC 254. Individual Lessons. 1 Credit.
Applied study of the stated instrument or voice at the sophmore level. Half hour lesson. For the final examination, the student will perform before a faculty committee (jury). No regular student may take an Applied Music course without credit or on other than a letter grade basis. Prerequisites: MUSC 154 and permission of the instructor.

MUSC 255. Individual Lessons. 2 Credits.
Applied study of the stated instrument or voice at the sophmore level for Bachelor of Music in Performance students and others. One-hour lesson. For the final examination, the student will perform before a faculty committee (jury). No regular student may take an Applied Music course without credit or on other than a letter grade basis. Course is repeatable. Prerequisites: MUSC 155 and permission of the instructor.

MUSC 354. Individual Lessons. 1 Credit.
Applied study of the stated instrument or voice at the junior level. Half hour lesson. For the final examination, the student will perform before a faculty committee (jury). No regular student may take an Applied Music course without credit or on other than a letter grade basis. Repeatable. Prerequisites: MUSC 254 and permission of the instructor. Open to Music Education, Music Therapy, Music Majors, and Music Minors only.

MUSC 355. Individual Lessons. 4 Credits.
Applied study of the stated instrument or voice at the junior level for Bachelor of Music in Performance students and others. One-hour lesson. For the final examination, the student will perform before a faculty committee (jury). No regular student may take an Applied Music course without credit or on other than a letter grade basis. Course is repeatable. Prerequisites: MUSC 255 and permission of instructor.

MUSC 359. Junior Recital. 1 Credit.
Presentation of Junior Recital. No regular student may take an Applied Music course without credit or on other than a letter grade basis. Prerequisite: MUSC 254 or MUSC 255. Corequisite: MUSC 354 or MUSC 355.

MUSC 454. Individual Lessons. 1 Credit.
Applied study of the stated instrument or voice at the senior level. Half hour lesson. For the final examination, the student will perform before a faculty committee (jury). No regular student may take an Applied Music course without credit or on other than a letter grade basis. Course is repeatable. Prerequisites: MUSC 354 and permission of the instructor.

MUSC 455. Individual Lessons. 4 Credits.
Applied study of the stated instrument or voice at the senior level for Bachelor of Music in Performance students and others. One-hour lesson. For the final examination, the student will perform before a faculty committee (jury). No regular student may take an Applied Music course without credit or on other than a letter grade basis. Prerequisite: MUSC 354 or MUSC 355. Corequisite: MUSC 454 or MUSC 455.

* In registering for private lessons in voice, piano, organ, or any band or orchestra instrument, “Voice” or the name of the instrument serves as the title of the course. An audition with appropriate Music Faculty is a prerequisite for all students’ enrollment in Individual Lessons. For the final examination, the student will perform before a faculty committee (jury). No regular student may take an Applied Music course without credit or on other than a letter grade basis.

Nonprofit Leadership Program (NLP)

http://www.und.edu/dept/nlp/

Helgeson (Program Coordinator)

The Nonprofit Leadership Program is a multidisciplinary program within the College of Arts and Sciences. This program is primarily directed toward students who want to acquire skills and enhance their qualifications for service in the nonprofit sector.

The Nonprofit Leadership Program offers two course options, an 18-credit Certificate in Nonprofit Leadership, or a 21-credit Minor in Nonprofit Leadership. Both programs complement any major area of study. The program will develop students’ competencies in understanding nonprofit organizations, the role of meeting human needs, and the diversity of groups in society. Students acquire the competencies for this program through coursework as well as hands-on learning through service work in the community and internships with nonprofit organizations.

The Nonprofit Leadership Program is accredited by Nonprofit Leadership Alliance, (formerly American Humanities) a national organization that establishes competencies and affiliates with nonprofit leadership programs in colleges and universities.
College of Arts & Sciences

Minor in Nonprofit Leadership

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;S 200</td>
<td>Introduction to the Nonprofit Sector</td>
<td>2</td>
</tr>
<tr>
<td>A&amp;S 450</td>
<td>Capstone Experience and Development for Nonprofit</td>
<td>1</td>
</tr>
<tr>
<td>A&amp;S 497</td>
<td>Internship</td>
<td>6</td>
</tr>
<tr>
<td>POLS 361</td>
<td>Nonprofit Management (Undergrad)</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (see course list below) 9

Total Credits 21

Elective courses for the Certificate and Minor in Nonprofit Leadership. Choose one 3-credit course from each area.

Select one from each of the following:

### Organizational

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTR 305</td>
<td>Marketing and Management Concepts for Entrepreneurship</td>
</tr>
<tr>
<td>ENTR 306</td>
<td>Accounting and Financial Concepts for Entrepreneurship</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Industrial and Organizational Psychology</td>
</tr>
<tr>
<td>MGMT 302</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>COMM 303</td>
<td>Principles of Public Relations</td>
</tr>
<tr>
<td>MGMT 310</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>COMM 401</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>RTS 442</td>
<td>Recreation Administration</td>
</tr>
</tbody>
</table>

### Service and Community

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 102</td>
<td>Communication and the Human Community</td>
</tr>
<tr>
<td>SOC 115</td>
<td>Social Problems</td>
</tr>
<tr>
<td>COMM 212</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>T&amp;L 252</td>
<td>Child Development</td>
</tr>
<tr>
<td>SWK 257</td>
<td>Human Behavior and the Social Environment I</td>
</tr>
<tr>
<td>SOC 306</td>
<td>Social Change</td>
</tr>
<tr>
<td>IDS 495</td>
<td>Service and Citizenship</td>
</tr>
</tbody>
</table>

### Diversity

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 120</td>
<td>Religion in America</td>
</tr>
<tr>
<td>PHIL 120</td>
<td>Introduction to Ethics</td>
</tr>
<tr>
<td>IS 121</td>
<td>Introduction to American Indian Studies</td>
</tr>
<tr>
<td>MUSC 203</td>
<td>Music and Culture</td>
</tr>
<tr>
<td>RLS 216</td>
<td>Women and Religion</td>
</tr>
<tr>
<td>RHS 250</td>
<td>Contemporary Issues in Rehabilitation</td>
</tr>
<tr>
<td>SOC 250</td>
<td>Diversity in American Society</td>
</tr>
<tr>
<td>WGS 225</td>
<td>The Study of Women</td>
</tr>
<tr>
<td>PHIL 252</td>
<td>Ethics in Business and Public Administration</td>
</tr>
<tr>
<td>COMM 402</td>
<td>Intercultural/International Communication</td>
</tr>
<tr>
<td>PSYC 421</td>
<td>Diversity Psychology</td>
</tr>
</tbody>
</table>

* Note: Students may “double use” courses for the Certificate and for their majors or minors.

Certificate in Nonprofit Leadership

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>A&amp;S 200</td>
<td>Introduction to the Nonprofit Sector</td>
<td>2</td>
</tr>
<tr>
<td>A&amp;S 450</td>
<td>Capstone Experience and Development for Nonprofit</td>
<td>1</td>
</tr>
<tr>
<td>A&amp;S 497</td>
<td>Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives (see course list below) 9

Total Credits 18

A&S 200. Introduction to the Nonprofit Sector. 2 Credits.
An introduction to management and leadership in the nonprofit sector investigating the history, philosophy, ethics, and organization of nonprofit agencies. Coursework will include introductions on volunteerism, board selection and development, fundraising, the role of a foundation, management and administration, and public relations. The course will combine a review of texts, student research, expert guest lecturers, workshops, and student presentations.

A&S 450. Capstone Experience and Development for Nonprofit. 1 Credit.
Students will be asked to develop an integrative paper and complete a competency portfolio conveying what they have learned from the nonprofit leadership program. Students are REQUIRED to attend the American Humanics Management Institute. The American Humanics Management Institute is a 3-4 day, intensive national management institute, organized by students from across the country affiliated with American Humanics, Inc., featuring workshops, seminars, and simulations. The institute is held in early January, between the fall and spring semesters. Students are required to raise funds to cover travel expenses and registration fees (app. $600-800), or pay their own expenses. Fund raising efforts provide a hands-on learning experience prior to the Institute. Prerequisite: A&S 200.
A&S 497. Internship, 1-6 Credits.
This internship is a short-term work experience emphasizing hands-on learning that is not covered by regular departmental offerings, e.g., Nonprofit Leadership, Studio One. For Nonprofit Leadership interns, work experience will incorporate education and professional development in a nonprofit agency. Studio One interns produce television news, weather, sports and entertainment segments and interviews. Prospective Studio One interns must apply one semester in advance. Studio One internships are closed to pre-communication and communication majors. Prerequisite: Permission of instructor and dean.

Nursing (Nurs)

http://www.nursing.und.edu

Adams, C. Anderson, Buettner, Christian, Enger, Evanson, Hanson, Hanssell, Heintz, Hurley, Kaiser, Korniewicz, Lindsey, Odermann, Olson, Ralph, Roberts, Roll, Semmens, Shanta, Shepherd, Shogren, Sperle, B. Thompson, P. Thompson, Tweeten, Tyree and Wells

Mission Statement
The Mission of the College of Nursing and Professional Disciplines is to educate individuals for professional roles in nursing, social work and nutrition. The College strives to enhance the health of people in the region, nation, and across the globe by preparing leaders in nursing and nutrition through innovative, accessible programs and significant faculty and student scholarship and service.

Accelerated BSN RN to BSN Option

On-Campus Traditional BSN Program
The graduate receives the Bachelor of Science in Nursing (B.S.N.) degree and is eligible to take the NCLEX-RN, the national examination required for registered nurse licensure. UND Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE) and are approved by the North Dakota Board of Nursing.

Information on any newly approved programs or changes in programs/major will be available on the Nursing web site.

Selected courses may be offered in an online format and the tuition and fee structure may be impacted. While on campus tuition and fees cap at 12 credits, online course tuition is charged per credit regardless of the number of credits. In addition, online course fees may apply.

The nursing program admits students in March (for the fall class) and October (for the spring class). The application deadline is February 1 (for admission to fall class), and July 1 (for admission to spring class). The application process is online and may be accessed at: http://www.nursing.und.edu/undergrad/application.cfm.

Application
Approximately 50-60 students are admitted each semester with the actual number determined by the availability of faculty and clinical facilities. Selection is made on the basis of academic record of core courses and points awarded for the personal statement submitted by each applicant and scored by nursing faculty. Students who are resubmitting a qualified application may be eligible for additional consideration. Prospective students should contact their adviser or the College of Nursing and Professional Disciplines Admissions and Records Associate for the specifics of the selection process and procedures. Applicants who are not granted admission for the semester they request are eligible to reapply.

To be eligible for consideration for admission to the nursing major, the student applying must first be admitted to UND, must have an active U-mail account, and must have completed the following courses or equivalents with a grade of C or better:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>College Composition II</td>
<td>6</td>
</tr>
<tr>
<td>&amp; ENGL 125</td>
<td>&amp; Technical and Business Writing *</td>
<td></td>
</tr>
</tbody>
</table>

CHEM 115 & 115L | Introductory Chemistry and Introductory Chemistry Lab | 4 |
CHEM 121 & 121L | General Chemistry I and General Chemistry I Laboratory | 4 |
CHEM 116 & 116L | Introduction to Organic and Biochemistry and Introduction to Organic and Biochemistry Laboratory | 4 |
ANAT 204 & 204L | Anatomy for Paramedical Personnel and Anatomy for Paramedical Personnel Laboratory | 5 |
PSYC 111 | Introduction to Psychology | 3 |
SOCI 110 | Introduction to Sociology | 3 |
or ANTH 171 | Introduction to Cultural Anthropology | 3 |
or SOC 115 | Social Problems | 3 |
PSYC 250 | Developmental Psychology | 4 |
or PSYC 270 | Abnormal Psychology | 4 |
MATH 103 | College Algebra | 3 |

* Refers to courses which are used in the “core” grade point average (GPA) calculation for admission.

Additionally, applicants must have earned at least a 2.50 overall and UND GPA (higher core GPAs will be more competitive). College Level Examination Program (CLEP) subject exam results, math placement results, and English Composition waivers will be accepted according to current university policy.

Admission

Upon notice of admission to the nursing program, documentation of the following must be submitted.

1. Current medical/hospitalization Insurance or Certification of Assumption of full responsibility for any health treatment costs incurred.
2. Immunization and certification documents as required by clinical agencies and in alignment with Center for Disease Control (CDC) guidelines are identified in student admission letters.
3. Submission of College of Nursing and Professional Disciplines designated background check with acceptable results.

Failure to provide the above by the deadline provided can result in loss of nursing class placement. A non-refundable $75 deposit on the program fee is required. The minimum GPA of 2.50 must be maintained.

All immunizations, tests, or certifications must be current and may not expire prior to beginning the nursing curriculum. Updates or recertification must be completed prior to starting classes each semester.

The following courses or equivalents must be completed with a “C” or better prior to beginning nursing courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBIO 202 &amp; 202L</td>
<td>Introductory Medical Microbiology Lecture and Introductory Medical Microbiology Laboratory</td>
<td>5</td>
</tr>
</tbody>
</table>
PPT 301 | Human Physiology | 4 |
NUTR 240 | Fundamentals of Nutrition | 3 |
PSYC 270 & 250 | Abnormal Psychology and Developmental Psychology | 7 |

NOTE: Students will be automatically assigned to the UND catalog active at the time of admission to the Nursing program unless they request otherwise.

Students may petition to establish credit through special examinations according to University policy. Equivalency of courses taken on other campuses than UND should be verified by contacting the College of Nursing and Professional Disciplines as early as possible.

Admission of Transfer Students

Students transferring to the nursing major from other accredited institutions must fulfill the same minimum prerequisite requirements as current University of North Dakota students. The first requirement for admission to the Nursing program is admission to UND. The dates for submission of the application and consideration of applicants are the same for all students. Students seeking to transfer to the College of Nursing and Professional Disciplines from other accredited institutions are advised to correspond with the College of Nursing
and Professional Disciplines before applying for admission to the University of North Dakota. During the admission process the student’s transfer work will be evaluated. Equivalency of courses from other campuses should be verified by contacting the College of Nursing and Professional Disciplines as early as possible. The number of applicants typically exceeds the available spaces; therefore, students cannot be guaranteed admission to the nursing major.

**Licensed Practical Nurses (LPNs)**

LPNs interested in pursuing a bachelor’s degree are considered for admission into the traditional program as transfer students. Further information concerning the progression of the LPN student can be obtained on the UND Nursing website. Transcripts of previous academic work must be submitted as part of the application to the University and to the nursing program. Some nursing courses will be waived for applicants who are LPNs.

**Additional Expenses**

In addition to the regular university tuition and fees, nursing students are charged a nursing program fee each semester. On admission, a deposit of $75 of their first semester nursing program fee is due upon acceptance of a position in the nursing program at UND. This deposit is non-refundable. Costs of laboratory tests and immunizations required for the protection of the student and client, e.g., TB skin test, hepatitis vaccination, and health care insurance costs are the responsibility of the student. There are additional expenses related to background checks, uniforms, and clinical equipment, graduation, and licensure. An estimated program cost sheet is available from the College of Nursing and Professional Disciplines web pages. Students are responsible for transportation related to clinical experience. Use of a car, especially for public health nursing, is necessary. Students may complete the practicum course at a distant site. There are travel and housing costs associated with that affiliation.

**Standardized Testing**

To facilitate success on the licensure exam, students participate in standardized testing as they progress through the curriculum and prior to graduation. If, after two attempts, a benchmark score is not attained on exams reflective of course content, students are required to enroll in a one credit remediation course in the next semester. If after enrolling in the remedial course the student does not achieve the benchmark score after retaking the exam twice, the student may not progress in the nursing curriculum.

**Curriculum**

Required 129 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies (ES) Requirements, including 9 credits of Fine Arts and Humanities, 9 credits of Communication and approximately 3 credits of other electives. A minimum of six (6) credits of the Essential Studies requirements must meet the US and Global Diversity designations (See University ES listing on web). It is recommended that students try to complete the majority of these prior to admission to nursing.

II. A minimum overall grade point average of 2.50.

III. The following curriculum:

**Freshman Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENGL 110</td>
<td>3</td>
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<tr>
<td>CHEM 115 &amp; 115L</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>3</td>
</tr>
<tr>
<td>SOC 110 or SOC 115 or ANTH 171</td>
<td>3</td>
</tr>
<tr>
<td>MATH 103</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 120 or ENGL 125</td>
<td>3</td>
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Pre-Nursing

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CHEM 116 &amp; 116L</td>
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**Sophomore Year**

**First Semester**

<table>
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<th>Course</th>
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<tbody>
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<td>PPT 301</td>
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<td>NURS 240</td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Nursing</td>
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<td>PPT 315</td>
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<td>NURS 289</td>
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**Junior Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>NURS 322</td>
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<tr>
<td>NURS 371</td>
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<td>NURS 372</td>
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<tr>
<td>SOC 326 or PSYC 241 or ECON 210</td>
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**Second Semester**

<table>
<thead>
<tr>
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<tr>
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<td>NURS 373</td>
<td>4</td>
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**Senior Year**

**First Semester**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fine Arts &amp; Humanities</td>
<td>3</td>
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</table>

**Additional Expenses**

In addition to the regular university tuition and fees, nursing students are charged a nursing program fee each semester. On admission, a deposit of $75 of their first semester nursing program fee is due upon acceptance of a position in the nursing program at UND. This deposit is non-refundable. Costs of laboratory tests and immunizations required for the protection of the student and client, e.g., TB skin test, hepatitis vaccination, and health care insurance costs are the responsibility of the student. There are additional expenses related to background checks, uniforms, and clinical equipment, graduation, and licensure. An estimated program cost sheet is available from the College of Nursing and Professional Disciplines web pages. Students are responsible for transportation related to clinical experience. Use of a car, especially for public health nursing, is necessary. Students may complete the practicum course at a distant site. There are travel and housing costs associated with that affiliation.

**Standardized Testing**

To facilitate success on the licensure exam, students participate in standardized testing as they progress through the curriculum and prior to graduation. If, after two attempts, a benchmark score is not attained on exams reflective of course content, students are required to enroll in a one credit remediation course in the next semester. If after enrolling in the remedial course the student does not achieve the benchmark score after retaking the exam twice, the student may not progress in the nursing curriculum.

**Curriculum**

Required 129 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies (ES) Requirements, including 9 credits of Fine Arts and Humanities, 9 credits of Communication and approximately 3 credits of other electives. A minimum of six (6) credits of the Essential Studies requirements must meet the US and Global Diversity designations (See University ES listing on web). It is recommended that students try to complete the majority of these prior to admission to nursing.

II. A minimum overall grade point average of 2.50.

III. The following curriculum:

**Freshman Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
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<td>PSYC 111</td>
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<td>SOC 110 or SOC 115 or ANTH 171</td>
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<td>MATH 103</td>
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<tr>
<td>ENGL 120 or ENGL 125</td>
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Pre-Nursing

**Second Semester**

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<thead>
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<th>Course</th>
<th>Credits</th>
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<tr>
<td>CHEM 116 &amp; 116L</td>
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<td>ANAT 204 &amp; 204L</td>
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<td>PSYC 250 or PSYC 270</td>
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<td>Fine Arts/ Humanities</td>
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**Sophomore Year**

**First Semester**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PPT 301</td>
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<td>MBIO 202 &amp; 202L</td>
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<td>PSYC 270 or PSYC 250</td>
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<td>NURS 240</td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Nursing</td>
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<td>PPT 315</td>
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<td>NURS 284</td>
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<td>NURS 289</td>
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<td>NURS 302</td>
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<td>NURS 303</td>
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**Junior Year**

**First Semester**

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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 321</td>
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<td>NURS 322</td>
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<tr>
<td>NURS 371</td>
<td>4</td>
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<td>NURS 372</td>
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<tr>
<td>SOC 326 or PSYC 241 or ECON 210</td>
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**Second Semester**

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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>NURS 373</td>
<td>4</td>
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<tr>
<td>NURS 374</td>
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</table>

**Senior Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fine Arts &amp; Humanities</td>
<td>3</td>
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</tbody>
</table>
with the online fee structure; however, students are required to attend classes in another field and are seeking an additional baccalaureate degree in nursing. This intensive program is designed for individuals who hold a bachelor's degree obtained from the Dean of the College, and are available in the College of Nursing and Professional Disciplines undergraduate student handbook.

Accelerated BSN

Nursing

NURS 421 Child Health Nursing Theory (theory) 2
NURS 471 Child Health Nursing Clinical (3 hrs clinical per week) 1
NURS 472 Psych/Mental Health Nursing Clinical (2 hrs theory, 6 hrs clinical per week) 4
NURS 473 Multisystem Complex Adult Health (2 hrs theory, 6 hrs. clinical per week) 4
Elective 2

Second Semester

Nursing

NURS 420 Interprofessional Health Care (3 hours of seminar within six weeks) 1
NURS 425 Practicum Theory (32 hours theory within two weeks) 2
NURS 474 Professional Development II (6 hours of theory for 8 weeks and experiential learning hours) 5
NURS 475 Practicum (192 hours clinical in six weeks) 4
NURS 476 Complex Childbearing Family (1.5 hrs theory, 1.5 hrs clinical/week for 8 weeks) 2

Total Credits: 129-130

* Must be completed prior to admission to the Nursing program.
# Must be completed prior to beginning nursing courses.
** will also accept CHEM 122 General Chemistry II & CHEM 122L General Chemistry II Laboratory if BIOL 150 General Biology I & BIOL 150L General Biology I Laboratory and BIOL 151 General Biology II & BIOL 151L General Biology II Laboratory are also completed.

Students are encouraged to consider elective nursing courses such as Cooperative Education, Independent Study and Honors; students should obtain supplemental information from their faculty adviser.

Progression and Graduation Requirements

Students should note that nursing courses are sequenced to build on one another over five semesters. Careful attention should be paid to pre-and co-requisites. Each semester is to be completed in its entirety before progressing to the next semester. Students who need to extend or shorten the number of semesters to complete the curriculum (i.e., part-time attendance or LPNs) must see their advisor and notify the Admissions and Records Associate.

1. A 2.50 overall GPA is required for progression in the nursing program at the end of each semester.
2. A student must attain a letter grade of at least a “C” in each of the courses required in the undergraduate nursing curriculum, including all the nursing and support courses, to progress to the next semester of nursing courses and for graduation from the College of Nursing and Professional Disciplines. A student earning a “D” or an “F” in any required nursing course may repeat the course only once.
3. A student may only repeat one required nursing course.
4. Benchmark scores on ATI progression assessments and predictor exam must be achieved or the remediation process successfully completed.

Students who do not meet the academic progression criteria will be placed on probation. The nursing program also reserves the right to place students on probation, to suspend, or to dismiss any student in nursing who does not meet the ATI content exam policy requirements, does not uphold professional standards or conduct, or whose performance in relation to client care is unsatisfactory. Additional details and any modifications in policies may be obtained from the Dean of the College, and are available in the College of Nursing and Professional Disciplines undergraduate student handbook.

Accelerated BSN Admission Requirements

- Earned baccalaureate degree in a field other than nursing from a regionally accredited institution
- GPA of 3.0 or greater preferred
- Successful interview

Prerequisite courses listed below (or equivalent):

- CHEM 116 Introduction to Organic and Biochemistry 3
- ANAT 204 Anatomy for Paramedical Personnel 5
- MBIO 202 Introductory Medical Microbiology Lecture 5
- or MBIO 302 General Microbiology Lecture & 302L General Microbiology Laboratory
- PPT 301 Human Physiology 4
- PPT 315 Human Pharmacology 3
- SOC 326 Sociological Statistics 3
- or PSYC 241 Introduction to Statistics 3
- or ECON 210 Introduction to Business and Economic Statistics 3
- NUTR 240 Fundamentals of Nutrition 3
- PSYC 250 Developmental Psychology 4

Accelerated BSN General Education/Essential Studies Requirements

Students will be required to meet all UND general education or Essential Studies requirements, as appropriate. Students who have completed their general education requirements at another North Dakota University System institution as recognized by the General Education Requirement Transfer Agreement (GERTA) or at a Minnesota State Colleges and Universities System (MnSCU) institution will be deemed to have completed their general education/essential studies requirements.

Accelerated BSN Curriculum

Students complete the same nursing courses as traditional students, only in an altered format and in a four-academic term sequence. The course sequence is:

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>NURS 320 Pathophysiology (theory)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 303 Assessment Across the Lifespan (3 hrs theory and 3 hrs lab per week)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 322 Communication, Diversity, Families (theory)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 284 Functional Changes in Aging (theory)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 289 Professional Development I (theory)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 321 Nursing Procedures (2 hrs theory, 6 hrs lab per week)</td>
<td>2</td>
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<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 372 Childbearing Family (1 hr theory, 3 hrs clinical per week)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 325 Advanced Nursing Procedures (3 hr lab twice per week)</td>
<td>1</td>
</tr>
<tr>
<td>NURS 371 Adult Nursing Care I (4 hrs theory, 12 hrs clinical per week)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 323 Adult Nursing Care II (theory)</td>
<td>2</td>
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</tbody>
</table>
Accelerated BSN Progression and Graduation Requirements

1. A 2.50 overall GPA is required for progression in the nursing program at the end of each academic term.
2. A student must attain a letter grade of at least a “C” in each of the courses required in the undergraduate nursing curriculum, including all the nursing and support courses, to progress to the next semester of nursing courses and for graduation from the College of Nursing and Professional Disciplines.
3. A student earning a “D” or an “F” in any required nursing course may repeat that course only once.
4. A student may only repeat one required nursing course.
5. Benchmark scores on ATI progression assessments and predictor exam must be achieved or the remediation process successfully completed.

Students who do not meet the academic progression criteria will be placed on probation. The nursing program also reserves the right to place students on probation, to suspend, or to dismiss any student in nursing who does not meet the ATI content exam policy requirements, does not uphold professional standards of conduct, or whose performance in relation to client care is unsatisfactory. Additional details and any modifications in policies may be obtained from the Dean of the College, and are available in the College of Nursing and Professional Disciplines undergraduate student handbook.

RN to BSN Online Option

The RN/BSN option is designed for students who hold an associate (diploma) degree or diploma in nursing and are seeking to obtain a baccalaureate degree in nursing. Students in the RN/BSN option program may attend classes either full or part-time. Thirty semester credits of UND nursing coursework are required (see below). In addition, students must complete all UND Essential Studies requirements, RN/BSN program pre-requisites and UND graduation requirements. A minimum of 129 credits and a minimum overall grade point average of 2.50 are required for graduation. Online tuition/fees and the nursing program fee apply.

**Full-time Curriculum**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 282</td>
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<tr>
<td>NURS 302</td>
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<td>NURS 350</td>
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<tr>
<td>NURS 410</td>
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<table>
<thead>
<tr>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>NURS 326</td>
<td>2</td>
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</table>

**RN to BSN Admission**

Completed online applications received by July 1 will be considered for the following fall admission. Applications will be accepted once per calendar year.

Prior to application, the following must be completed:

1. Admission to the University of North Dakota
2. All transcripts from other universities or colleges must be submitted to the University of North Dakota
3. Minimum 2.75 overall and UND GPA
4. Submission of copy of a current, unencumbered RN license
5. Completion of the following courses with a grade of “C” or better:
   6. ENGL 110 College Composition I 6
      & ENGL 120 and College Composition II
      or ENGL 125 Technical and Business Writing
      PSYC 111 Introduction to Psychology
      PSYC 250 Developmental Psychology
      SOC 110 Introduction to Sociology
      or SOC 115 Social Problems
      or ANTH 171 Introduction to Cultural Anthropology
      ANAT 204 Anatomy for Paramedical Personnel
      & 204L and Anatomy for Paramedical Personnel Laboratory
      PPT 301 Human Physiology
      MBIO 202 Introductory Medical Microbiology Lecture
      & 202L and Introductory Medical Microbiology Laboratory
      PPT 315 Human Pharmacology
      NUTR 240 Fundamentals of Nutrition
      SOC 326 Sociological Statistics
      or PSYC 241 Introduction to Statistics
      or ECON 210 Introduction to Business and Economic Statistics

**Important Deadlines**

July 1: Applications for Fall Admission completed

July 1: Petitions pertaining to Fall Admission to the nursing program submitted

Upon notice of admission to the nursing program, students must submit the following by the date indicated on the Admission Acceptance Form. Failure to do so by the deadline will result in loss of nursing placement:

1. Admission Acceptance form; and
2. $75 deposit program fee.

**RN to BSN Curriculum**

1. Total 30 credits
2. Two options:
   A. Full-time (completion in 12 months)
   B. Part-time (completion in 24 months)

The following are the courses that must be taken by most RN/BSN students after establishing credit for prior associate degree or diploma education. All are offered through distance delivery. NURS 374 Public Health Nursing Clinical course requires daytime clinical hours and can be conducted in a community near the student. UND may not be able to accommodate clinical experiences in some states due to specific state board of nursing regulations. For additional information, contact the College of Nursing and Professional Disciplines or visit the RN/BSN area on the College website.
NURS 405  Informatics in Nursing  3
NURS 415  Interprofessional Collaborations For Improving Health Care Systems Outcomes  3
NURS 490  Transcultural Health Care Theories, Research, and Practice  3

Summer
NURS 324  Public Health Nursing Theory  2
NURS 374  Public Health Nursing Clinical  2
NURS 474  Professional Development II  5

Total Credits: 31

Part-time Curriculum

<table>
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<tr>
<th>First Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall</td>
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<tr>
<td>NURS 282</td>
<td>Health Promotion  2</td>
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<tr>
<td>NURS 350</td>
<td>Nursing in Transition  3</td>
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<tr>
<td>Spring</td>
<td></td>
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<tr>
<td>NURS 326</td>
<td>Evidence-Based Practice  2</td>
</tr>
<tr>
<td>NURS 490</td>
<td>Transcultural Health Care Theories, Research, and Practice  3</td>
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<tr>
<td>Summer</td>
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<tr>
<td>NURS 324</td>
<td>Public Health Nursing Theory  2</td>
</tr>
<tr>
<td>NURS 374</td>
<td>Public Health Nursing Clinical  2</td>
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<tr>
<td>Second Year</td>
<td></td>
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<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>NURS 302</td>
<td>Pathophysiology  3</td>
</tr>
<tr>
<td>NURS 410</td>
<td>Clinical Reasoning for Safety and Quality Outcomes  3</td>
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<tr>
<td>Spring</td>
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<tr>
<td>NURS 405</td>
<td>Informatics in Nursing  3</td>
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<tr>
<td>NURS 415</td>
<td>Interprofessional Collaborations For Improving Health Care Systems Outcomes  3</td>
</tr>
<tr>
<td>Summer</td>
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</tr>
<tr>
<td>NURS 474</td>
<td>Professional Development II  5</td>
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</tbody>
</table>

Total Credits: 31

RN/BSN Progression and Graduation Requirements

Students should note that nursing courses are sequenced to build on one another. Careful attention should be paid to pre- and co-requisites. Enrollment may be either full- or part-time.

1. A 2.50 overall GPA is required for progression at the end of each semester.
2. A student must attain a letter grade of at least a “C” in each of the courses required in the undergraduate nursing curriculum, including all the nursing and support courses, to progress to the next semester of nursing courses and for graduation from the College of Nursing and Professional Disciplines.
3. A student earning a “D” or an “F” in any required nursing course may repeat that course only once.
4. A student may only repeat one required nursing course. Students who do not meet the academic progression criteria will be placed on probation. The nursing program also reserves the right to place students on probation, to suspend, or to dismiss any student in nursing who does not uphold professional standards of conduct or whose performance in relation to client care is unsatisfactory. Additional details and any modifications in policies may be obtained from the Dean of the College, and are available in the College of Nursing and Professional Disciplines undergraduate student handbook.

RN/BSN students must meet all UND Essential Studies Requirements. This will typically include an additional three credits of Oral Communications, a three-credit Global Diversity course, and nine credits of Fine Arts and Humanities, for which online courses are available.

129 credits are required for graduation.
60 credits must be completed at a four-year school.

36 credits must be upper division (300 level or above).
30 credits must be UND credits.

Undergraduate Nursing Courses

Unless otherwise indicated, nursing courses are open only to those admitted to the Nursing Program or with the consent of the instructor.

The methods for achievement of curriculum/course objectives may be individualized as needed.

NOTE: Some clinical courses may require early morning, evening, night, or weekend clinicals to provide the most varied and rewarding experience for the students. Some learning experiences may be at places distant from Grand Forks.

NURS 282. Health Promotion. 2 Credits.
This course focuses on the promotion of health across the lifespan based on national health objectives. Lecture. Prerequisites: Nursing majors only. Prerequisites or corequisites: NURS 284 and NURS 303.

NURS 284. Functional Changes in Aging. 2 Credits.
This course deals with normal aging and the functional and psychosocial changes that occur. Lecture. Prerequisite or corequisite: Nursing major or Gerontology minor.

NURS 289. Professional Development I. 2 Credits.
An introduction to professional nursing practice is provided, with exploration of major factors guiding the practice of nursing. Lecture. Prerequisite: Nursing major.

NURS 302. Pathophysiology. 3 Credits.
The focus of this course is the application of concepts of altered health in the development of clinical manifestations of disease and illness. Lecture. Prerequisites: PPT 301 and Nursing major.

NURS 303. Assessment Across the Lifespan. 4 Credits.

NURS 306. Palliative Care. 2 Credits.
This two credit course will provide the student with an understanding of palliative care to include further knowledge of pain and symptom management, hope, grief and bereavement, as well as hospice care, across the settings and lifespan. Prerequisite: NURS 371 and admission to the RN-BSN track or RN-MS track.

NURS 321. Nursing Procedures. 2 Credits.
Acquisition and application of foundational nursing procedures supported by the nursing process and theoretical concepts. Lecture/Lab. Prerequisites: NURS 282, NURS 289, NURS 302 and NURS 303. Prerequisites or corequisites: NURS 371 and PPT 315.

NURS 322. Communication, Diversity, Families. 3 Credits.
This course introduces students to elements of the nurse patient relationship, the assessment of diverse families, use of therapeutic communication, and application of transcultural concepts. Lecture. Prerequisites: NURS 282, NURS 284, NURS 289, NURS 302 and NURS 303.

NURS 323. Adult Nursing Care II. 2 Credits.
This course focuses on the nursing care of adult patients with a variety of conditions, with a primary emphasis on acute health alterations. Lecture. Prerequisites: NURS 321, NURS 322, NURS 371, NURS 372 and PPT 315. Corequisites: NURS 325 and NURS 373.

NURS 324. Public Health Nursing Theory. 2 Credits.
The course emphasizes population-based health and the role of the public health nurse. Lecture. Prerequisites: NURS 321, NURS 322, NURS 371 and NURS 372. Corequisite: NURS 374. Prerequisites or corequisites: NURS 323, NURS 325, NURS 326 and NURS 373.

NURS 325. Advanced Nursing Procedures. 1 Credit.
Advanced nursing procedures are acquired and applied through simulated laboratory experiences. Laboratory. Prerequisites: NURS 321, NURS 322, NURS 371 and NURS 372. Corequisite: NURS 323 and NURS 373.
NURS 326. Evidence-Based Practice. 2 Credits.
The course focuses on evidence-based practice in nursing with the emphasis on the philosophy, models, and application of evidence to practice. Students will apply research findings, clinical expertise, and patient preferences to a clinical problem. Prerequisites: NURS 321, NURS 322, NURS 371 and NURS 372; SOC 326 or PSYC 241 or ECON 210. Corequisite: NURS 323 and NURS 373.

NURS 350. Nursing in Transition. 3 Credits.
This course covers two distinct essentials for nurses returning for their bachelor’s or master’s degree. The first portion of the course explores concepts preparing the registered nurse student for entry into baccalaureate nursing and continuing socialization in the profession. The second portion provides an orientation to resources essential for successful program completion.

NURS 363. Test Taking Strategies. 1 Credit.
Content includes: test taking strategies, completion of a personal Learning Plan, completion of practice questions related to the ATI test(s) the student needs to retake, non-proctored exams, and successful passing of the ATI test(s) the student needs to take.

NURS 371. Adult Nursing Care I. 4 Credits.
This theory and clinical course focuses on the nursing care of adults in different settings with a variety of conditions with a primary emphasis on concerns of the elderly. Caring, professional behaviors are implemented as a member of the health care team to promote, maintain, and/or restore optimum health of individuals in selected clinical settings. Successful completion of the non-credit clinical experience is required. Lecture/Clinical. Prerequisites: NURS 284, 289, 302, 303, and Nursing majors only. Corequisite: NURS 321. Prerequisite or Corequisite: PPT 315.

NURS 373. Adult Nursing Care II Clinical. 4 Credits.
Application of nursing care for adult patients with a variety of conditions, with a primary emphasis on acute health alterations. Caring, professional behaviors are implemented as a member of the health care team to promote, maintain, and/or restore optimum health of individuals in acute clinical settings. Clinical. Prerequisites: NURS 321, NURS 322, NURS 371, NURS 372, PPT 315, and Nursing majors only. Corequisites: NURS 323 and NURS 325.

NURS 374. Public Health Nursing Clinical. 2 Credits.
Students will apply the concepts of population-based practice through various public health nursing roles. Clinical. Prerequisites: NURS 321, NURS 322, NURS 371, NURS 372, and Nursing majors only. Corequisites: NURS 323, NURS 324, NURS 325, NURS 326, and NURS 373.

NURS 394. Independent Study. 1-4 Credits.
Supervised independent study of non-honors students in nursing. Only open to juniors and seniors in the nursing program.

NURS 397. Cooperative Education: Nursing. 1-2 Credits.
An experiential learning experience in nursing integrating clinical work experience, nursing theory and evaluation. Designed to enhance the student’s prior course work in nursing. Qualified nursing students are employed by selected healthcare agencies on either the parallel or summer plan. Hours are arranged by mutual agreement among student, coordinator, and employer. Clinical. Prerequisites: NURS 321, NURS 371, Nursing majors only, and minimum overall GPA of 2.50.

NURS 400. Special Topics. 1-4 Credits.
E elective opportunities offered in the College of Nursing which may be a combination of special projects, seminars, and clinical experience.

NURS 402. Complex Adult Health Theory. 3 Credits.
A conceptual approach is taken to understand complex topics that will be applied to individuals experiencing multiple healthcare concerns. The students will integrate theoretical knowledge into the care of patients in the acute care setting. There will be emphasis on providing comprehensive, evidence based care to include physiologic and psychosocial factors unique to each individual patient and family. Prerequisites or corequisites: NURS 302 and Admission to the RN-BSN track.

NURS 405. Informatics in Nursing. 3 Credits.
This web-enhanced course introduces students to the role of nursing informatics in identifying, collecting, processing, and managing information uniquely relative to nursing and healthcare. Students learn how to assess, develop and use nursing information systems to work more efficiently and effectively, and to improve patient care. The learning environment emphasizes the development of proficiency in the use of the computer as a critical thinking and decision making tool. Prerequisites: Basic keyboard and internet utilization skills.

NURS 420. Interprofessional Health Care. 1 Credit.
The focus of this course is learning to work effectively with an interprofessional health care team using a shared patient-centered approach. Case studies will be the primary teaching strategy. Professions include: physical therapy, nursing, occupational therapy, medicine, social work, communication science disorders, clinical lab science, physician assistant, and dietetics. Seminar. Prerequisite: NURS 473.

NURS 421. Child Health Nursing Theory. 2 Credits.
Complex care and nursing management of the acute and chronically ill child within the context of the family and the community. Lecture/Discussion. Prerequisites: NURS 323, NURS 324, NURS 325, NURS 326, NURS 373 and NURS 374.

NURS 425. Practicum Theory. 2 Credits.
Emphasis is on concepts related to assuming a professional nurse role. Analysis and evaluation focuses on the transition process, nursing regulations, quality improvement, and other concepts contributing to professional performance. Lecture/Discussion. Prerequisites: NURS 471, NURS 472, NURS 473, and Nursing majors only. Corequisite: NURS 475.

NURS 471. Child Health Nursing Clinical. 1 Credit.
Complex care and management of the vulnerable, high risk child and the ill child within the context of the family and the community. Lecture/Discussion/Clinical. Prerequisites: NURS 323, NURS 324, NURS 325, NURS 326, NURS 373, NURS 374, and Nursing majors only. Prerequisite or corequisite: NURS 421.

NURS 472. Psych/Mental Health Nursing Clinical. 4 Credits.
Emphasis is on interactive processes, and dynamics of human diversity and behavior in mental health promotion, maintenance, and restoration. Lecture/Discussion/Clinical. Prerequisites: NURS 323, NURS 324, NURS 325, NURS 326, NURS 373, NURS 374, and Nursing majors only.

NURS 473. Multisystem Complex Adult Health. 4 Credits.
Complex concepts are integrated into the management of nursing care of adults with multisystem health problems. Lecture/Clinical. Prerequisites: NURS 323, NURS 324, NURS 325, NURS 326, NURS 373, NURS 374, and Nursing majors only.

NURS 474. Professional Development II. 5 Credits.
Focus is on the development of the professional nursing role within a complex and dynamic health care environment, with exploration of issues critical to leadership in nursing. Lecture/Discussion/Clinical. Prerequisites: NURS 471, NURS 472, NURS 473, and Nursing majors only.

NURS 475. Practicum. 4 Credits.
This is an intensive clinical experience providing application of content from all previous courses. Emphasis is on the application of concepts related to professional nursing role development, transition process, and evaluation processes used in the delivery of health care. Clinical. Prerequisites: NURS 471, NURS 472, and Nursing majors only. Corequisite: NURS 425.

NURS 476. Complex Childbearing Family. 2 Credits.
This course concentrates on the delivery of nursing care to complex, high risk childbearing families. Lecture/Clinical. Prerequisites: NURS 471, NURS 472, NURS 473, and Nursing majors only.

NURS 489. Senior Honors Thesis. 1-8 Credits.
Supervised independent study culminating in a thesis. Prerequisites: Nursing majors only; Consent of the department and approval of the Honors Committee.

NURS 490. Transcultural Health Care Theories, Research, and Practice. 3 Credits.
Analysis of theories, principles, and research related to transcultural health care. Students develop awareness of the biological, psychological, and sociological aspects of clients of selected cultural groups and identify their specific health care values and practices. Prerequisites: Nursing major and junior standing; or permission of instructor.

Nutrition and Dietetics (N&D)
http://www.nursing.und.edu/nutrition/index.cfm
Goodwin (Chair), Tande, Wagner, Walker and Wang
The primary mission of the Department of Nutrition and Dietetics is to prepare entry-level practitioners in nutrition and dietetics. The Department achieves
this mission through its offering of two majors and a nutrition minor. The professional programs offered lead to entry-level competence and degrees in:

B.S. in Community Nutrition  
B.S. in Dietetics

Academic Advising

Students are assigned an adviser in the Department of Nutrition and Dietetics at the time of admission to the university if the student has declared a pre-Dietetics or Community Nutrition major. Majors within the department are advised to follow the appropriate curriculum leading to either a Bachelor of Science in Dietetics or a Bachelor of Science in Community Nutrition. Since the Department of Nutrition and Dietetics strives to reflect current trends in the profession, there may be changes in the curriculum after the printing of this catalog.

Service Learning

Students within the Department of Nutrition and Dietetics will enhance their own personal and academic development through the completion of service learning activities. The accomplishments gained through these experiences will be demonstrated to others through the development of a reflective portfolio.

Scholarships

Students may apply annually for awards and scholarships offered within the Department of Nutrition and Dietetics. Various professional organizations also offer competitive scholarships. Information regarding eligibility and application guidelines may be obtained from the department.

Student Organizations

Student Association of Nutrition and Dietetics (SAND)

SAND is the student association for all majors within the Department of Nutrition and Dietetics. Information regarding SAND may be obtained from its officers or from the faculty or staff in the department.

Community Nutrition

The Community Nutrition curriculum is designed to allow students to develop an in-depth understanding of nutrition, based on the biological and social sciences; the ability to communicate nutrition principles effectively and accurately to the public; and the ability to participate as a team member with other community and health care professionals. The focus of study is on the role of nutrition in achieving and maintaining health, emphasizing changing needs throughout the life cycle. Through coursework and supervised practice experiences, graduates will be prepared to complete community nutrition assessments and to work individually or collaboratively with other professionals in identifying problems and developing, conducting and evaluating interventions to improve the overall health of individuals and communities. Students majoring in Community Nutrition select from two options. A Community Nutrition graduate is eligible to become a Licensed Nutritionist (L.N.) in the state of North Dakota.

Graduation Requirements

To graduate, a Community Nutrition major must earn a grade of “C” or better in all nutrition, foods and science courses and must attain an overall grade point average of at least 2.2.

Coordinated Program in Dietetics

The Coordinated Program in Dietetics combines academic preparation with supervised practice experiences for students who wish to become a Registered Dietitian (R.D.). Students work in a variety of settings to assist clients to improve or maintain nutritional health. To prepare students for the type of practice most will enter, the special focus of the UND Coordinated Program is dietetic practice in rural communities. Upon completion of this degree, the graduate is eligible to take the examination for professional registration and to apply for active membership in the Academy of Nutrition and Dietetics. Application for admission to the Coordinated Program occurs in spring

Admission to the professional phase of the Coordinated Program in Dietetics

To be considered a candidate for admission, the student must have already completed, be currently enrolled in, or plan completion through summer school enrollment of all pre-professional courses. Criteria for admission include a demonstrated interest in the field of dietetics, a minimum GPA of 2.6, and a grade of “C” or better in all nutrition, foods, and science courses and completion of at least 60 service learning hours prior to entering the program.

The application process consists of: submission of an application form; a personal statement incorporated into a letter of application; a portfolio highlighting goals, service learning, and examples of work; and two letters of reference. Eligible applicants are scheduled for personal interviews with selection committee members. At the conclusion of interviews, the committee and faculty meet to determine members of the incoming class. The Coordinated Program is accredited to accept up to 12 students each year; however, the program is not mandated to fill all slots each year. Only students who meet the specific qualifications and pass the application process will be considered.

Admission of transfer students to the Coordinated Program in Dietetics

Transfer students seeking admission to the professional phase of dietetics must fulfill the same prerequisite requirements as students who complete the preprofessional courses at the University of North Dakota. Students planning to transfer from another accredited institution to UND are advised to contact the Department of Nutrition and Dietetics to verify equivalency of courses on other campuses with those offered at UND prior to applying for admission. All qualified students, whether currently enrolled at or planning to transfer to UND, are given equal consideration.

Progression requirements

Students in the program must maintain satisfactory performance in all supervised practice experiences, a minimum GPA of 2.6, and at least a “C” in all nutrition, food and science courses to progress and graduate in the program. Failure to do so will result in being placed on probation. The program director will meet in conjunction with the student and academic adviser to discuss the probationary status and develop plans to correct the deficiency. All deficiencies must be removed before advancing to the next semester of the program.

Additional expenses

The professional phase of the program has additional expenses due to supervised practice experiences, travel, and professional activities. Additionally, the schedule of classes and supervised practice experiences must have precedence in planning other time commitments, thus limiting employment opportunities. Definite plans for financing the costs of the two years (junior academic year, summer session, senior academic year) of the professional phase should be arranged prior to application. An estimate of expenses is available from the Department of Nutrition and Dietetics. Financial aid and scholarships are available from various sources. The UND Financial Aid Office can assist in determining which resources are available to individual students.

B.S. in Dietetics
College of Nursing and Professional Disciplines

B.S. in Community Nutrition

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. Prerequisite Courses:

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<td>or PSYC 250</td>
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Total Credits: 58

Professional Nursing Requirements:

* CHEM 115 Introductory Chemistry, CHEM 116 Introduction to Organic and Biochemistry, CHEM 116L Introduction to Organic and Biochemistry Laboratory may be substituted for CHEM 121 General Chemistry I, CHEM 121L General Chemistry I Laboratory, CHEM 122 General Chemistry II, CHEM 122L General Chemistry II Laboratory, CHEM 340 Survey of Organic Chemistry, CHEM 340L Survey of Organic Chemistry Laboratory, and BMB 301 Biochemistry.

III. Required Courses:

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<td>N&amp;D 498</td>
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Total Credits: 25

IV. Choice of either Option A or Option B.

Option A:

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<td>N&amp;D 260</td>
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<td>N&amp;D 340</td>
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</table>

Total Credits: 18

V. Electives or minor.

In consultation with adviser, the student will select a minor or electives to meet the University minimum of 125 semester hours of credit for graduation.

B.S. in Dietetics

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The following curriculum:

Pre-professional requirements:

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<td>CHEM 121</td>
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<td>CHEM 340</td>
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<td>N&amp;D 498</td>
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Total Credits: 53

Professional Dietetics Requirements:
Minor in Nutrition

Students in other majors may elect to earn a minor in nutrition. The requirements of the minor are the completion of 20 semester hours of credit in nutrition-related courses. To develop the program of study, students must consult an adviser in the Department of Nutrition and Dietetics.

For more information about the majors or minor or changes since the printing of this catalog, check the departmental website at: http://www.nursing.und.edu/nutrition.

Courses

N&D 100. Introduction to Nutrition and Dietetics. 1 Credit.
The philosophy, history, future trends, and career options in nutrition and dietetics will be discussed.

N&D 220. Foodservice Safety and Sanitation. 1 Credit.
The study of food safety and sanitation throughout the foodservice system. Upon successful completion of the course material and examination, the student will hold ServSafe® Certification.

N&D 245. Nutrition Throughout the Life Cycle. 3 Credits.
Optimal growth and development throughout the lifespan requires proper nutrition. The course explores how nutrition needs vary across the lifespan from both a biological and psychosocial perspective. The impact of nutrition from preconception through old age is the focus of this course. Every phase of life is examined with consideration for normal growth and development, nutrient needs, and common nutritional issues. Prerequisite: NUTR 240.

N&D 260. Principles of Foods and Food Science. 5 Credits.
Introduction to food selection and preparation principles, including consumer trends, sensory evaluation, meal and menu planning, and food sanitation. Application of scientific principles in relationship to food composition, physical properties, and chemical reactions. Prerequisite: A college level chemistry course.

N&D 320. Nutritional Intrvntns/Patient Care. 1 Credit.
Prerequisites: NUTR 240 and NURS 288. Corequisites: NURS 328 and NURS 382.

N&D 330. Resources for Dietetic Practice. 2 Credits.
This course provides opportunities for students to understand the governance of dietetics practice, including the Scope of Practice and the Code of Ethics for the Profession of Dietetics. The course also covers the process of transitioning from a student to professional status within dietetics. Prerequisite: Senior standing in Dietetics or consent of instructor.

N&D 335. World Food Patterns. 3 Credits.
Examination of the food patterns of selected world population groups considering the effect of social, cultural, and economic practices on nutritional values.

N&D 340. Foodservice Systems Production. 2 Credits.
Principles of food production as applied to preparation, service, and evaluation of foods; use and operation of food service equipment. Prerequisite: ND 260.

N&D 341. Community Nutrition I. 2 Credits.
The course assists students in: identifying the unique issues of rural communities; appreciating social causes of hunger and obesity; conducting community nutrition assessments; targeting effective nutrition educational programs to audiences across the life span. Prerequisite: ND 245.

N&D 342. Community Nutrition II. 2 Credits.
The course assists students in: understanding national nutrition and health policy making; developing skills in writing grants, entrepreneurship; becoming more culturally competent. It utilizes the community assessment conducted in ND 341 to develop a program plan. Prerequisite: ND 341 or consent of instructor.

N&D 348. Sports Nutrition. 2 Credits.
Overview of the specialized nutritional needs of the athlete. Prerequisite: NUTR 240.

N&D 350. Medical Nutrition Therapy I. 2 Credits.
The study and application of nutritional assessment techniques, nutrition care planning methodologies, interviewing and counseling skills, and medical nutrition therapy for common medical conditions. Prerequisite: ND 245 and PPT 301.

N&D 352. Medical Nutrition Therapy II. 3 Credits.
The study and application of nutritional intervention principles and medical nutrition therapy for complex medical conditions. Prerequisites: ND 350 and ND 441.

N&D 480. Interprofessional Health Care. 1 Credit.
The focus of this course is learning to work effectively with an interprofessional health care team using a shared patient-centered approach. Case studies will be the primary teaching strategy used. Prerequisite: Senior standing in Dietetics.

N&D 491. Dietetic Seminar. 1 Credit.
Class members will plan, prepare, present and evaluate a seminar for a professional audience. Prerequisite: Senior standing in Dietetics.

N&D 494. Research in Nutrition and Dietetics. 1-4 Credits.
Study and application of research designs and procedures appropriate to nutrition and dietetics. Repeatable to 6 credits. Prerequisites: Senior status with completion of a statistics course and a minimum of 12 credits in nutrition and dietetics.

N&D 498. Supervised Practice in Nutrition and Dietetics. 1-9 Credits.
Repeatable to 28 credits. 498A uses regular grading, 498B uses S/U grading. Prerequisites: Dietetics majors require consent of instructor one semester prior to enrollment. Community nutrition majors must have completed ND 342 and have consent of instructor one semester prior to enrollment. Development of professional skills and competencies through planned learning experiences in which knowledge and theory are applied to simulated and real-life situations in nutrition and dietetics.

N&D 499. Special Topics in Nutrition and Dietetics. 1-4 Credits.
Special topics and/or in depth independent study in selected content areas relative to nutrition and dietetics. Prerequisite: Instructor consent.

Occupational Safety and Environmental Health (OSEH)

http://www.business.und.edu/

Yearwood (Program Coordinator)

The Occupational Safety and Environmental Health (OSEH) program is a 58-hour major leading to the baccalaureate degree, bachelor of science. The OSEH program is administered by the Department of Technology. It has a 31-semester hour core of interdisciplinary coursework, which provides a sound professional background. The remaining 27 hours are selected from one of two technical concentrations: Industrial Safety or Industrial Hygiene. The
degree program draws coursework from 12 academic departments and utilizes resources from the University’s Office of Safety and Environmental Health.

**Admission Process**

Admission to the occupational safety and environmental health major program of study is on a competitive basis. Ten students may be admitted per academic year. Students not meeting these minimum requirements may be admitted with probationary status upon recommendation of the Occupational Safety and Environmental Health Admissions Committee.

**Admission Requirements**

A. A student must have completed the equivalent of 58 semester hours of coursework.

B. A student must have completed the following courses (or equivalents) with a minimum grade of C:

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<tr>
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<th>Credits</th>
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<tr>
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<td>and General Chemistry I Laboratory</td>
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<td>&amp; CHEM 122</td>
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<td>and General Chemistry II Laboratory</td>
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<td>ISBC 117</td>
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<td>&amp; ISBC 317</td>
<td>and Information Systems in Enterprise</td>
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<td>and General Biology I Laboratory</td>
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</table>

Total Credits: 23

C. A student must have completed 15 hours in residence at the University of North Dakota with a minimum 2.2 GPA. Transfer students will have official transcripts evaluated to determine the 15-hour requirement.

**Admission Procedure**

Obtain the application packet and submit:

1. The application form
2. One reference (sent directly to the University of North Dakota by the person writing the reference)
3. An official transcript of previous coursework (sent by your institution directly to UND).
4. Essay on “Rationale for Applying for Admission to the Occupational Safety and Environmental Health Program, University of North Dakota” (part of application packet).
5. The submitted materials will be examined, analyzed, and a decision will be made on your application. You will receive written notice of that decision. The decision may be that you have been accepted, placed on the waiting list for a succeeding semester, or denied for admission.

**College of Business and Public Administration**

**B.S. in Occupational Safety and Environmental Health**

Required 125 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).
II. OSEH Admission Requirements (see above)

**Occupational Safety and Environmental Health Curriculum**

General Core: (Required) 31 credit hours

58 credits to include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 146</td>
<td>Applied Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>ANAT 204</td>
<td>Anatomy for Paramedical Personnel</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Industrial and Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>TECH 203</td>
<td>Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>OSEH 345</td>
<td>Emergency Response</td>
<td>2</td>
</tr>
<tr>
<td>KIN 110</td>
<td>First Aid and CPR</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Technical and Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 315</td>
<td>Business in the Legal Environment</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Principles of Management</td>
<td>3</td>
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<tr>
<td>MGMT 302</td>
<td>Human Resource Management</td>
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Total Credits: 30

Plus one of the following two options:

**Industrial Safety Concentration (Option I)**

Required: 27 credits including:

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<tr>
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<th>Course Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>OSEH 305</td>
<td>Fire Safety</td>
<td>2</td>
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<tr>
<td>OSEH 325</td>
<td>Construction Safety</td>
<td>3</td>
</tr>
<tr>
<td>OSEH 355</td>
<td>Inspections</td>
<td>1</td>
</tr>
<tr>
<td>OSEH 405</td>
<td>Industrial Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>OSEH 425</td>
<td>Occupational Safety and Environmental Health</td>
<td>3</td>
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<tr>
<td>TECH 440</td>
<td>Occupational Safety</td>
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Select four of the following: 12

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<td>CE 444</td>
<td>Contracts and Specifications</td>
<td></td>
</tr>
<tr>
<td>TECH 122</td>
<td>Computer Aided Design/Drafting</td>
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</tr>
<tr>
<td>TECH 400</td>
<td>Teaching Technology Education</td>
<td></td>
</tr>
<tr>
<td>OSEH 226</td>
<td>Transportation Safety</td>
<td></td>
</tr>
<tr>
<td>OSEH 365</td>
<td>Radiation</td>
<td></td>
</tr>
<tr>
<td>OSEH 375</td>
<td>Asbestos</td>
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</tr>
<tr>
<td>OSEH 385</td>
<td>Instrumentation</td>
<td></td>
</tr>
<tr>
<td>OSEH 395</td>
<td>Hazardous Materials Management</td>
<td></td>
</tr>
<tr>
<td>OSEH 435</td>
<td>Risk Management</td>
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</tr>
<tr>
<td>OSEH 465</td>
<td>Product Safety and Liability</td>
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</tbody>
</table>

Total Credits: 27

**Industrial Hygiene Concentration (Option II)**

Required: 27 credits including:

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<tr>
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<tbody>
<tr>
<td>CHEM 340</td>
<td>Survey of Organic Chemistry</td>
<td>4</td>
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<tr>
<td>CHEM 340L</td>
<td>Survey of Organic Chemistry Laboratory</td>
<td>1</td>
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<tr>
<td>OSEH 405</td>
<td>Industrial Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>PPT 410</td>
<td>Drugs Subject to Abuse</td>
<td>2</td>
</tr>
<tr>
<td>OSEH 425</td>
<td>Occupational Safety and Environmental Health</td>
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Select four of the following: 10

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Computer Aided Design/Drafting</td>
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</tr>
<tr>
<td>TECH 397</td>
<td>Cooperative Education</td>
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<td>TECH 400</td>
<td>Teaching Technology Education</td>
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<tr>
<td>OSEH 355</td>
<td>Inspections</td>
<td></td>
</tr>
<tr>
<td>OSEH 365</td>
<td>Radiation</td>
<td></td>
</tr>
<tr>
<td>OSEH 375</td>
<td>Asbestos</td>
<td></td>
</tr>
<tr>
<td>OSEH 385</td>
<td>Instrumentation</td>
<td></td>
</tr>
<tr>
<td>OSEH 395</td>
<td>Hazardous Materials Management</td>
<td></td>
</tr>
<tr>
<td>TECH 440</td>
<td>Occupational Safety</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 23
Graduation Requirements for the BSOSEH Degree

Students must achieve the following to graduate with the Bachelor of Science in Occupational Safety and Environmental Health administered through the Department of Technology and the College of Business and Public Administration.

1. Meet the applicable graduation requirements of the College of Business and Public Administration.
2. Have a 2.50 GPA in the major program of study.
3. Meet the standard for the exit examination of the student’s selected concentration(s).
4. Successful completion of the mid-program review, portfolios, and the written report.

Retention Standards for the BSOSEH Degree

To remain a student in good standing, the student must attain the following:

1. A cumulative GPA of 2.20 and a minimum of 2.50 in the major program of study.
2. Submit a portfolio of materials upon completion of 24 credits in the major for a mid-program evaluation of successful progress. Included in this portfolio will be a position paper relating to the goals, objectives, and responsibilities of the safety and health professional.
3. Upon completion of 35 credits of the major, a written report will be submitted that outlines the student’s philosophical position in relation to the student’s selected concentration within the Occupational Safety and Environmental Health major.

Students not achieving the GPA standard, deemed not to be making satisfactory progress as a result of the mid-program review or not achieving a satisfactory review of the written report, will be placed on probation for one semester. At the conclusion of that semester, the student will be reevaluated and either returned as a student in good standing or dropped from the program. After two semesters, the student may apply for readmission to the major program of study.

Courses

OSEH 226. Transportation Safety. 3 Credits.
An introductory course in transportation safety pertaining to personalized and fleet transportation systems. Emphasis will be on human characteristics related to driving, driving improvement, and state/national laws.

OSEH 305. Fire Safety. 2 Credits.
Students will explore and familiarize themselves with those codes that are used to ensure fire-safe environments in structures of all types. The student will learn how to apply these codes to various structures, occupancies, and situations. Prerequisite: CHEM 122.

OSEH 325. Construction Safety. 3 Credits.
A study of the rules and regulations of construction. Emphasis will be focused on management techniques, program development, recordkeeping documentation, and training requirements of the construction industry.

OSEH 345. Emergency Response. 2 Credits.
Emphasis will focus on the knowledge of regulatory requirements. Students will be versed in planning activities, the tools, protective equipment and emergency response procedures needed by those who respond to emergencies.

OSEH 355. Inspections. 1-6 Credits.
Special consideration is given to the problems associated with interactions with management as related to regulatory matters. An awareness of the various rules and regulations which affect the workplace are part of the overview presented by this course. Prerequisite: TECH 440.

OSEH 365. Radiation. 2 Credits.
Special emphasis is given to the problems associated with the proper and safe handling of Radioactive Materials in both the sealed and unsealed forms. Consideration is given to the regulatory requirements which might face a licensee. Prerequisite: CHEM 122.

OSEH 375. Asbestos. 2 Credits.
A study of asbestos, its characteristics, the rules and regulations regarding asbestos abatement, and the tools, protective equipment, and procedures utilized for asbestos abatement.

OSEH 385. Instrumentation. 2 Credits.
A study of the rules, regulations, requirements for the sampling analysis and monitoring of the business and industry work place environments. Emphasis will be placed on the instrumentation, calibration and other techniques required for managing the process, developing a comprehensive program, record keeping requirements, documentation, and training requirements.

OSEH 395. Hazardous Materials Management. 3 Credits.
Students will study the problems associated with proper, safe handling, and disposal of hazardous materials. Special consideration will be given to regulatory requirements, exposure limits, and protective measures. Demonstrations, field trips, and group activities will be an integral aspect of this course.

OSEH 405. Industrial Hygiene. 3 Credits.
Hazards in the workplace as they relate to our health will be addressed. The course will include the recognition, evaluation, control of hazards as they relate to industry. Prerequisites: ANAT 204 and CHEM 122.

OSEH 425. Occupational Safety and Environmental Health Seminar. 3 Credits.
A study of emerging issues and concerns related to the Occupational Safety and Environmental Health profession. Involvement of practicing safety and health professionals and regulatory agency officials provide insight into the evolution of safety and health policies.

OSEH 435. Risk Management. 2 Credits.
The focus of this course will be on the global perspective of loss control measuring efforts in the minimization of financial insurance and workers compensation liabilities.

OSEH 465. Product Safety and Liability. 3 Credits.

Occupational Therapy (OT)

See School of Graduate Studies (p. 428) section

Peace Studies (PS)

http://www.und.edu/arts-sciences

The Peace Studies courses listed below may be taken either as elective courses or as part of a course of study leading to the degree B.A. with a major in Interdisciplinary Studies: Peace Studies administered through the Interdisciplinary Studies Program (IDS). For information on the major in Interdisciplinary Studies, see Interdisciplinary Studies (p. 143) listing and consult the Director of IDS in O’Kelly Hall, Room 129. For the Peace Studies requirements, see the Program Director, Dr. Enru Wang, in the Geography Department in Ireland 156 (Ireland is a wing in the east end of O’Kelly Hall).

The Peace Studies courses are taught by faculty members from the departments of Geography, Philosophy and Religion, History, Education, Economics, English, Psychology, Sociology, Languages, and the natural and physical sciences. Their goal is to encourage critical scholarly thinking and action by students and faculty in the growing areas of interest in issues of peace, war, social justice and human rights. They are excellent preparation for graduate study in a range of legal, governmental, social service, educational, theological and international fields. The major requires a total of 36 credits, including all the following courses, except for the Independent Study. If one or more courses are not offered within the timeframe that students have for their graduation, they may take alternative courses with the permission of the Program Director who serves as the academic advisor to Peace Studies students. Other courses may be selected by the student in consultation with the advisor to focus on an area of interest, for example, courses from the Chinese Studies minor, or other international or environmental topics.
GEOG 161. World Regional Geography. 3 Credits.
Development of the concept of region with analysis of the relationship of physical and cultural features to the contemporary world situation.

GEOG 250. Introduction to Geopolitics. 3 Credits.
As a branch of political geography, the study of Geopolitics is concerned with the spatial dynamics of power relations especially at the international level. From a geographic perspective, this course surveys changing relations among states and the influences of national and transnational actors and events. The course attempts to help students apply a broad range of theoretical perspectives to the analysis of global and regional issues and events, and develop insights into what is happening in the world today. From war and terrorism to economic globalization, human rights and sustainable development, this course will explore a myriad of important issues and challenges that face the world today.

PHIL 120. Introduction to Ethics. 3 Credits.
This course investigates the nature of the Good Life, of moral principles, and the application of moral systems to contemporary debate. These may include questions about the morality of war, capital punishment, sexual behavior, welfare, and so forth.

IDS 280. Learning Across Disciplines. 3 Credits.
The course will examine the nature of disciplines and fields and the way in which knowledge is organized. Basic assumptions and orientations will be compared and contrasted for scientific, social scientific, and humanities areas. Current literature in the field of interdisciplinary studies will be presented.

HIST 335. Nuclear Weapons and the Modern Age. 3 Credits.
An introduction to the history of: nuclear weapons and their delivery systems, their development and use during World War II, the nuclear arms race between the U.S. and the U.S.S.R., popular disarmament movements, and diplomatic efforts to control nuclear weapons and their proliferation. A final section will deal with the nuclear implications of the end of the Cold War and the development of new nuclear states in the last years of the 20th century. The course will include—from an historian’s point of view—some technical material necessary to a reasonable and realistic understanding of the subject.

PS 394. Independent Study. 1-4 Credits.
Supervised reading, study or research on an individual topic. Consent of instructor is the prerequisite.

IDS 491. Capstone Interdisciplinary Seminar. 1-3 Credits.
This seminar will be organized by the director of the Interdisciplinary Studies Program to act as a point of reference for students working on their Senior Projects in the program. The projects will vary from semester to semester, so the focus will shift accordingly. Not repeatable. Prerequisite: IDS 280. Corequisite: IDS 498.

PS 497. Internship. 3-16 Credits.
Provides direct experience in a peace-related, social change, human service/human rights or international agency. Junior standing and advisory approval are the prerequisites.

IDS 498. Senior Project. 3 Credits.
The project will be designed on an area of interest which the student has defined. It will include data or material from a variety of disciplines or fields which the student finds relevant to the issue under study. The student will synthesize the cross-cutting information into a creative/original whole and discuss applications of this new approach. Repeatable to 6 credits. Prerequisite: IDS 280. Corequisite: IDS 491.

Petroleum Engineering (PtrE)

Benson (Chair), Johnson, Korom, Lentz, Ling and Yarbrough

The goal of the Petroleum Engineering department is to educate undergraduate students so they will be prepared to compete for challenging entry-level positions in the petroleum industry and government agencies. Entry level petroleum engineers are involved in a diverse range of jobs that include: exploration for oil and gas-containing formations and reservoirs; characterization of reservoirs and fluids; design of equipment and processes to optimize recovery; drilling and completions; computer modeling and simulation for production optimization and field management; recovery development; and monitoring of production and processing. In addition to these upstream activities, petroleum engineers are also involved in downstream activities such as refining, petro-chemical production, and transportation of products as well as geosciences, environmental efforts, and international commerce. Petroleum engineers are trained to ensure that all operations are safe and environmentally healthy.

The UND petroleum engineering program emphasizes the development of technical problem solving skills through a fundamental understanding of geology, chemistry, physics, and engineering. The fundamentals and problem solving skills are combined with a strong background in ethics, safety, economics, information technology, leadership, management, and communication. The Petroleum Engineering degree is designed to provide students with a systematic understanding of the petroleum industry that includes: science and technology; economics and business; policy and regulation; and society and behavior. Students will develop the skills to contribute to petroleum exploration, production/injection, property management and project optimization, and will demonstrate integrity, responsibility, ownership, and accountability for their work.

To meet the goals of the program, the following program educational objectives have been established.

The undergraduate Program Educational Objectives (PEO) are the expected accomplishments of graduates during their first few years following graduation. The PEOs of the Department of Petroleum Engineering (PTRE) as adopted by the PTRE faculty and Industry Advisor Board are as follows:

1. Contribute as engineering professionals in industry, including government or academia;
2. Pursue continued education and professional development through participation in professional organizations, training and possible post graduate education;
3. Progression or attainment of professional registration and licensure.

The core of the program is a strong technical curriculum, whereby the fundamentals of geology, physical sciences, mathematics, and petroleum engineering are learned. This core is complemented by general courses in other engineering and technical disciplines to help prepare the students for professional registration or other future careers. Twelve credits of the required technical courses are electives, which provide each student the opportunity to tailor the program to his/her individual interests such as petroleum geology, fuel technology, refining, entrepreneurship, etc. Other prescribed courses include topics such as economics, statistics and professional integrity. The program also gives students a chance to become proficient in computer skills, database management, oral and written communication, and team work. The undergraduate program culminates in a senior design course in which the students bring together all they have learned as they work in teams on a design and evaluation project.

UND’s Petroleum Engineering program is scheduled to pursue accreditation by the Engineering Accreditation Commission (EAC) of the ABET. Practical, hands-on experience is gained in laboratories distributed throughout the undergraduate program. Laboratory experiments form a significant part of each student’s learning beginning immediately in first year chemistry and continuing throughout the curriculum. In addition to university experiences, which include opportunities to conduct research, students are encouraged to spend time working in the engineering profession via summer internships or cooperative education.

Besides the technical education embodied in the program, there is a strong required general education component with a focus on thinking and reasoning in a diverse society. This includes to round out the individual’s university experience and help prepare for a full life, not just a career. There are also many extracurricular activities available (including professional societies, honor societies, sports and clubs) to enhance the enjoyment of the time spent at UND and to develop important friendships and leadership and team building skills.

One of the main characteristics of this department, which distinguishes it from most other petroleum engineering programs around the country, is the commitment to building a strong rapport between the students and faculty. We are able to maintain close interaction because of the relatively small class sizes, and because all faculty members are committed to helping all students do their best and succeed. The interaction between faculty and students occurs formally in the classrooms and through the advising process, but it also frequently arises informally because all faculty maintain an open door policy. It all adds up to an environment that fosters mutual respect and maximizes learning.
College of Engineering and Mines

B.S. in Petroleum Engineering

Required 131 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

All students must meet each semester with their academic advisor.

Freshman Year

<table>
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<tr>
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<tbody>
<tr>
<td>GEOE 203</td>
<td>Earth Dynamics</td>
</tr>
<tr>
<td>&amp; 203L</td>
<td>and Earth Dynamics Laboratory</td>
</tr>
<tr>
<td>MATH 165</td>
<td>Calculus I</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>&amp; 121L</td>
<td>and General Chemistry I Laboratory (ES=Q)</td>
</tr>
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<td>ENGR 200</td>
<td>Computer Applications in Engineering</td>
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<td>ENGL 110</td>
<td>College Composition I (Essential Studies)</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>PTRE 201</td>
<td>Introduction to Petroleum Engineering</td>
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<tr>
<td>MATH 166</td>
<td>Calculus II</td>
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<tr>
<td>PHYS 251</td>
<td>University Physics I</td>
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<td>&amp; 251L</td>
<td>and</td>
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<tr>
<td>GEOE 301</td>
<td>Petrophysics</td>
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<td>Arts &amp; Humanities Elective (ES=G or U)</td>
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Sophomore Year

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<tr>
<td>CHEM 122</td>
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<td>and General Chemistry II Laboratory</td>
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<td>MATH 265</td>
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<td>PHYS 252</td>
<td>University Physics II</td>
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<td>&amp; 252L</td>
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<td>ENGR 201</td>
<td>Statics</td>
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<td>ME 341</td>
<td>Thermodynamics</td>
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<tbody>
<tr>
<td>PTRE 311</td>
<td>Petroleum Fluid Properties</td>
</tr>
<tr>
<td>PTRE 361</td>
<td>Petroleum Engineering Laboratory I</td>
</tr>
<tr>
<td>MATH 266</td>
<td>Elementary Differential Equations</td>
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<td>ME 306</td>
<td>Fluid Mechanics</td>
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<td>Mechanics of Materials</td>
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<td>ENGL 125</td>
<td>Technical and Business Writing (Essential Studies)</td>
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Junior Year

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<tr>
<td>Apply for Professional Degree Program</td>
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<tr>
<td>PTRE 401</td>
<td>Well Logging</td>
</tr>
<tr>
<td>PTRE 431</td>
<td>Reservoir Engineering</td>
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<tr>
<td>GEOL 520</td>
<td>Statistical Applications in Geology</td>
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<tr>
<td>or MATH 321</td>
<td>or Applied Statistical Methods</td>
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<tr>
<td>or CHE 315</td>
<td>or Statistics and Numerical Methods in Engineering</td>
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<tbody>
<tr>
<td>PTRE 411</td>
<td>Drilling Engineering</td>
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<tr>
<td>CHE 340</td>
<td>Professional Integrity in Engineering (ES=SS)</td>
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<td>GEOL 356</td>
<td>Geoscience Lectures (ES=O)</td>
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<td>Geology Elective</td>
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Senior Year

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<tbody>
<tr>
<td>PTRE 421</td>
<td>Production Engineering</td>
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<tr>
<td>PTRE 484</td>
<td>Senior Design I (ES=A and C)</td>
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<td>Seminar I (ES=O)</td>
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<td>GEOE 455</td>
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<td>ENGR 460</td>
<td>Engineering Economy (ES=SS)</td>
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<tbody>
<tr>
<td>PTRE 462</td>
<td>Petroleum Engineering Laboratory II</td>
</tr>
<tr>
<td>PTRE 441</td>
<td>Petroleum Evaluation &amp; Management</td>
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<tr>
<td>PTRE 485</td>
<td>Senior Design II</td>
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<tr>
<td>GEOL 422</td>
<td>Seminar II (ES=O)</td>
</tr>
<tr>
<td>Enterprise/Leadership Elective Arts &amp; Humanities Elective (ES=G or U)</td>
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</table>

Total Credits: 131

* DEEP students may substitute lecture series with COMM 110 Fundamentals of Public Speaking (ES=O)
ES = represents courses satisfying the Essential Studies requirements of the University.

Approved Electives for Petroleum Engineering

Approved Courses for Geology Elective

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOE 323</td>
<td>Engineering Geology</td>
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<tr>
<td>GEOE 417</td>
<td>Hydrogeology</td>
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<td>GEOL 330</td>
<td>Structural Geology</td>
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<td>GEOL 407</td>
<td>Petroleum Geology</td>
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<tr>
<td>GEOL 411</td>
<td>Sedimentology and Stratigraphy</td>
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<tr>
<td>GEOL 414</td>
<td>Applied Geophysics</td>
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Approved Courses for Technical Elective

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<tbody>
<tr>
<td>CE 431</td>
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</tr>
<tr>
<td>GEG 474</td>
<td>Introduction to Geographic Information Systems (GIS) &amp; GIS Laboratory</td>
</tr>
<tr>
<td>GEOE 351</td>
<td>Petroleum Development Eng</td>
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<tr>
<td>GEOE 493</td>
<td>Selected Topics in Geological Engineering</td>
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<tr>
<td>PTRE 461</td>
<td>Natural Gas Engineering</td>
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Approved Courses for Entrepreneurship/Leadership Elective

<table>
<thead>
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<th>Course</th>
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<tr>
<td>LEAD 101</td>
<td>Learning Leadership</td>
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<td>ENTR 201</td>
<td>The Entrepreneur and the Enterprise</td>
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<tr>
<td>ENGR 410</td>
<td>Technology Ventures</td>
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Courses

PTRE 201. Introduction to Petroleum Engineering. 3 Credits.
Overview of petroleum engineering activities and other related topics, including petroleum formation, migration and accumulation in reservoir conditions; petroleum exploration, evaluation and exploitation through drilling, production and improved oil recovery. Prerequisite: GEOE 203 or consent of instructor.

PTRE 311. Petroleum Fluid Properties. 3 Credits.
Introduction to petroleum fluids, phase behavior of pure substances and simple mixtures, equations of state of ideal and real gases, multicomponent phase diagrams and the identification of reservoir fluids (black oil, volatile oil, retrograde gas, wet and dry gas) as well as their physical and chemical properties, gas-liquid equilibria, surface separation, gas hydrates and oilfield waters. Prerequisite: Chem 121. Corequisite: ME 341.
PTRE 361. Petroleum Engineering Laboratory I. 2 Credits.
Course involves the laboratory experience dealing with: 1) identification of minerals and rocks; 2) petrophysical characterization of porous rocks; 3) petroleum fluids and phase behavior of pure and mixed substances; and 4) the identification and characterization of reservoir fluids. Prerequisites: DEEP students must have completed GEOE 301 and PTRE 311. Corequisite: On-campus students must take PTRE 311.

PTRE 401. Well Logging. 3 Credits.
Introduction to modern well logging methods, engineering, and core-log integration. Prerequisite: PTRE 311.

PTRE 411. Drilling Engineering. 3 Credits.
Concepts, processes, equipment, and engineering principals used to drill oil and gas wells and near-surface wells common in geotechnical, environmental, and water well applications. Prerequisite: GEOE 301 or the instructor’s approval.

PTRE 421. Production Engineering. 3 Credits.
Petroleum production systems, properties of oil and natural gas, reservoir deliverability, well deliverability, production decline analysis, artificial lift methods, and equipment design and selection. Prerequisite: PTRE 411.

PTRE 431. Reservoir Engineering. 3 Credits.
Material balance, gas reservoirs, oil reservoirs, fluid flow in reservoirs, well testing, water influx, the displacement of oil and gas, and reservoir simulation. Prerequisites: GEOE 301, PTRE 311, ME 306, and CHEM 121.

PTRE 441. Petroleum Evaluation & Management. 3 Credits.
Expected value and investment decision analysis, estimation of oil and gas reserves, measures of profitability, production, decline curve analysis, and oil and gas reserves evaluations. Prerequisites: PTRE 311, PTRE 431, PTRE 411, and PTRE 421.

PTRE 461. Natural Gas Engineering. 3 Credits.
Estimation of gas properties; gas field development and material balance analysis; study of production and reservoir characteristics of gas and gas-condensate reservoirs; design and optimization of well bore and surface facilities for separation, processing, transportation, and metering; gas hydrates. Prerequisites: GEOE 301, ME 306, ME 341, and PTRE 311.

PTRE 462. Petroleum Engineering Laboratory II. 2 Credits.
The objective of this course is to provide the student a laboratory experience and augment skills learned in upper level Petroleum Engineering coursework. Prerequisites: DEEP students must have completed GEOE 455 and PTRE 411.

PTRE 484. Senior Design I. 3 Credits.
The first of a two-course sequence in petroleum engineering design. Define the design problem, establish design objectives, evaluate alternatives, specify constraints, determine a methodology, complete a formal design problem statement. Prerequisites: Senior standing in Petroleum Engineering and consent of advisor.

PTRE 485. Senior Design II. 3 Credits.
Systematic study and design, with determination of feasibility, careful assessment of economic factors, safety, reliability, ethics, and social and environmental impact, where appropriate. Prerequisite: PTRE 484.

PTRE 493. Selected Topics in Petroleum Engineering. 1-4 Credits.
Detailed study of selected topics in Petroleum Engineering. Includes laboratory if applicable. Repeatable up to a maximum of 6 credits. Consent of the instructor is the prerequisite.

Pharmacology, Physiology and Therapeutics (PPT)

http://www.med.und.edu/pharmacology-physiology-therapeutics

Brown-Borg, Carvellii, Chen, Combs, Doze, Geiger (Chair), Ghribi, Golovko, Haselton, Henry, Lei, Murphy, Porter and Rosenberger

The undergraduate mission of the Department of Pharmacology, Physiology and Therapeutics is to provide students majoring in Allied Health and Science programs with a basic foundation in pharmacology and physiology. Individual courses in pharmacology and physiology are required for various Allied Health and Science programs, the Athletic Trainers program, and the Chemical Use/Abuse Awareness minor in Social Work. Emphasis is placed on concept relevance in each of the courses to the students’ respective professional careers. While meeting each student’s academic program requirements, it also enhances each student’s opportunity to further their education in the health sciences at the graduate and professional level.

Educational objectives for individual pharmacology courses include the biological consequences of prescription and over-the-counter drugs, the mutual interactions of athletic performance and drug effects, and substances of abuse. Educational objectives for the physiology course cover general physiology from the level of molecules to the whole organism, with emphasis on the homeostatic mechanisms. The Department also fosters and encourages the participation of undergraduate students in ongoing faculty-directed research through an independent study option.

Undergraduate Courses

PPT 301. Human Physiology. 4 Credits.
A study of the normal function of the human body with particular consideration given to the necessary background needed by students pursuing a course of study in Allied Health Sciences. There are five hours of formal classroom study including two hours of laboratory and an optional review period each week. Prerequisites: ANAT 204 and either BIOL 150 and BIOL 150L or CHEM 116L and CHEM 116L or CHEM 121 and CHEM 121L. Open to Athletic Training, CLS, Community Nutrition, Cytotechnology, Dietetics, Nursing, Pre-Nursing, Pre-OT, PT, and OT majors only.

PPT 315. Human Pharmacology. 3 Credits.
A survey of the more important drugs used in medicine, including basic principles, clinical uses and possible adverse effects. Prerequisites: PPT 301 and CHEM 116L and CHEM 116L, or CHEM 121 and CHEM 121L, or CHEM 122 and CHEM 122L.

PPT 320. Pharmacology in Sport. 2 Credits.
The course is designed to teach students the theories and principles of Pharmacology as it relates to Athletic Training.

PPT 410. Drugs Subject to Abuse. 2 Credits.
Biochemical, pharmaceutical, behavioral and therapeutic aspects of substance abuse. Prerequisite: Advanced undergraduate standing.

PPT 492. Research in Pharmacology, Physiology and Therapeutics. 1-4 Credits.
Laboratory research under faculty supervision. Prerequisite: Consent of instructor.

PPT 499. Readings in Pharmacology, Physiology and Therapeutics. 1-4 Credits.
Topics and credits to be arranged with the instructor. Prerequisite: Consent of instructor.

Philosophy and Religion (Phil and Rels)

http://www.arts-sciences.und.edu/philosophy-religion

Baldwin, Gottschalk (Chair), Lawrence, Miller, Poochigian, Rozelle-Stone, Stone and Weinstein

The two disciplines of Philosophy and Religion represent humankind’s abiding interest in the fundamental questions of life, truth, and value. Questions about the meaning of life, the significance of truth, the access to knowledge, and the ability to live ethically have been studied by philosophers and theologians from the time of Socrates and before. Philosophy seeks answers which, chiefly, refer to human capacities and ideals and to the world of experience in which we live; Religion will often include postulates about divine forces and spiritual realities in the answers it frames. The two disciplines tend to be more distinct in Western culture; philosophers and theologians have often been in bitter conflict both with each other and with religious authorities. In Eastern cultures, however, philosophy and religion overlap — often appearing as complements. In both East and West these two fields of study represent the longest and most basic traditions of literature and the intellectual life. Though Philosophy and Religion both address questions of ultimate meaning, each discipline preserves its own literary history and its own scholarly tradition.

Every student can benefit from coursework in Philosophy and Religion. Most courses in the department fulfill Essential Studies Requirements in Arts and Humanities. Several major programs require or recommend specific courses to their students. A two to five course series of courses in Philosophy and Religion...
can be designed to complement major programs in nursing, engineering, science, business, criminal justice studies, as well as humanities disciplines. Minor programs (21 hours) in Philosophy, Religion and Ethics can also give depth and breadth to any major program. Neither Philosophy nor Religion requires a large technical vocabulary even in upper level courses.

Those students who wish to pursue a major or a second major in Philosophy and Religion must follow one of the two programs of concentration:

1. B.A. in Philosophy and Religion: Philosophy Concentration
2. B.A. in Philosophy and Religion: Religion Concentration

B.A. with Major in Philosophy and Religion: Religion Concentration

**College of Arts and Sciences**

**B.A. with a Major in Philosophy and Religion: Philosophy Concentration**

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. Philosophy Concentration requirements.

36 major hours, including:

| PHIL 101 | Introduction to Philosophy | 3 |
| PHIL 110 | Introduction to Logic | 3 |
| Select one of the following (Applied Philosophy): | 3 |
| PHIL 120 | Introduction to Ethics | |
| PHIL 130 | Introduction to Political Philosophy | |
| PHIL 221 | Symbolic Logic | |
| PHIL 250 | Ethics in Engineering and Science | |
| PHIL 251 | Ethics in Health Care | |
| PHIL 252 | Ethics in Business and Public Administration | |
| PHIL 253 | Environmental Ethics | |
| Select two of the following (History of Philosophy): | 6 |
| PHIL 300 | Ancient Philosophy | |
| PHIL 301 | Medieval Philosophy | |
| PHIL 302 | Renaissance and Enlightenment | |
| PHIL 303 | Kant and the Nineteenth Century | |
| Select two of the following (Major Topics in Philosophy): | 6 |
| PHIL 312 | American Philosophy | |
| PHIL 321 | Analytic Philosophy | |
| PHIL 331 | Continental Philosophy | |
| PHIL 342 | Ethical Theory | |
| PHIL 355 | Social and Political Philosophy | |
| PHIL 360 | Feminist Philosophy | |
| PHIL 383 | Asian Philosophy | |
| Select one of the following (Philosophical Topics): | 3 |
| PHIL 400 | Philosophy of Language | |
| PHIL 410 | Metaphysics: What Is Real? | |
| PHIL 415 | Philosophy of Mind | |
| PHIL 420 | Epistemology: What is Knowledge? | |
| PHIL 425 | Metaethics - Is Ethics Possible? | |
| PHIL 441 | Existentialism | |
| PHIL 442 | Phenomenology | |
| PHIL 443 | Aesthetics | |
| PHIL 450 | Philosophy, Economics, and Politics | |
| PHIL 451 | Citizenship and Political Participation | |
| PHIL 460 | Philosophy of Law | |
| PHIL 480 | Public Philosophy (capstone - required) | 3 |

Total Credits 27

**Courses in Philosophy**

Since a major in philosophy involves a rigorous study of basic questions about human life and action, knowledge, truth, and values, it is recognized as providing a sound base for those who plan to continue their education in one of the professional specialties such as law, medicine, or the ministry. More recently, liberal arts degrees in fields which “make you think” have become increasingly valued in business and government. Majoring in philosophy also prepares a student for graduate work in any of the humanities (most notably philosophy); in most cases the graduate will pursue a doctoral degree to teach at the college level.

Students majoring in other fields who find themselves seriously interested in the theoretical aspects of their disciplines — e.g. ethical implications of practice, the functions of knowledge in the field, the legitimacy of methods — may want to consider a special concentration, minor, or second major in philosophy to explore that interest. The emphasis of such studies could be philosophy of science and technology, ethics in the professions (engineering, medicine), or aesthetics in literature or fine arts, to name a few examples.

**Language Requirement**

Reading proficiency in the philosophical literature of any foreign language is strongly recommended. Majors in philosophy should be aware that proficiency in symbolic logic is expected in most graduate schools and in some substitutes for proficiency in a foreign language.

**B.A. with Major in Philosophy and Religion: Religion Concentration**

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. Religion Concentration Requirements (33 credit hours):

| RELS 100 | Introduction to Religious Inquiry | 3 |
| RELS 480 | Religion Capstone | 3 |
| Select one of the following (Western Traditions): | 3 |
| RELS 101 | Religions of the West | |
| RELS 328 | Development of Christian Doctrine | |
| RELS 334 | Judaism | |
| RELS 338 | Contemporary Christianities | |
| RELS 355 | Islam | |
| Select one of the following (Asian Traditions): | 3 |
| RELS 102 | Religions of Asia | |
| RELS 315 | Daoism and Confucianism | |
| RELS 320 | Hinduism | |
| RELS 380 | Buddhism | |
| RELS 410 | Asian Religions in the United States | |
| Select one of the following (Biblical Studies): | 3 |
| RELS 221 | Jewish Scripture/Old Testament | |
| RELS 231 | Christian Scripture/New Testament | |
| RELS 300 | Jesus in Gospel and History | |
| RELS 301 | Life and Religion of Paul | |
| RELS 321 | Prophets and Prophecy | |
| Select two of the following (Contemporary Problems and Ideas): | 6 |
| RELS 120 | Religion in America | |
| RELS 216 | Women and Religion | |
| RELS 245 | Death and Dying | |
| RELS 250 | East and West in Religion | |
| RELS 305 | Mysticism | |
| RELS 309 | Atheism, Theism and Secularism | |
| RELS 342 | Religious Ethics | |
| RELS 423 | Psychology of Religion | |
| RELS 431 | Religious Violence and the Apocalyptic Mind | |
| RELS 466 | Sex, Gender and Religion | |
12 hours of electives may be chosen from any of the above listed courses, as well as RELS 399 Selected Topics; RELS 491 Seminar on Religion; and RELS 494 Independent Studies in Religion.

Of the 33 total credits, 18 must be 300-400 level courses. Up to 6 hours of cognate courses, e.g., PHIL 301 Medieval Philosophy; IS 352 Native Philosophies and Religions, may be used to complete electives requirements. Choices must be approved by student’s adviser and by the Department Chair prior to enrollment in the course.

Courses in Religion

Religions at the University are seen as creative, living modes of experience, culture, beliefs, rituals and ethics—that enable people around the globe to make sense of their lives. By studying, and to a limited degree projecting ourselves into, various religions, we are better able to appreciate the outlooks and values of other societies and gain new insight into what gives meaning and worth to our own lives. The academic study of religion is not based upon assumptions regarding the truth or falsity of any particular religious tradition. Rather, we guide students to learn a variety of scholarly approaches in order to develop their own critical understandings of the subject.

The study of religion is an integral part of a liberal education. It is also an enrichment for courses of study in preparation for careers in business, education, health care, social and psychological services. Courses in religion are a good preparation for many areas of postgraduate studies, including law, medicine, and the ministry. Our curriculum is designed to prepare students to engage actively as responsible citizens in the global community.

Minor in Philosophy and Religion: Philosophy Concentration

Required 21 credits in Philosophy

Minor in Philosophy and Religion: Religion Concentration

Required 21 credits including:

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<tr>
<td>RELS 100</td>
<td>3</td>
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<tr>
<td>Religion Electives *</td>
<td>18</td>
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<td>Total Credits</td>
<td>21</td>
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<td>* 18 hours, including one course from three of the four areas of study listed under the major. Of the 21 total credits, 12 must be at 300-400 level.</td>
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Minor in Ethics

Ethics, the study of right action and the good life, lies at the core of the human experience. It is also essential for those who wish to engage in business, politics, relationships, and self-examination. What ought we to do? How should we live? When should we help others and how often should we help ourselves? Everyone has asked these questions but few have allowed themselves the opportunity to really study them and to examine their own beliefs. The minor in ethics provides just such an occasion.

Through the minor in ethics, students will be able to examine classic texts (of philosophy, religion, and other subjects) and apply their lessons to day-to-day life. Through debates and discussions, students and teachers will identify the assumptions and beliefs that guide people’s actions and ask whether some are preferable to others or, even, whether any ethical approach is defensible at all. The classes in the minor work well with those of other disciplines—whatever your major, ethics can help you do your job better, learn more from your current classes, and prepare yourself for whatever comes your way.

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<td>PHIL 120</td>
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<td>PHIL 342</td>
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<td>Select three of the following:</td>
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<tr>
<td>PHIL 250</td>
<td>Ethics in Engineering and Science</td>
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<td>PHIL 251</td>
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<td>RELS 342</td>
<td>Religious Ethics</td>
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Select two of the following: 6

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<tr>
<td>PHIL 425</td>
<td>Metaethics - Is Ethics Possible?</td>
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<tr>
<td>PHIL 441</td>
<td>Existentialism</td>
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<tr>
<td>PHIL 450</td>
<td>Philosophy, Economics, and Politics</td>
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<td>PHIL 451</td>
<td>Citizenship and Political Participation</td>
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<td>PHIL 480</td>
<td>Public Philosophy</td>
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<td>RELS 431</td>
<td>Religious Violence and the Apocalyptic Mind</td>
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<tr>
<td>RELS 466</td>
<td>Sex, Gender and Religion</td>
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Total Credits 21

For other possibilities, check with advisors in the department.

Courses

PHIL 101. Introduction to Philosophy. 3 Credits.
An introductory survey of the discipline of philosophy. Students will join the thoughtful search, in which philosophers have engaged through reading and discussion since ancient days, into the problems of reality (metaphysics), of truth and meaning (logic and philosophy of language), of moral standards (ethics), of knowledge (epistemology), of beauty (aesthetics), and other fundamental questions.

PHIL 110. Introduction to Logic. 3 Credits.
A theoretical and practical introduction to the principles of reasoning—formal and informal, deductive and inductive. Students will study language and patterns of reasoning as vehicles for and obstacles to critical thinking. The central characteristics of deduction and validity; the role of hypotheses, inductive reasoning, probability estimates in scientific and quasi-scientific investigations and other models of critical thinking and their limits will be covered.

PHIL 120. Introduction to Ethics. 3 Credits.
This course investigates the nature of the Good Life, of moral principles, and the application of moral systems to contemporary debate. These may include questions about the morality of war, capital punishment, sexual behavior, welfare, and so forth.

PHIL 130. Introduction to Political Philosophy. 3 Credits.
An exploration of the central themes in political theory. Students will study topics such as justification of the state, liberty, justice, equality, rights, democratic participation. The course will include readings from classic and contemporary philosophers, emphasizing the connection between the theoretical issues addressed and contemporary political debates.

PHIL 211. Symbolic Logic. 3 Credits.
The modern deductive logic of propositions and functions (including relations); logistic systems. Students majoring in mathematics or computer science will be especially welcome in this course. Offered Fall every 3 years.

PHIL 250. Ethics in Engineering and Science. 3 Credits.
This course centers on the ethical issues of particular concern to both citizens and professionals involved in engineering and related technical/scientific fields. We review ethical history and ethical theory in all class discussions. The major focus of the course, however, is on ethical dilemmas, case studies, and codes relevant to contemporary engineering and scientific practice. Issues surveyed include: ethical responsibility of theorists and of applied scientists, risk and negligence in technological enterprises, the limits of knowledge/safety/quality, an update of the two cultures debate.

PHIL 251. Ethics in Health Care. 3 Credits.
Some ethical problems and ethical guidelines are of particular concern to citizens and to professionals interested in health care fields. Examples are informed consent, abortion, euthanasia, organ transplant policies, professional standards versus patient rights, assisted suicide, ethics of testing/screening, health care policy and reform. Class members will explore such issues through case studies in a context of relevant ethical history and theory. Junior/senior standing encouraged.
PHIL 252. Ethics in Business and Public Administration. 3 Credits. Ethical issues occurring in business and public administration. Basic values promoted or inhibited by people and institutions in these areas will be investigated. Case studies will also be used within a context of ethical theory and history, to explore more defined problems such as unsafe products, employee rights, the relation between business life and personal life, and many more.

PHIL 253. Environmental Ethics. 3 Credits. The course centers on the way that ethics helps us to understand environmental issues. We examine a broad cross-section of environmental issues from a variety of traditional and contemporary ethical frameworks. Issues include sustainability, animal rights, energy consumption, habitat loss, biodiversity, land conservation, and pollution. Class members will explore such issues through case studies in a context of relevant ethical history and theory. Offered Fall every 3 years.

PHIL 300. Ancient Philosophy. 3 Credits. The ancient Greeks and Romans laid the foundations for even the most contemporary philosophy, and their ideas have had a continuing influence on all Western thought from their time to our own. This course attempts to examine these ideas and the reasons for their persistent relevance.

PHIL 301. Medieval Philosophy. 3 Credits. Philosophy in Western Europe from the end of the Roman Empire to the early 15th Century as reflected in the writings of such thinkers as Boethius, Augustine, Abelard, Aquinas and Ockham.

PHIL 302. Renaissance and Enlightenment. 3 Credits. Philosophy from the time of Petrarach (c. 1350) to that of the American Revolution as seen in the writings of such philosophers as Bruno, Bacon, Descartes, Spinoza and Hume. This is the period that sees the origins of modern thought. The implications of the work of the philosophers had an important role in shaping contemporary society, including the arts, literature, science, politics, and economics.

PHIL 303. Kant and the Nineteenth Century. 3 Credits. Philosophy from the "Age of Reason" through the Industrial Revolution as reflected in the writings of Kant and other philosophers such as Hegel, Mill, Marx, and Nietzsche.

PHIL 312. American Philosophy. 3 Credits. A survey of major figures and movements in American philosophy. Offered Fall every 3 years.

PHIL 321. Analytic Philosophy. 3 Credits. Contemporary developments in Philosophy since the beginning of the 20th century. Offered Spring every 3 years.

PHIL 331. Continental Philosophy. 3 Credits. This course will investigate philosophical trends in Continental Philosophy, such as: Phenomenology, Existentialism, Critical Theory, Feminism, Hemeneutics, Structuralism, Post-structuralism, Postmodernism, Deconstructionism, Postcolonialism, and Psychoanalysis. Students will study primary works of philosophy by such thinkers as: Adorno, Agamben, Arendt, Baudrillard, Butler, Deleuze, Derrida, Foucault, Gadamer, Habermas, Kristeva, Levinas, Marion, Nancy, Ricoeur, and Zizek. Offered Fall every 3 years.

PHIL 342. Ethical Theory. 3 Credits. This course examines the theoretical foundation of a variety of ethical systems. It expands the core traditional ethical theories by considering contemporary elaborations on Virtue Ethics, Deontological Ethics (Kantianism), utilitarianism and other dominant theories. Students are strongly advised to have taken PHIL 120 before enrolling in this course.

PHIL 355. Social and Political Philosophy. 3 Credits. This course examines core issues in society and governance: the nature of justice, the limits of freedom, the role of religion, family and pluralism in the modern community, are a few examples of possible topics. Students in the course may examine both classical and contemporary theories of political society. Offered Fall every 3 years (2008).

PHIL 360. Feminist Philosophy. 3 Credits. This course will investigate theories and major ideas of feminist philosophers, past and present. The course may be approached as an historical examination of the different “waves” of feminism, or it may be approached topically, as for example: women and the body, the feminine and the spirit, feminist art, feminist responses to violence, etc. Central figures in feminist philosophy who may be studies include: Charlotte Perkins Gilman, Mary Wollstonecraft, Simone de Beauvoir, Susan Bordo, Catharine MacKinnon, Luce Irigaray, bell hooks, and Chandra Talpade Mohanty. Offered Fall every 3 years.

PHIL 383. Asian Philosophy. 3 Credits. Study of major philosophical systems of India, China and/or Japan.

PHIL 399. Philosophic Themes. 1-3 Credits. This course provides an opportunity for detailed examination of important philosophic themes. Topics will vary depending on faculty and student interests. Investigations into philosophy of religion, foundations of logic, African American philosophic schools, political correctness, and many others are possible. May be repeated for a maximum of 6 credits.

PHIL 400. Philosophy of Language. 3 Credits. An examination of the nature of language concerning issues of meaning, reference, language use, linguistic structure, and difference from other symbol systems. Offered Spring every 3 years.

PHIL 410. Metaphysics: What Is Real?. 3 Credits. A study of the basic categories by which things are understood. Topics include such issues as appearance and reality, substance, particular and general, space and time, and personal identity. Offered Spring every 3 years.

PHIL 415. Philosophy of Mind. 3 Credits. A consideration of philosophical problems arising from the methodology of the behavioral sciences. Of special relevance to students majoring in Psychology, Political Science, Economics, Anthropology or Sociology. Offered Fall every 3 years.

PHIL 420. Epistemology: What is Knowledge?. 3 Credits. Inquiry into the nature and limits of knowledge as distinguished from belief; types of knowledge; the role of reason and sense experience in empirical knowledge. Offered Fall every 3 years.

PHIL 425. Metaethics - Is Ethics Possible?. 3 Credits. A study of traditional problems in ethical theory including the foundations of ethical philosophy, the nature of the good, ethical relativity, free will versus determinism. Although case studies and contemporary examples will appear in discussions, the central focus of the course will be historical and theoretical. Offered Fall every 3 years.

PHIL 430. Philosophy of Science and Technology. 3 Credits. A study of the philosophic aspects of science and technology. Problems include, what makes a theory scientific?, is there a scientific "method"?, can one believe in science and religion at the same time?, how can we tell whether a technological enterprise is a reasonable risk or a negligent gamble?, how should a technological advance be controlled? Offered Spring every 3 years.

PHIL 441. Existentialism. 3 Credits. An examination of the nature of human existence and its relationship to freedom. This course investigates the consequences of one's choices and their effects on identity, ethics, and on other people. By examining the works of such philosophers as Kierkegaard, Sartre, Camus, de Beauvoir, and others, students will investigate the ways in which human beings construct their own identities and develop their own ethical and political standards. Offered Spring every 3 years (2010).

PHIL 442. Phenomenology. 3 Credits. This course will introduce students to the theory and practice of phenomenology. Founded by the 20th century thinker, Edmund Husserl, phenomenology is a method that attempts to describe lived human experiences. Students will therefore do phenomenology as part of their study of the subject by undertaking exercises in the method of phenomenological description. Central figures in phenomenology who may be studied include: Franz Bretano, Edmund Husserl, Martin Heidegger, Emmanuel Levinas, Maurice Merleau-Ponty, and Paul Ricoeur. The course may also take a topical approach, investigating the experiences of gratitude, forgiveness, fear, desire, or hospitality, for example. Offered Fall every 3 years.

PHIL 443. Aesthetics. 3 Credits. This course will investigate the philosophical foundations of art (understood in its widest sense, including, for example, music and writing). It will ask whether definitions of art or beauty are possible, what the relationship between form and substance is in art, whether or not art should be valued as a product or process, as well as other such questions. The course will rely upon classical and modern texts, as well as a variety of examples from the history of the arts. Offered Spring every 3 years.
PHIL 450. Philosophy, Economics, and Politics. 3 Credits.
This course provides an introduction to the discipline sometimes called "political economy" and illustrates its connection to political philosophy in general. It focuses on the relationship between political and economic structures, with a special emphasis on the nature and problems of liberal capitalist democracies. Students will read classic and contemporary thinkers, and primary and secondary sources. Offered Spring every 3 years.

PHIL 451. Citizenship and Political Participation. 3 Credits.
This course provides an in-depth study of the nature of citizenship, with special emphasis on how citizens deliberate collectively and individually. It focuses on questions of rationality, political activism, political education, and cosmopolitanism. Students will read classic and contemporary thinkers, and primary and secondary sources. Offered Spring every 3 years.

PHIL 460. Philosophy of Law. 3 Credits.
An investigation of the nature of both law and legal reasoning. Study of the nature of law focuses on theories of natural law, legal positivism, and legal realism. Legal reasoning concerns justified interpretation of precedent and statute within the common law tradition. Additional topics dealt with as time allows, encompass such issues as the justification of punishment and enforcement of morality.

PHIL 480. Public Philosophy. 3 Credits.
Public philosophy is the process of engaging in philosophical reflection with non-philosophers. This course provides the opportunity for students to take existing work in academic philosophy and "translate" it into more accessible media. Students will write magazine articles, blog entries, opinion pieces suitable for newspapers, and engage in other activities that help philosophy expand past its home at the university. Prerequisite: 75 total credit hours.

PHIL 491. Seminar in Philosophy. 3-6 Credits.
A consideration of selected philosophical problems or classic texts of mutual interest to departmental faculty and more advanced students. Previous work in philosophy or related disciplines is recommended. Prerequisites: Junior or senior standing and consent of instructor.

PHIL 494. Independent Study in Philosophy. 1-3 Credits.
Supervised tutorial on an individual basis. Typically, a student will work independently to a considerable extent. In other cases, the course may take the form of regularly scheduled meetings. May be repeated to 8 credits. Prerequisite: Instructor consent.

PHIL 497. Projects in Philosophy. 1-3 Credits.
Projects in Philosophy is a course that allows students to engage in non-traditional, non-classroom based projects in philosophy. Projects may include internships, practicums, research or teaching assistantships, community engagement activities, or other projects that may differ from semester to semester. Students may enroll in this course with permission of instructor, but some projects (e.g., internships) may be selective and subject to an application process. Repeatable up to 12 credits. Prerequisite: Instructor consent.

Courses

RELS 100. Introduction to Religious Inquiry. 3 Credits.
An introduction to the questions posed by those seeking religious truth as well as the methods and tools used by all religious traditions. This course is designed as a foundational entry into the academic study of religion, well suited for students with little or no training in the academic study of religion.

RELS 101. Religions of the West. 3 Credits.
A survey of the classical stories, rituals, and symbols of religious culture in Western civilization from ancient times to the present.

RELS 102. Religions of Asia. 3 Credits.
This course is an introduction to the characteristic beliefs and practices of selected religions that developed in Asia: Hinduism, Buddhism, Confucianism, Daoism and Shinto. We will devote special attention to scriptures and other classic literature of the traditions. Students will gain an appreciation of the vitality and enduring significance of each of the religions as a way of life for large numbers of people.

RELS 120. Religion in America. 3 Credits.
A study of religious life in America. Emphasis is placed on the role of religion in the development of American life and character.

RELS 203. World Religions. 3 Credits.
A general survey of the beliefs and practices of major world religions, with a focus on Islam, Hinduism, Buddhism, Daoism, and new religious traditions.

RELS 216. Women and Religion. 3 Credits.
An examination of the role of women's experiences in religious thought, symbols and traditions, beginning with the centrality of goddess and mythic female figures, to the shift from matriarchy to patriarchy in the major cultures of the world and the consequential suppression of women's experiences by patriarchal society, up to the current trend towards reformation and reconstruction of traditional religions by contemporary women theologians and religious thinkers.

RELS 221. Jewish Scripture/Old Testament. 3 Credits.
An introduction to the academic study of this ancient literature that includes an investigation of its historical, cultural, and religious contexts, as well as an examination of the fundamental interpretive approaches employed by biblical scholars.

RELS 231. Christian Scripture/New Testament. 3 Credits.
An introduction to the academic study of the New Testament that includes an investigation of its historical, cultural and religious contexts, as well as an examination of the fundamental interpretive approaches employed by biblical scholars.

RELS 245. Death and Dying. 3 Credits.
An examination of various perspectives on death and dying in our own and other cultures with a view to coping with the problems of mortality and immortality. Medical, psychological, philosophical, and religious aspects contributing to an understanding of the meaning of death will be offered by resource people whose experience will lend assistance to the student's confronting the reality of death and dying. Lecture and discussion.

RELS 250. East and West in Religion. 3 Credits.
A critical and comparative study of people's religious orientation between Eastern and Western traditions.

RELS 300. Jesus in Gospel and History. 3 Credits.
A study of one of the most significant personalities in religious history. Biblical and non-biblical texts which have defined and described Jesus will be examined.

RELS 301. Life and Religion of Paul. 3 Credits.
A study of the Pauline themes underlying the Christian faith as seen through the writings of this creative religious personality. Emphasis on current Pauline studies.

RELS 305. Mysticism. 3 Credits.
A study of mystics and their writings from the Eastern and Western traditions and the application of methods of religious inquiry into the presence of mystical phenomena.

RELS 309. Atheism, Theism and Secularism. 3 Credits.
Exploration of the basic theistic and atheistic options regarding the ultimate meaning and value of human life, with a study of the impact of the rise of secularism has had on religious faith.

RELS 315. Daoism and Confucianism. 3 Credits.
An introduction to two major religious and philosophical traditions indigenous to China and important throughout East Asia. Attention will also be directed to the relations of Daoist and Confucian traditions to the social and political order, from ancient times through the contemporary period. Offered Fall every 3 years (2007).

RELS 320. Hinduism. 3 Credits.
The Indian subcontinent is one of the great historic centers of world civilization, and it has extended its cultural influence throughout Asia and the world; like China, it now also comprises about one-fifth to one-sixth of the earth's population. This class will introduce students to the region's preponderant religious and philosophical tradition of Hinduism, treating topics such as understandings of God or gods, teachings of a universal Self, reincarnation, views for and against the caste system, and Hinduism and globalization. We will treat examples of Hinduism from the ancient to contemporary periods, devoting special attention to selections of classic texts. Offered Fall every 3 years (2008).

RELS 321. Prophets and Prophecy. 3 Credits.
This course investigates the religious phenomenon of prophecy in both traditional contexts (ancient Israelite religion and the ancient Near East, early Christianity and the Greco-Roman world), as well as in its present day manifestations within a variety of indigenous cultures and contemporary religions. Offered Spring every 3 years (2009).
RELS 328. Development of Christian Doctrine. 3 Credits.
An introduction to the origins of early Christianity as a movement, the struggle among competing interpretations of the Christian faith to establish orthodoxy, and the development of Christian thought and practice through the Protestant Reformation. Offered Fall every 3 years.

RELS 334. Judaism. 3 Credits.
Comparative Jewish thought in cultural context and as manifest in Jewish literature. Topics to be studied include the sacred, the human community, the role of Israel, ethics, the Holocaust. Offered Spring every 3 years (2010).

RELS 338. Contemporary Christianities. 3 Credits.
A survey of modern Christian thought from the Protestant Reformation to the contemporary era, with an emphasis on the variety of Christian practices and theologies in the twenty-first century. Offered Spring every 3 years (2009).

RELS 342. Religious Ethics. 3 Credits.
Problems concerning the presuppositions of religious ethics and their application to personal moral issues and to such areas of community life as business, race relations, war and peace.

RELS 355. Islam. 3 Credits.
This course provides an overview of Islam, the faith of more than one billion persons throughout the world. This course explores the history, beliefs and practices, ethics, writings, and experiences of Muslims in diverse cultures, with an emphasis on understanding the development of Islam in the 20th and 21st centuries. This course develops critical and creative thinking, careful reading and analysis of complex texts and issues, writing and research skills, and the ability to empathize with a diversity of contexts and viewpoints.

RELS 380. Buddhism. 3 Credits.
A historical and critical survey of different Buddhist schools in India, China, Tibet, and Japan. Offered Spring every 3 years (2008).

RELS 399. Selected Topics. 1-3 Credits.
A selected topic in the area of religious studies such as Atheism, Religion and Public Life, Lessons of the Holocaust, Religion and the Environment, Greco-Roman Religion, African American Religious History, Women Religious Writers. Repeatable to 12 credits with different topics.

RELS 410. Asian Religions in the United States. 3 Credits.
A survey of Asian religions in the U.S., with special attention paid to the ways in which Asian religions are becoming Americanized and American popular culture is becoming Easternized. Offered Spring every 3 years (2009).

RELS 423. Psychology of Religion. 3 Credits.
The psychological significance of various types of religious experience, personal and social. An examination of classical psychological statements about religion including James, Allport, Kierkegaard, Freud, and Jung.

RELS 431. Religious Violence and the Apocalyptic Mind. 3 Credits.
This course examines contemporary examples of religious violence by placing them within a broader context of ancient and modern examples of apocalyptic thought. Offered Spring every 3 years.

RELS 466. Sex, Gender and Religion. 4 Credits.
This course presents issues generated by the interrelationship of sex, sexual orientation and gender with religion. Included in our investigation are the various interpretations of sacred texts which produce discourses of sexual control, establish moral authority and seek to define sexual identity. Other discourses are those created from other religious experiences and therefore resist those of the dominant society.

RELS 480. Religion Capstone. 3 Credits.
This course provides an opportunity for religion majors to reflect further upon, and integrate what they have learned in the religion program and their overall university experience. Topics to be considered include diverse expressions and meanings of religion; cross-cultural understanding and dialogue; the effects on religious studies of patriarchy, colonialism and heterosexism; religion and violence; and religion and contemporary culture. Prerequisite: Junior or Senior standing in the Religion major.

RELS 491. Seminar on Religion. 3 Credits.
A consideration of selected topics or religious classics of mutual interest to departmental staff and advanced students in Religion. Prerequisites: Junior or senior standing and some upper level work in Religion or consent of instructor.

RELS 494. Independent Studies in Religion. 1-3 Credits.
Supervised reading and study on an individual basis. Repeatable to 8 credits. Prerequisite: Instructor consent.

RELS 497. Projects in Religion. 1-3 Credits.
Projects in Religion is a course that allows students to engage in non-traditional, non-classroom based projects in religious studies. Projects may include internships, practicums, research or teaching assistantships, community engagement activities, or other projects that may differ from semester to semester. Students may enroll in this course with permission of instructor, but some projects (e.g., internships) may be selective and subject to an application process. Repeatable up to 12 credits. Prerequisite: Permission of instructor.

Physical Therapy (PT)

http://www.med.und.edu/physical-therapy

Danks, Decker, Flom-Meland, Jeno, Johnson, LaBreque, Mabey, P. Mohr, T. Mohr (Chair), Relling, Romanick, Schindler and Wessman

See Physical Therapy (p. 436) in the Graduate Section.

PT 101. Orientation Physical Therapy. 1 Credit.
Overview of the educational requirements, practice issues, and opportunities in the profession of physical therapy. Course content includes multimedia presentations, lectures, and observation in clinical settings.

PT 401. Intervention Techniques I. 2 Credits.
Beginning skills for patient management including skills and safety in positioning, draping, therapeutic massage, surface anatomy, and an introduction to communication techniques. Laboratory. Prerequisite: Registered in Professional Physical Therapy Curriculum.

PT 402. Professional Communication and Behavior. 2 Credits.
Lecture and practice in interprofessional and interpersonal communication including professional behavior, ethics, patient education, and written documentation. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 409. Clinical Pathology I. 4 Credits.
Disease groups discussed from all aspects of comprehensive rehabilitation. Included are chronic illness, neurological and orthopedic conditions, general medicine and surgery, pediatrics, geriatrics, and sensory disabilities. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 410. Clinical Pathology II. 3 Credits.
Disease groups discussed from all aspects of comprehensive rehabilitation. Included are chronic illness, neurological and orthopedic conditions, general medicine and surgery, pediatrics, geriatrics, and sensory disabilities. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 412. Biomechanics and Kinesiology. 4 Credits.
Biomechanics and kinesiology of musculature acting on the extremities and trunk. Theory and techniques of muscle testing and goniometry. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 413. Exercise in Health and Disease. 3 Credits.
Lecture and laboratory work to examine and maintain/increase mobility, strength, and endurance for healthy individuals and those with disease, with completion of an exercise prescription to address impairments and functional limitations. Functions of the musculoskeletal, pulmonary, and cardiovascular systems will be addressed individually and within their relationships. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 415. Motor Control. 3 Credits.
Lecture and laboratory work in therapeutic exercise to establish and maintain muscular control and coordination, including muscle re-education, facilitation, and relaxation. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 417. Clinical Exam and Evaluation I. 4 Credits.
Emphasizes patient/client management elements of examination and evaluation. Emphasis is given to the musculoskeletal and neurological systems. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 422. Anatomy for Physical Therapy. 5 Credits.
Detailed lectures and demonstrations on musculoskeletal anatomy and neuroanatomy. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.
PT 423. Neuroscience for Physical Therapy. 4 Credits.
Structure and function of the human nervous system including clinical application relevant to physical therapy practice. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 426. Manual Therapy I. 2 Credits.
Introduction to joint mobilization with emphasis on peripheral joints. Basic evaluation treatment techniques and exercises for the lumbar and cervical spine. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 490. Special Topics: Physical Therapy. 1-4 Credits.
Introduction and investigation of advanced clinical procedures and topics. Topics discussed will be dictated by student and faculty interests. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 491. Independent Study. 1-4 Credits.
Research and independent study in a specialized area of Physical Therapy. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 510. Integrated Clinical Experience. 1 Credit.
Short-term clinical experience to provide hands-on experience for students to apply knowledge learned during the first year of the professional program. Experiences will be set up in acute care, sub-acute care, long-term care, out-patient orthopedic, or a rural site. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 511. Applied Movement Science and Rehabilitation Procedures. 4 Credits.
Integration of clinical evaluation, functional goals, and treatment planning for individuals with neurological and multiple musculoskeletal dysfunction. The primary focus is on rehabilitation skills including assessment, exercise, handling techniques, functional activities, equipment prescription, patient education, and ADLs, as well as community mobility and governmental services. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 512. Therapeutic Agents. 3 Credits.
Theory and application of various hydrotherapy, phototherapy, and thermotherapy modalities in Physical Therapy, including heat, light, sound, and water. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 513. Intervention Techniques II. 3 Credits.
Theory and practical application of introductory patient care techniques in physical therapy. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 514. Case Management I. 2 Credits.
Theory and practical application of introductory patient care techniques in physical therapy. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 519. Electrotherapy and Electrodiagnosis. 2 Credits.
Theory and application of therapeutic electrical currents, biofeedback, electromyography, and nerve conduction velocity in physical therapy. Laboratory Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 521. Critical Inquiry I. 1 Credit.
Introduction to the collection of clinical data leading to a case study report. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 522. Administration in Physical Therapy. 3 Credits.
Lectures/discussion and seminar formats used to explore concepts of administration procedures as applied to Physical Therapy and the health care delivery system. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 523. Lifespan I. 3 Credits.
Course focus is on rehabilitation issues related to pediatrics including the characteristics of disabling conditions, developmental evaluation and intervention, the use of adaptive equipment, legal issues, and strategies to promote collaborative service provision to children and families. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 524. Psychological Aspects of Disability. 2 Credits.
Readings and discussion course. Study of psychological coping mechanisms, reactions, and motivational factors pertinent to people with disabilities. Review of adjustment problems unique to specific disabilities and/or disease processes, including terminal illness. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 525. Clinical Examination and Evaluation II. 3 Credits.
Emphasis is given to physical therapy examination, evaluation, and diagnoses as related to an advanced dynamic biomechanical evaluation. Also included will be the integration of NMS and support systems; clinical reasoning resulting in referral and/or modified physical therapy interventions; and the communication of findings and recommendations. Lecture & Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 526. Manual Therapy II. 2 Credits.
Theory and application of manual therapy skills for examination and intervention techniques, including thrust and nonthrust manipulations of the spine, pelvis, and associated areas. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 527. Critical Inquiry II. 2 Credits.
Application, analysis, and evaluation of clinical decisionmaking components, strategies, and skills. Preparation of a clinical case study to be presented in oral and written forms. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 528. Clinical Education I. 9 Credits.
The first in a sequence of four full-time clinical experiences in selected physical therapy provider centers throughout the United States. Registration in Professional Physical Therapy Curriculum is the prerequisite.

PT 529. Clinical Education II. 9 Credits.
The second in a sequence of four full-time clinical experiences in selected physical therapy provider centers throughout the United States. Registration in Professional Physical Therapy Curriculum is the prerequisite.

PT 535. Lifespan II. 2 Credits.
Examine the factors and forces that affect life quality in later years. The physiological, psychological, and sociological aspects of aging will be considered, including those influences in the cultural context that enhance and impede continued growth of the person. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 537. Strategies Early Intervention. 2 Credits.
This course is designed to review current practices in early intervention. Course materials will focus on characteristics of disabling conditions that influence growth and development of motor skills, cognition, and educational development. Emphasis will be on collaborative service provision with an interdisciplinary approach. Topics also covered include: current issues, assessment of the child/family unit, and legislative guidelines for service provision. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 538. Advanced Topics in Pediatric Physical Therapy. 3 Credits.
This course is designed to present current and advanced topics relating to pediatric physical therapy clients and their families. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 539. Prevention and Wellness. 2 Credits.
The theory and practice of prevention of injury, maintenance and improvement of wellness, and promotion of health and healthy behaviors across the lifespan. Concepts are applied to the general, athletic, and industrial populations, with a view to interdisciplinary involvement in wellness optimization. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 540. Cardiopulmonary Physical Therapy. 2 Credits.
This course is designed to expand the theoretical understanding and clinical application of cardiopulmonary physical therapy examination, evaluation, diagnosis, prognosis, intervention and outcomes. Laboratory. Must be registered in Professional Physical Therapy Curriculum.

PT 541. Clinical Examination and Evaluation III. 3 Credits.
Emphasizes patient/client management elements of examination and evaluation. Emphasis is given to systems screening, physical therapy diagnoses, and clinical reasoning resulting in referral and/or modified physical therapy interventions. Emphasis is also given to the communication of findings. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 549. Advanced Applied Anatomy/Clinical Kinesiology. 2 Credits.
Study of applied anatomy and its importance to research and clinical application, particularly as related to Physical Therapy. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 552. Clinical Education III. 9 Credits.
The third in a sequence of four full-time clinical experiences in selected physical therapy provider centers throughout the United States. Registered in Professional Physical Therapy Curriculum is the prerequisite.
The Department of Physics and Astrophysics offers a major and minor in physics. Majors may elect to earn a general physics degree or to specialize in one of four tracks. The five physics degree options are:

1. No specialization
2. Applied Physics Track
3. Astrophysics Track
4. Computers in Physics Track
5. Materials Science Track

**Minor in Astrophysics**

A minor in astrophysics is offered for students who are interested in an understanding of the astrophysics of stars, galaxies, and the universe. The astrophysics minor cannot be combined with a major or minor in physics.

Required 25 credits, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 110</td>
<td>Introductory Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 110L</td>
<td>Introductory Astronomy Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; PHYS 211L</td>
<td></td>
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<tr>
<td>PHYS 212</td>
<td>College Physics II</td>
<td>4</td>
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<tr>
<td>&amp; PHYS 212L</td>
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<tr>
<td>PHYS 213</td>
<td>College Physics III</td>
<td>4</td>
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<tr>
<td>&amp; PHYS 213L</td>
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<tr>
<td>or PHYS 251</td>
<td>University Physics I</td>
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<tr>
<td>&amp; PHYS 251L</td>
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<tr>
<td>PHYS 252</td>
<td>University Physics II</td>
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<tr>
<td>&amp; PHYS 252L</td>
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<tr>
<td>PHYS 253</td>
<td>University Physics III</td>
<td>4</td>
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<tr>
<td>&amp; PHYS 253L</td>
<td></td>
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<tr>
<td>PHYS 460</td>
<td>Introduction to Astrophysics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 461</td>
<td>Introduction to Astrophysics II</td>
<td>3</td>
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<tr>
<td>Select one of the following:</td>
<td></td>
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<tr>
<td>PHYS 415</td>
<td>Undergrad Research Experience</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 434</td>
<td>Nuclear Physics</td>
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<tr>
<td>SPST 425</td>
<td>Observational Astronomy</td>
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</tr>
</tbody>
</table>

Total Credits: 33

**Minor in Physics**

Required 20 credits in Physics. The specific courses should be chosen in consultation with the department.

Each track leads to a Bachelor of Science with Major in Physics, awarded through the College of Arts and Sciences. A total of 125 credits is required for graduation. In addition to other University Graduation Requirements and the courses specified for one of the five options listed below, all Physics majors must complete successfully the following set of core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHYS 251</td>
<td>University Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 252</td>
<td>University Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 253</td>
<td>University Physics III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 317</td>
<td>Mechanics I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PHYS 318</td>
<td>and Mechanics II</td>
<td></td>
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<tr>
<td>PHYS 324</td>
<td>Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 325</td>
<td>Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 325L</td>
<td>Optics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 327</td>
<td>Electricity and Magnetism I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PHYS 328</td>
<td>and Electricity and Magnetism II</td>
<td></td>
</tr>
<tr>
<td>PHYS 415</td>
<td>Undergrad Research Experience</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 428</td>
<td>Advanced Physics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 431</td>
<td>Quantum Mechanics I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PHYS 432</td>
<td>and Quantum Mechanics II</td>
<td></td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CHEM 122</td>
<td>and General Chemistry II</td>
<td></td>
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</tbody>
</table>

**Physics and Astrophysics (Phys)**

http://www.arts-sciences.und.edu/physics-astrophysics

Barkhouse, Dewar, Kim (Chair), Loh, Marasinghe, Oncel, Schawlm, Tung and Young
CHEM 121L & CHEM 122L  General Chemistry I Laboratory and General Chemistry II Laboratory  2
MATH 165 & MATH 166 & MATH 265  Calculus I and Calculus II and Calculus III  12
MATH 266  Elementary Differential Equations  3
MATH 352  Introduction to Partial Differential Equations  3
MATH 207  Introduction to Linear Algebra  2

Total Credits  70

To provide proper advisement, the Department of Physics and Astrophysics requires its majors to meet with their physics adviser prior to registration each semester. This ensures each student is enrolled in appropriate classes and helps the department schedule certain courses in a timely manner. A hold is placed on registration for physics majors until this advisement session takes place. It is the student’s responsibility to schedule the advisement session.

Beyond completion of the core listed above and the general education requirements, all physics majors must complete one of the following options together with additional electives for a total of 125 credits.

I. General Physics option: This is a general physics degree offering maximum flexibility. It is appropriate for students who may seek advanced degrees, for instance, or who are interested in medical school. Beyond the core, the student must complete an additional 9 credits of Physics numbered above 300. No more than 3 credits of these 9 may be in PHYS 492 Special Problems.

II. Applied Physics track: This choice will provide interdisciplinary training in applied physics and applied electronics with emphasis on instrumentation and measurement technique. The aim is to prepare the student to work as part of a research team in an industrial, government or academic setting. In addition to the core, the student must complete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EE 206</td>
<td>3</td>
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<tr>
<td>EE 321</td>
<td>3</td>
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<tr>
<td>EE 308</td>
<td>2</td>
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<tr>
<td>PHYS 402</td>
<td>3</td>
</tr>
<tr>
<td>EE 452</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits  14

In addition, students electing the applied physics track should select an instrumentation project as a means of satisfying the research core requirement, PHYS 415 Undergrad Research Experience.

III. Astrophysics track: This option is for students with special interest in astronomy, astrophysics, space exploration or aerospace applications. The following are required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHYS 110</td>
<td>3</td>
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<tr>
<td>PHYS 110L</td>
<td>1</td>
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<tr>
<td>PHYS 434</td>
<td>3</td>
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<tr>
<td>PHYS 460</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 461</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits  13

To satisfy the research requirement, PHYS 415 Undergrad Research Experience, students in the astrophysics track should select an approved astrophysics project.

IV. Computers in Physics track: This choice provides extensive experience using computers for running experiments, analyzing data, doing computer simulations and calculations in physics. The student should be prepared to learn programming languages. The following are required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSCI 160</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 161</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 402</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits  11

For the Computers in Physics track, students should seek out computational research projects for PHYS 415 Undergrad Research Experience, or laboratory projects involving computer instrumentation.

V. Materials Science track: This option provides the strongest foundation in solid state and materials science. Required are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHYS 320</td>
<td>3</td>
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<tr>
<td>PHYS 420</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 437</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits  9

Students in this track should select approved research projects in materials science as a means of satisfying the PHYS 415 Undergrad Research Experience requirement.

Courses

PHYS 101. Survey of Physics & Astrophysics. 1 Credit.
A survey of a broad range of topics in physics ranging from astrophysics and physics-related educational and career opportunities. Intended to help physics majors and students interested in majoring in physics make informed academic decisions early in their college life.

PHYS 110. Introductory Astronomy. 3 Credits.
An introductory study of the universe: The solar system, stars, stellar evolution, galaxies, black holes, big bang cosmology, and the accelerating universe. The astronomy laboratory 110L is optional for 1 credit.

PHYS 110L. Introductory Astronomy Lab. 1 Credit.
An introductory study of the universe: The solar system, stars, stellar evolution, galaxies, black holes, big bang cosmology, and the accelerating universe. The astronomy laboratory 110L is optional.

PHYS 130. Natural Science-Physics. 4 Credits.
For non-science majors, this is a hands-on, inquiry-based course on the workings of science. Emphasis is on critical thinking and the use of the scientific method. Topics will include: electricity, force, motion, and energy. The laboratory is a component of this course.

PHYS 140. Physics for Poets. 3 Credits.
An introduction to the fundamental concepts of physics, especially those developed in the twentieth century. A knowledge of elementary algebra is recommended, but the course is designed for students with a limited mathematical background. No laboratory.

PHYS 150. Physics for Aerospace Sciences. 5 Credits.
An introduction to the principles and concepts of physics as they apply to the study of aerospace sciences. Topics: Newtonian mechanics, gravitation, work, energy, fluids, electricity, magnetism.

PHYS 161. Introductory College Physics I. 4 Credits.
An introduction to the principles and concepts of physics with the application of minimal mathematics, sufficient to show the logical progression from one topic to the next. General physics for those who do not plan to take an advanced course in science. Topics: Newtonian mechanics and gravitation, work and energy, solids and fluids, vibrations and waves, electricity and magnetism, light and optics. The laboratory is a component of this course. No mathematical prerequisite is required, but knowledge of elementary algebra is recommended.

PHYS 162. Introductory College Physics II. 4 Credits.
An introduction to the principles and concepts of physics with the application of minimal mathematics, sufficient to show the logical progression from one topic to the next. General physics for those who do not plan to take an advanced course in science. Topics: Newtonian mechanics and gravitation, work and energy, solids and fluids, vibrations and waves, electricity and magnetism, light and optics. The laboratory is a component of this course.

PHYS 211. College Physics I. 4 Credits.
This non-calculus general physics course is recommended for pre-medical or pre-professional students. Topics: Newtonian mechanics and gravitation, work and energy, solids and fluids, heat and thermodynamics. The laboratory is a component of this course. A student may not receive credit for Phys 211 and Phys 212, and also Phy 161 and Phy 162. Prerequisite: MATH 103.
PHYS 211C. College Physics I. 3 Credits.
This non-calculus general physics course is recommended for pre-medical or pre-professional students. Topics: Newtonian mechanics and gravitation, work and energy, solids and fluids, heat and thermodynamics. Students requiring a laboratory must take PHYS 211CL. Prerequisite: MATH 103.

PHYS 211CL. College Physics I Laboratory. 1 Credit.
The laboratory part of Physics 211C. Prerequisite: PHYS 211C or consent of instructor.

PHYS 212. College Physics II. 4 Credits.
The non-calculus general physics course sequence recommended for pre-medical or pre-professional students. Topics: vibrations and waves, electricity and magnetism, light and optics, and an introduction to modern physics. The laboratory is a corequisite for this course. The laboratory is a component of this course. A student may not receive credit for Phys 211 and Phys 212, and also Phys 161 and Phys 162. Prerequisite: PHYS 211.

PHYS 212C. College Physics II. 3 Credits.
The non-calculus general physics course sequence recommended for pre-medical or pre-professional students. Topics: vibrations and waves, electricity and magnetism, light and optics, and an introduction to modern physics. Students requiring a laboratory with this course must take PHYS 212CL. Prerequisite: PHYS 211C or PHYS 211.

PHYS 212CL. College Physics II Laboratory. 1 Credit.
The laboratory part of Physics 212C. Prerequisite: PHYS 212C or consent of instructor.

PHYS 213. College Physics III. 4 Credits.
A survey of modern physics covering physical optics, special theory of relativity, quantum theory, atomic physics, molecular and solid state physics, nuclear physics and radioactivity, particle physics, and astrophysics. The laboratory is a component of this course. Prerequisite: PHYS 212.

PHYS 251. University Physics I. 4 Credits.
The university physics sequence is for students majoring in science and engineering. Topics normally covered in Phys 251 include Newtonian mechanics and gravitation, work and energy, rotational dynamics, vibrations and waves, mechanics of solids and fluids, basic kinetic theory, equations of state and the first and second laws of thermodynamics. The laboratory is a component of this course. Prerequisite: MATH 165.

PHYS 252. University Physics II. 4 Credits.
Topics normally covered include electricity, magnetism, electromagnetic waves, light and geometrical optics. The laboratory is a component of this course. Prerequisite: MATH 166 and PHYS 251.

PHYS 253. University Physics III. 4 Credits.
Modern physics, a survey covering physics of the 20th and 21st centuries. Topics normally covered include theory of relativity, discovery of quantum phenomena, basic quantum mechanics, overview of atomic, nuclear and solid state physics, statistical physics, quantum fluids and superconductivity, fundamental forces and the physics of elementary particles. This course is a prerequisite for most courses in advanced physics. The laboratory is a component of this course. Prerequisites: MATH 265, PHYS 252, and PHYS 252L. Corequisites: PHYS 252L.

PHYS 294. Selected Topics. 1-4 Credits.
Prerequisite: 8 hours of college physics is or consent of instructor.

PHYS 317. Mechanics I. 3 Credits.
Motion of a single particle, central forces and simple oscillatory systems. Prerequisites: PHYS 251 and MATH 266, or approval of department.

PHYS 318. Mechanics II. 3 Credits.
Rigid body motion, Lagrangian and Hamiltonian dynamics, relativity, continuum mechanics. Prerequisite: PHYS 317 or approval of instructor.

PHYS 320. Introduction to Materials Science. 3 Credits.
An introduction to solid state physics with emphasis on applications. Prerequisite: PHYS 253 or approval of department.

PHYS 324. Thermal Physics. 3 Credits.
Thermodynamics with an introduction to statistical physics. Prerequisite: PHYS 253 or approval of instructor.

PHYS 325. Optics. 3 Credits.
Geometrical and physical optics with an emphasis on physical optics. Prerequisite: PHYS 253 or approval of department.

PHYS 325L. Optics Laboratory. 1 Credit.
Laboratory to accompany Physics 325. Corequisite: PHYS 325.

PHYS 327. Electricity and Magnetism I. 3 Credits.
A quantitative treatment of electro-magnetic theory with an introduction to Maxwell’s equations. Prerequisite: PHYS 253 or approval of instructor.

PHYS 328. Electricity and Magnetism II. 3 Credits.

PHYS 402. Computers in Physics. 3 Credits.
Computer applications in physics, that may include data analysis, numerical simulation, symbolic and algebraic programming, parallel computing, computer interfacing and/or experimental physics applications. Prerequisites: PHYS 252 and Knowledge of a higher-level computer programming language, or consent of instructor.

PHYS 415. Undergrad Research Experience. 3 Credits.
The students will engage in research activities of a UND physics faculty member or may take part in a physics department approved external research program such as an NSF-funded REU program. Prerequisite: PHYS 253 or advisor’s consent.

PHYS 420. Advanced Topics in Materials Science. 3 Credits.
The application of physics to design, synthesis and characterization of materials of current interest. Prerequisite: PHYS 320.

PHYS 428. Advanced Physics Laboratory. 2 Credits.
Advanced undergraduate experiments in physics, using modern techniques and instrumentation. Classic experiments leading to the current understanding of physical theory. Prerequisite: PHYS 253 or approval of instructor.

PHYS 431. Quantum Mechanics I. 3 Credits.
An introduction to quantum mechanics with applications to atomic structure. Prerequisite: PHYS 253. Prerequisite or Corequisite: PHYS 317 or approval of department.

PHYS 432. Quantum Mechanics II. 3 Credits.
Further development of basic quantum theory with application to atomic, molecular, solid state and nuclear physics. Prerequisite or Corequisite: PHYS 431 or consent of instructor.

PHYS 434. Nuclear Physics. 3 Credits.
Introduction to the theory of atomic nuclei, fundamental forces and sub-atomic particles. Prerequisite: PHYS 253 or approval of instructor.

PHYS 437. Introductory Solid State Physics. 3 Credits.
A general introduction to solid state phenomena. Prerequisite: PHYS 253 or approval of instructor.

PHYS 460. Introduction to Astrophysics. 3 Credits.
Nature of stars. Topics include celestial mechanics, relativity, optics, stellar birth, stellar interiors and evolution, nucleosynthesis, stellar death, compact objects, black holes, neutron stars, white dwarfs, binaries and variable stars. Some topics include the use of computer tools to solve problems. Prerequisite: PHYS 253 or approval of instructor.

PHYS 461. Introduction to Astrophysics II. 3 Credits.
Galaxies and the universe. Topics include structure and evolution of galaxies, the Milky Way, stellar populations, globular clusters, interstellar medium, big bang, Hubble and the distance scale, radio galaxies, quasars, jets, blazars, clusters and superclusters of galaxies and cosmology. Some topics include the use of computer tools to solve problems. Prerequisite: PHYS 460 or approval of instructor.

PHYS 489. Senior Honors Thesis. 1-15 Credits.
A student may not receive credit for Phys 211 and Phys 212, and also Phys 161 and Phys 162. Prerequisite: PHYS 211.

PHYS 492. Special Problems. 1-3 Credits.
Prerequisite: Approval of the department.

Political Science (Pols)
http://business.und.edu/political-science-public-administration

Harsell, Hultquist, Jendrysik, Jensen, Ley, Light, Scheurer, Sum (Chair), Urlacher and Wood
The Major in Political Science

Political science majors will find a rigorous, dynamic, and intellectually demanding program that will promote academic excellence and civic engagement while preparing students for a wide range of career options.

Political science majors must complete challenging and thought-provoking courses culminating in a capstone. Each course, as well as the entire major sequence, will broaden and deepen student knowledge and build a set of core skills and competencies. The major’s core includes courses in the major subfields of political science: American Government, Comparative Politics, International Relations, Political Theory, and Public Administration. Students will use the elective coursework to develop a "curricular pathway." A student’s curricular pathway may explore one of the major subfields more deeply; alternatively, the curricular pathway may be applied to more narrowly defined areas of political science. Examples of narrower pathways include, but are not limited to, Political Behavior, the Politics of Gender or Race, Public Law, or Public Policy. Another option open to students is to form a generalist concentration in the major by purposefully selecting courses from different subfields to fulfill the elective coursework requirement. Students are encouraged to work closely with their faculty adviser to determine a pathway that is appropriate and desirable. Political Science majors must follow 36 credit hours plus external department requirements.

College of Arts and Sciences

B.A. with Major in Political Science

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).
   
   II. Core Curriculum:

   **Introductory-level coursework**
   
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<tr>
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   **A Capstone experience**
   
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<tr>
<td>POLS 495</td>
<td>Senior Colloquium in Political Science and Public Administration</td>
<td>3</td>
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</table>

electives (intermediate level or above) | 12 |

   Total Credits 36

   * Students may substitute POLS 308 Intergovernmental Relations with departmental approval.

   Majors also will meet the following requirements based on courses offered in other departments:

   1. Level II proficiency in a foreign language
   2. ECON 202 Principles of Macroeconomics or equivalent (3 credits)
   3. ECON 210 Introduction to Business and Economic Statistics or equivalent undergraduate statistics course such as PSYC 241

   Introduction to Statistics or SOC 326 Sociological Statistics

Minor in Political Science

Students who minor in political science will complete 21 hours of coursework, including 15 hours of Core courses and at least 6 hours of electives. The minor’s Core normally will include the following courses:

   **Introductory-level coursework**
   
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<td>POLS 305</td>
<td>American Constitution-Governmental Powers</td>
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<td>POLS 306</td>
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<td>POLS 405</td>
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</table>

   Electives (intermediate level or above) | 6 |

   Total Credits 21

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   **Introductory-level coursework**

   An introduction to political science through the study of the American political system: The Constitution; the political processes; the structure, powers and procedures of the Presidency, Congress, and the Judiciary.

   **POLS 116. State and Local Government. 3 Credits.**

   Structure, function and problems of state and local government; executive, legislative, and judicial processes; federalism and metropolitan government.

   **POLS 220. International Politics. 3 Credits.**

   An introduction to international politics with emphasis on the international system, the major actors, the struggle for power, and the struggle for order.

   **POLS 225. Comparative Politics. 3 Credits.**

   An introduction to comparative politics with emphasis on the democratic systems of Europe.

   **POLS 250. Politics of Public Administration. 3 Credits.**

   Introduction to the development of public administration in the United States and to the concepts and methods used in its practice. The political aspects of the public bureaucracy and contemporary issues are also highlighted. Prerequisite: POLS 115.

   **POLS 300. Introduction Research Methods. 3 Credits.**

   General consideration of research methods and data analysis in political science and the social sciences.

   **POLS 305. American Constitution-Governmental Powers. 3 Credits.**

   American Constitution studied in light of U.S. Supreme Court decisions and interpretations; focus on government powers, federal relationships, and economic regulation.

   **POLS 306. American Constitution-Civil Liberties. 3 Credits.**

   Analyzes U.S. Supreme Court decisions and interpretations which focus on civil liberties; equal protections, due process, First Amendment rights. Prerequisite: POLS 115.

   **POLS 308. Intergovernmental Relations. 3 Credits.**

   Analyzes the growing interrelationship of federal, state and local governments with emphasis on financial aspects.

   **POLS 310. Introduction to Political Thought. 3 Credits.**

   Political thought from classical times to the 19th century with emphasis on issues raised in the works of Plato, Aristotle, St. Augustine, Machiavelli, Hobbes, Locke, Rousseau, Mill, Marx and Nietzsche.

   **POLS 318. American Political Thought. 3 Credits.**

   A historical analysis of the major thinkers and of the streams of thought which molded the political life and institutions of the United States from the Puritans to the present.
POLS 320. Foreign Policies. 3 Credits.
Examination of the roles of major powers in the international system, with emphasis on the foreign policies of the United States and other major powers.

POLS 321. International Human Rights. 3 Credits.
Examination of factors that contribute to human rights violations and domestic, multilateral and bilateral efforts to combat such violations with emphasis placed on the changing nature of the international system of states.

POLS 323. Issues in Comparative Politics. 3 Credits.
Examination of contemporary issues in comparative politics with particular emphasis on the dynamics of change in political systems.

POLS 324. Chinese Politics. 3 Credits.
The course evaluates the politics of China following two underlying themes: assessing the changes that have taken place in China since the death of Mao and China’s place of prominence on the global stage. Focus is placed on Chinese politics since the economic reforms in the 1970s and the political implications of these reforms. The course also evaluates Chinese public policy with regard to critical issues facing China today.

POLS 327. Transitions to Democracy. 3 Credits.
Based on the liberal democratic theory, the course will investigate the different processes and components that are associated with successful democratization. The course will evaluate multiple case studies, including those found in Southern Europe, Latin America and Post-communist Europe. The course will conclude with an assessment of cases beginning to democratize presently.

POLS 328. Legislative Processes. 3 Credits.
Emphasis will be placed on the structure, functions, and duties of Congress, as well as congressional elections, patterns of congressional leadership, policy successes and failures, and the relationship between Congress and the federal courts and Congress and the U.S. Presidency.

POLS 329. Presidential Institutions and Management. 3 Credits.
This course focuses on the intersection of politics and management with the executive branch. Special emphasis is placed on the roles of institutions and critical executive branch actors such as the President in the management and execution of public policy.

POLS 351. Women and Politics. 3 Credits.
Role of women in politics, including selection of women for political offices, the political attitudes and behavior of women; and the development of public policy initiatives as they affect or are likely to affect women.

POLS 361. Nonprofit Management (Undergrad). 3 Credits.
This course is an overview of the management of nonprofit organizations. Content includes the history and legal foundation of nonprofits, leadership, marketing, management of employees and volunteers, and operations management.

POLS 393. Problems in Political Science. 1-3 Credits.
Selected readings with oral and written reports. Consent of instructor required prior to enrollment. Prerequisites: 3.0 GPA, 12 hours in POLS, course related to readings, and consent of department.

POLS 405. Political Behavior. 3 Credits.
A review of the role of the public in a democracy focusing on the formation and content of public opinion, the means of communicating that opinion to the government, and the impact of that opinion on policy. Prerequisite: POLS 115.

POLS 432. Public Policy Making Process. 3 Credits.
Two-thirds of the class is devoted to understanding the stages of the policy process: (1) Problem Identification and Agenda Setting; (2) Policy Formulation; (3) Policy Adoption; (4) Policy Implementation; and (5) Policy Evaluation. The last third applies the model to substantive policy areas such as health, environment, education. Prerequisite: POLS 115.

POLS 433. The Administrator and Public Affairs. 3 Credits.
Designed to make students aware of the political and community implications of public administration in a democratic society. Reviews and analyzes the political environment of public administration and considers various techniques for accommodating democratic influences in the administrative process.

POLS 437. Administrative Processes. 3 Credits.
Explanation of theoretical and practical aspects of personnel and financial management in the public sector. Prerequisite: POLS 250.

POLS 480. Administrative Internship. 1-3 Credits.
On-the-job training in a governmental position with final report and analysis of the agency by the intern. Prior approval of instructor required before enrollment. Prerequisites: 3.0 GPA, 12 hours in POLS, course related to internship experience and permission of department.

POLS 489. Senior Honors Thesis. 1-15 Credits.

POLS 491. Readings in Political Science. 1-3 Credits.

POLS 495. Senior Colloquium in Political Science and Public Administration. 3 Credits.
A capstone course in Political Science designed to integrate the subareas of the discipline. The development of the discipline, its great thinkers, and current directions will be examined. This course is designed for majors only. Prerequisite: Senior standing and 21 hours of POLS credit or consent of the instructor.

Psychology (Psyc)

http://www.arts-sciences.und.edu/psychology

Bradley, Derenne, De Young, Ferraro, Grabe, Holm, Kehn, Kelly, King, Legerksi, Looby, McDonald, Miller, Peters, Petros, Plumm, Paltavski, Ruthig, Terrance, Terrell, Weatherly (Chair), and Wise

College of Arts and Sciences

The Department of Psychology offers B.A. and B.S. degrees in psychology, and also a minor in psychology. There is a core curriculum, described below, that all majors must complete. In addition, students who major in psychology may choose to complete an emphasis, or area of focus within psychology. The emphases are described after the listing of the core curriculum requirements.

College of Arts and Sciences

B.A. or B.S. with Major in Psychology

Required 125 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

At least 36 major hours, including:

PSYC 111 Introduction to Psychology
PSYC 120 Orientation to the Major
PSYC 241 Introduction to Statistics
PSYC 303 Research Methods in Psychology
PSYC 405 History and Systems of Psychology

Select one of the following (laboratory-based course):

PSYC 433 Psychology of Learning
PSYC 434 Motivation and Emotion
PSYC 435 Physiological Psychology
PSYC 436 Perception
PSYC 437 Psychophysics
PSYC 439 Cognitive Psychology

400-level coursework **

** University of North Dakota
**PSYC 111 Introduction to Psychology is prerequisite to all other psychology classes.**

**At least 3 additional credits of 400-level coursework, NOT including PSYC 405 History and Systems of Psychology, PSYC 485 Seminar in Psychology, PSYC 489 Senior Honors Thesis, PSYC 492 Individual Projects in Psychology, PSYC 493 Tutoring in Psychology or PSYC 494 Advanced Individual Research**

Required in other departments:

- **Level II proficiency in a foreign language, or equivalent proficiency in American Sign Language**
  - MATH 103 College Algebra 3
  - Select two of the following (with lab): 4-5
    - BIOL 111 Concepts of Biology and Concepts of Biology Laboratory
    - BIOL 150 General Biology I & 150L General Biology I Laboratory
    - BIOL 151 General Biology II & 151L General Biology II Laboratory
    - ANAT 204 Anatomy for Paramedical Personnel & 204L Anatomy for Paramedical Personnel Laboratory
    - PSYC 330 Biological Bases of Behavior (includes lab)

Additional requirements for B.A.:

- Level IV proficiency in a foreign language (201 & 202 level classes) OR 8 additional hours (beyond those used for other requirements) from the Art and Design, English, Fine Arts, History, Humanities, Indian Studies, Languages, Music, Philosophy, Religion, or Theatre Arts departments, and/or from the following courses:
  - A&S 252 Introduction to Canadian Studies 3
  - HON 101 Inquiry in the Humanities 3
  - HON 291 Colloquium in the Humanities 1-4
  - HON 391 Advanced Colloquium in the Humanities 1-4
  - TECH 322 Fundamentals of Photography 3

Additional requirements for B.S.:

- Eight additional hours (beyond those used for other requirements) from the Anatomy, Biology, Chemistry, Geology, Mathematics, or Physics departments, and/or from the following courses:
  - ANTH 170 Introduction to Biological Anthropology 3
  - ANTH 270 Introduction to Forensic Anthropology 3
  - AS 110 Air Force ROTC Fitness 1
  - GEOG 121 Global Physical Environment 3
  - GEOG 134 Introduction to Global Climate 3
  - HON 103 Inquiry in the Sciences 3
  - HON 293 Colloquium in the Sciences 1-4
  - HON 393 Advanced Colloquium in the Sciences 1-4
  - NUTR 240 Fundamentals of Nutrition 3
  - SPST 200 Introduction to Space Studies 3

**Optional Emphasis**

Although no student majoring in psychology is required to complete an emphasis, students may choose to do so in order to gain greater background in their areas of interest in the field of psychology. There are five emphases that students may select from: Psychology of Education and Learning; Psychology of Human Development; Biological and Physiological Psychology; Social and Cultural Psychology; and Clinical Science. It is also possible to earn a research emphasis. Students are encouraged to contact the department or the department’s web site for a description of each emphasis. Courses taken in the core curriculum may count toward completion of an emphasis. Students may complete more than one emphasis and courses listed under more than one emphasis may be counted toward completion of multiple emphases. Students wishing to be recognized for completing one or more emphases must apply with the Psychology Department no later than the deadline for applying to graduate and no earlier than the start of the semester of their intended graduation. Students with declared emphases will receive documentation from the Psychology Department following their graduation.

**Minor in Psychology**

Required 20 credits, including:

- PSYC 111 Introduction to Psychology 3
- PSYC 250 Developmental Psychology 4
- PSYC 270 Abnormal Psychology 3

Students receiving teaching certification in secondary education must also include:

- PSYC 241 Introduction to Statistics 4
- PSYC 303 Research Methods in Psychology 4

**Conflict Transformation Certificate**

**Paranica (program co-coordinator)**

The Conflict Transformation Certificate is a program within the College of Arts and Sciences that provides students with conceptual and practical background about conflict and conflict management so that they may better understand conflict in their professional and personal lives and deal with it more effectively. Students—both on-campus pre-professionals and professionals already in the workforce—will learn how the basic conceptual understanding of conflict, taught from a transformative theoretical framework, leads to practical implications for managing conflict interactions. Specifically, students will develop:

- A basic understanding of conflict, its dynamics, and major theoretical explanations.
- Knowledge of the major dispute resolution approaches, their applicability, strengths, weaknesses.
- Familiarity with the practice of transformative mediation and its associated skills.
- Understanding of the application of conflict transformation principles to leadership.
- In-depth knowledge of a chosen conflict topic or practice.

The curriculum consists of 16 credit hours of coursework:

- PSYC 366 Conflict Management 3
- MGMT 361 Alternative Dispute Resolution 3
- MGMT 362 Leadership and Conflict Resolution 3
- PSYC 485 Seminar in Psychology (one-week seminar) 3
- PSYC 486 Conflict Symposium (one-week symposium with varying topics) 3
- PSYC 492 Individual Projects in Psychology (application of conflict principles) 1

All but MGMT 361 Alternative Dispute Resolution, PSYC 485 Seminar in Psychology and PSYC 486 Conflict Symposium are available through distance education.

The program is jointly administered by the UND Conflict Resolution Center and the Psychology Department.

To officially declare your intent to pursue the Conflict Transformation Certificate contact the office of the Dean of the College of Arts and Sciences (701-777-2749 or artsci@und.nodak.edu).

PSYC 111 is the prerequisite for all other Psychology courses.

**Courses**

- **PSYC 111. Introduction to Psychology. 3 Credits.**
  A survey of the scientific study of behavior and mental processes, with consideration of the nature and scope of psychology as a science and a profession.
PSYC 120. Orientation to the Major. 1 Credit.
An introduction to careers available to students majoring in psychology and the coursework and other experiences valuable in pursuing those careers.

PSYC 210. Human Sexuality. 3 Credits.
This course provides an overview of human sexuality—covering anatomical and physiological aspects, psychological aspects, behavioral aspects, and social/cultural aspects. Prerequisite: PSYC 111.

PSYC 241. Introduction to Statistics. 4 Credits.
Descriptive and inferential statistics as applied to psychological measurement and experimentation. Prerequisites: PSYC 111 and MATH 103.

PSYC 250. Developmental Psychology. 4 Credits.
A survey of the psychology of human life span development including intellectual, social, and emotional aspects of the normal individual and emphasizing childhood and adolescent development. Prerequisite: PSYC 111.

PSYC 270. Abnormal Psychology. 3 Credits.
A survey of the classification, symptoms, and etiology of psychological disorders and behavior pathology. Prerequisite: PSYC 111.

PSYC 294. Individual Research. 1-4 Credits.
Introductory experience as a research assistant in a research laboratory. A total of 45 hours is typically required over the course of the semester per credit. Consent of instructor is required.

PSYC 299. Special Topics in Psychology. 1-3 Credits.
Prerequisite: PSYC 111.

PSYC 301. Industrial and Organizational Psychology. 3 Credits.
Selection, training, motivation, leadership, job satisfaction, human engineering and working environments as applied to business and industry. Prerequisites: PSYC 111 and any basic statistics course.

PSYC 303. Research Methods in Psychology. 4 Credits.
Methods of gathering knowledge in psychology with special emphasis on the experimental method. Prerequisites: MATH 103, PSYC 111, and 241.

PSYC 313. Educational Psychology. 3 Credits.
Human development; perceptual processes; learning; the home, the school and personality; psychology of school subjects; evaluation of pupils. Prerequisites: PSYC 111 and PSYC 250 or permission of the instructor.

PSYC 330. Biological Bases of Behavior. 4 Credits.
This course will cover the biological bases of psychology in areas of evolution, genetics, the nervous system, and methodology as they pertain to human behavior. Prerequisites: Psychology major and BIOL 111 or BIOL 150 or BIOL 151 or ANAT 204.

PSYC 331. Behavior Modification and Therapy. 3 Credits.
Theory and practice in the application of operant and classical conditioning procedures to humans in applied settings. Prerequisite: PSYC 111.

PSYC 335. Health Psychology. 3 Credits.
A biopsychosocial approach is used to examine basic concepts, theories, and research in health psychology from the perspectives of the patient, caregiver, health care provider, and researcher. Prerequisite: PSYC 111.

PSYC 355. Adulthood and Aging. 3 Credits.
Basic findings and theoretical issues in the study of human aging from biopsychological and socio-psychological perspectives with an emphasis on the individual. Prerequisites: PSYC 111 plus 3 credits of psychology.

PSYC 360. Introduction to Personality. 3 Credits.
Examination of basic concepts in the field of personality. Prerequisite: PSYC 111.

PSYC 361. Social Psychology. 3 Credits.
Research on individual behavior in its social context: how the individual acts upon the social environment, and interacts with other individuals. Prerequisite or Corequisite: PSYC 111.

PSYC 362. Psychology and Law. 3 Credits.
Psychological examination of the legal system, including what psychologists have learned about the law, the many different legal topics psychologists study, and the great promise that psychology holds for improving the legal system. Prerequisite: PSYC 111.

PSYC 365. Psychology of Women. 3 Credits.
Examination of topics relevant to women that are often ignored in traditional psychology courses, such as gender bias in research, gender identity and roles, sexuality and violence. Prerequisite: PSYC 111.

PSYC 366. Conflict Management. 3 Credits.
This course provides students with an understanding of conflict, its dynamics, major theoretical explanations, and methods of resolution. Students will also learn some basic conflict resolution skills and processes. Prerequisite: PSYC 111.

PSYC 395. Practical Experiences in Psychology. 1-4 Credits.
A practical work experience associated with the student's academic study of psychology. Arranged by mutual agreement among student, department, and placement site. Prerequisites: PSYC 111, junior or senior status, PSYC 303 with a grade of C or above, and a minimum GPA of 2.0.

PSYC 397. Cooperative Education. 1-4 Credits.
A practical work experience associated with the student's academic area of psychology. Arranged by mutual agreement among student, department and employer. Students need to contact the Cooperative Education office. Prerequisites: PSYC 111, junior or senior status, PSYC 303 with a grade of C or above, and a minimum GPA of 2.0.

PSYC 405. History and Systems of Psychology. 3 Credits.
A consideration of the historical background and development of problem areas in psychology and a survey of contemporary psychological theories. Prerequisites: PSYC 303 and senior status.

PSYC 421. Diversity Psychology. 3 Credits.
Origins and consequences of psychological differences among individual and groups with special emphasis on sex differences and racial differences. Prerequisites: PSYC 111, PSYC 241, and PSYC 250 or consent of instructor.

PSYC 433. Psychology of Learning. 4 Credits.
Principles of animal and human learning, with special emphasis on the acquisition, extinction and retention of learned behavior patterns. Course includes recitation and laboratory. Prerequisites: PSYC 111 and PSYC 303.

PSYC 434. Motivation and Emotion. 4 Credits.
Survey of theories and experimental work on motivation and emotion. Course includes recitation and laboratory. Prerequisites: PSYC 303 and BIOL 111 or BIOL 150 or BIOL 151 or ANAT 204 or PSYC 330.

PSYC 435. Physiological Psychology. 4 Credits.
Physiological basis of psychological functions. Course includes recitation and laboratory. Prerequisites: PSYC 303 and BIOL 111 or BIOL 150 or BIOL 151 or ANAT 204 or PSYC 330.

PSYC 436. Perception. 4 Credits.
Perceptual basis of behavior. Prerequisites: PSYC 303 and BIOL 111 or BIOL 150 or BIOL 151 or ANAT 204 or PSYC 330.

PSYC 437. Psychophysiology. 4 Credits.
Examination of the anatomy and physiology of several physiologic systems, and the relationships between behavior and physiology. Course includes recitation and laboratory. Prerequisites: PSYC 303 and BIOL 111 or BIOL 150 or BIOL 151 or ANAT 204 or PSYC 330.

PSYC 439. Cognitive Psychology. 4 Credits.
An examination of theory and research on attention, memory, language, comprehension, reasoning, problem-solving, and decision-making. Course includes recitation and laboratory. Prerequisites: PSYC 111 and PSYC 303.

PSYC 441. Case-Based Applied Statistics. 3 Credits.
Emphasis on the hands-on application and interpretation of a variety of descriptive and inferential statistical procedures using a computer software package (SPSS). Prerequisites: PSYC 111, PSYC 241 and PSYC 303.

PSYC 451. Adv Developmental Psychology. 3 Credits.
In-depth analysis and integration of theories and theorists relevant for current issues in lifespan developmental psychology. Prerequisites: PSYC 111, PSYC 250, and PSYC 303.

PSYC 460. Advanced Social Psychology. 3 Credits.
In depth examination of the theoretical and empirical literature in social psychology focusing on attitudes, stereotyping and prejudice, interpersonal relationships, social cognition, personality and the self, and group behavior. Prerequisites: PSYC 111, PSYC 303, and PSYC 361 or SOC 361.

PSYC 470. Intro Clinical Psychology. 3 Credits.
A systematic survey of the field of clinical psychology; basic concepts in diagnosis, psychotherapy, research and professional problems. Prerequisites: PSYC 111, PSYC 241, and PSYC 270 or consent of instructor.
PSYC 475. Psychological Helping Skills. 3 Credits.
This course introduces students to basic helping skills used by mental health professionals and reviews empirically supported models of the helping and change process. Students are given frequent opportunities to apply the skills learned. Prerequisites: PSYC 111, PSYC 270 and PSYC 303.

PSYC 485. Seminar in Psychology. 1-3 Credits.
Prerequisites: PSYC 111 and consent of instructor.

PSYC 486. Conflict Symposium. 3 Credits.
In-depth study of a current topic in the conflict field in the format of a week-long symposium. Prerequisite: Permission of instructor.

PSYC 489. Senior Honors Thesis. 1-15 Credits.
Supervised independent study culminating in a thesis. Prerequisite: PSYC 111, consent of the department, and approval of the honors committee.

PSYC 492. Individual Projects in Psychology. 1-4 Credits.
This course is intended to provide students with indepth experiences not covered adequately in usual course offerings. These experiences may include independent research projects or extensive readings on topics of interest. Prerequisites: PSYC 111 and consent of instructor.

PSYC 493. Tutoring in Psychology. 2 Credits.
Prerequisites: PSYC 111 and consent of instructor.

PSYC 494. Advanced Individual Research. 1-4 Credits.
Advanced experience as a research assistant in a research laboratory. A total of 45 hours is typically required over the course of the semester per credit. Prerequisites: PSYC 303 and consent of instructor.

PSYC 499. Advanced Special Topics in Psychology. 1-3 Credits.
Prerequisites: PSYC 111 and consent of instructor.

Public Administration (Pols)

http://business.und.edu/political-science-public-administration

Harsell, Hultquist, Jensen, Jendrysik, Ley, Light, Scheurer, Sum (Chair), Urlacher and Wood

The Department of Political Science and Public Administration offers undergraduate programs leading to the Bachelor of Science with a major or minor in Public Administration. The B.S.P.A. is offered through the College of Business and Public Administration. The Public Administration program has a core of liberal arts courses combined with courses from the administrative sciences. The communication and analytical skills emphasized prepare students for employment in the public, not-for-profit, and private sectors; graduate studies; law school; and teaching.

The Department also offers a graduate program through the School of Graduate Studies leading to the Masters of Public Administration. Some students may qualify for a 5-year undergraduate Public Administration/Master of Public Administration (MPA) program. See the Graduate (p. 244) section for admission criteria.

B.S.P.A. with Major in Public Administration

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The applicable College of Business and Public Administration Requirements (see BPA listing).

III. The Following Curriculum:
Pre-Public Administration Core

<table>
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<td>ISBC 117</td>
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<td>ECON 201</td>
<td>3</td>
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<td>ECON 202</td>
<td>3</td>
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<td>ECON 210</td>
<td>3</td>
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<tr>
<td>MATH 103</td>
<td>College Algebra</td>
</tr>
<tr>
<td>POLS 115</td>
<td>American Government I</td>
</tr>
<tr>
<td>&amp; POLS 116</td>
<td>and State and Local Government</td>
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<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
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<tr>
<td>POLS 250</td>
<td>Politics of Public Administration</td>
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<td>ENGL 120</td>
<td>College Composition II</td>
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<td>or ENGL 125</td>
<td>Technical and Business Writing</td>
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Total Credits: 34

IV. General Public Administration

Required:

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<tr>
<td>POLS 300</td>
<td>Introduction Research Methods</td>
</tr>
<tr>
<td>POLS 328</td>
<td>Legislative Processes</td>
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<tr>
<td>or POLS 329</td>
<td>Presidential Institutions and Management</td>
</tr>
<tr>
<td>POLS 404</td>
<td>Urban Politics and Administration</td>
</tr>
<tr>
<td>POLS 432</td>
<td>Public Policy Making Process</td>
</tr>
<tr>
<td>POLS 437</td>
<td>Administrative Processes</td>
</tr>
<tr>
<td>POLS 495</td>
<td>Senior Colloquium in Political Science and Public Administration</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>MGMT 310</td>
<td>Organizational Behavior</td>
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<tr>
<td>or SOC 431</td>
<td>Organizations and Behavior</td>
</tr>
<tr>
<td>MGMT 400</td>
<td>Organizational Theory and Analysis</td>
</tr>
</tbody>
</table>

Total Credits: 30

Public Administration students are required to complete six hours of elective credit. Elective coursework can come from additional PSPA courses or from other disciplines. Consult with your Public Administration advisor for approval of elective credit.

Minor in Public Administration

Required 21 credits, including:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>POLS 250</td>
<td>Politics of Public Administration</td>
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<tr>
<td>POLS 300</td>
<td>Introduction Research Methods</td>
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<tr>
<td>POLS 404</td>
<td>Urban Politics and Administration</td>
</tr>
<tr>
<td>POLS 432</td>
<td>Public Policy Making Process</td>
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<td>POLS 437</td>
<td>Administrative Processes</td>
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Select two of the following:

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<td>ECON 324</td>
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<td>POLS 328</td>
<td>Legislative Processes</td>
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<td>POLS 329</td>
<td>Presidential Institutions and Management</td>
</tr>
<tr>
<td>POLS 433</td>
<td>The Administrator and Public Affairs</td>
</tr>
<tr>
<td>POLS 480</td>
<td>Administrative Internship</td>
</tr>
<tr>
<td>SOC 431</td>
<td>Organizations and Behavior</td>
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</table>

Total Credits: 21

Note: Other courses may be elected with the consent of the Department.

POLS 115. American Government I. 3 Credits.
An introduction to political science through the study of the American political system: The Constitution; the political processes; the structure, powers and procedures of the Presidency, Congress, and the Judiciary.

POLS 116. State and Local Government. 3 Credits.
Structure, function and problems of state and local government; executive, legislative, and judicial processes; federalism and metropolitan government.

POLS 250. Politics of Public Administration. 3 Credits.
Introduction to the development of public administration in the United States and to the concepts and methods used in its practice. The political aspects of the public bureaucracy and contemporary issues are also highlighted. Prerequisite: POLS 115.
POLS 300. Introduction Research Methods. 3 Credits.
General consideration of research methods and data analysis in political science and the social sciences.

POLS 308. Intergovernmental Relations. 3 Credits.
Analyzes the growing interrelationship of federal, state and local governments with emphasis on financial aspects.

POLS 328. Legislative Processes. 3 Credits.
Emphasis will be placed on the structure, functions, and duties of Congress, as well as congressional elections, patterns of congressional leadership, policy successes and failures, and the relationship between Congress and the federal courts and Congress and the U.S. Presidency.

POLS 329. Presidential Institutions and Management. 3 Credits.
This course focuses on the intersection of politics and management with the executive branch. Special emphasis is placed on the roles of institutions and critical executive branch actors such as the President in the management and execution of public policy.

POLS 404. Urban Politics and Administration. 3 Credits.
Analysis of the socio-economic context of urban America and its impact on politics, policy, and administration. Prerequisite: POLS 115.

POLS 432. Public Policy Making Process. 3 Credits.
Two-thirds of the class is devoted to understanding the stages of the policy process: (1) Problem Identification and Agenda Setting; (2) Policy Formulation; (3) Policy Adoption; (4) Policy Implementation; and (5) Policy Evaluation. The last third applies the model to substantive policy areas such as health, environment, education. Prerequisite: POLS 115.

POLS 433. The Administrator and Public Affairs. 3 Credits.
Designed to make students aware of the political and community implications of public administration in a democratic society. Reviews and analyzes the political environment of public administration and considers various techniques for accommodating democratic influences in the administrative process.

POLS 437. Administrative Processes. 3 Credits.
Explanation of theoretical and practical aspects of personnel and financial management in the public sector. Prerequisite: POLS 250.

POLS 480. Administrative Internship. 1-3 Credits.
On-the-job training in a governmental position with final report and analysis of the agency by the intern. Prior approval of instructor required before enrollment. Prerequisites: 3.0 GPA, 12 hours in POLS, course related to internship experience and permission of department.

POLS 493. Professional Project Public Administration. 3 Credits.
An independent study where students will independently develop a paper under supervision, which demonstrates the ability to use the knowledge and skills of public administration to address public administration issues. Prerequisite: Senior standing.

POLS 495. Senior Colloquium in Political Science and Public Administration. 3 Credits.
A capstone course in Political Science designed to integrate the subareas of the discipline. The development of the discipline, its great thinkers, and current directions will be examined. This course is designed for majors only. Prerequisite: Senior standing and 21 hours of POLS credit or consent of the instructor.

Note: Additional elective courses are listed under Political Science.

Recreation and Tourism Studies (RTS)

http://www.und.edu/
Schroeder (Program Coordinator) and Burke

The belief that individuals and society benefit from recreational pursuits, tourism, and travel experiences underlies the mission of the Recreation and Tourism Studies program, which is to promote enhanced quality of life through recreation, tourism, travel, leisure and activity for the people of North Dakota and beyond. The Recreation and Tourism Studies program works toward this mission through the professional preparation of students for careers in the recreation, tourism, and parks; developing students' theoretical bases of knowledge and analytical skills; and contributing to society and the profession through the development of a program of research and other scholarly activity, providing leadership and technical assistance to local and regional organizations, and being actively involved in professional organizations on the state, regional, and national levels.

Educational Programs
Part of the Department of Counseling Psychology and Community Services, the Recreation and Tourism Studies program offers a major which leads to a Bachelor of Science degree in Recreation and Tourism Studies.

College of Education and Human Development

B.S. in Recreation and Tourism Studies

Students may apply for admission to the Recreation and Tourism Studies program at any time following the completion of 24 semester hours. A cumulative GPA of 2.20 or higher and successful completion of PSYC 111 Introduction to Psychology, SOC 110 Introduction to Sociology and COMM 110 Fundamentals of Public Speaking are required for admission. Students interested in admission should consult the RTS program.

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The College of Education and Human Development Requirements (see EHD listing).

III. Recreation and Tourism Studies Prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>COMM 110</td>
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<td>PSYC 111</td>
<td>Introduction to Psychology</td>
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<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
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IV. Recreation and Tourism Studies Core Requirements:

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<tr>
<th>Course</th>
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<tr>
<td>RTS 201</td>
<td>Recreation and Society</td>
<td>3</td>
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<td>RTS 204</td>
<td>Group Leadership</td>
<td>3</td>
</tr>
<tr>
<td>RTS 260</td>
<td>Inclusion in Recreation Settings</td>
<td>3</td>
</tr>
<tr>
<td>RTS 272</td>
<td>Recreation and the Natural Environment</td>
<td>3</td>
</tr>
<tr>
<td>RTS 322</td>
<td>Recreation Program and Event Planning</td>
<td>3</td>
</tr>
<tr>
<td>RTS 323</td>
<td>Recreation Program and Event Implementation</td>
<td>3</td>
</tr>
<tr>
<td>RTS 398</td>
<td>Field Experience in Recreation and Leisure Services (1+1)</td>
<td>2</td>
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<tr>
<td>RTS 421</td>
<td>Research and Evaluation Methods</td>
<td>3</td>
</tr>
<tr>
<td>RTS 442</td>
<td>Recreation Administration</td>
<td>3</td>
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<table>
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<th>Course</th>
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<tr>
<td>SOC 326</td>
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<td>PSYC 241</td>
<td>Introduction to Statistics</td>
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<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics (or equivalent)</td>
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<tr>
<td>MGMT 300</td>
<td>Principles of Management</td>
<td>3</td>
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<td>COUN 250</td>
<td>Dialogue on U.S. Diversity</td>
<td>3</td>
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<tr>
<td>RTS 497</td>
<td>Internship in Recreation Tourism Studies</td>
<td>4-12</td>
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</table>

Total Credits 39-47

Minor in Recreation and Tourism Studies

Required for the Recreation and Tourism Studies minor:

20 credits, including:

<table>
<thead>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
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<td>Recreation and Society</td>
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<tr>
<td>RTS Courses (Approved by an RTS advisor)</td>
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</table>

Total Credits 20
Courses

RTS 201. Recreation and Society. 3 Credits.
Orientation to recreation, including the role of recreation in American society and diverse populations, cultures, and nationalities.

RTS 204. Group Leadership. 3 Credits.
Development of understanding of and ability to utilize leadership and group facilitation strategies to enhance individual’s recreation and tourism experiences.

RTS 260. Inclusion in Recreation Settings. 3 Credits.
Study of individuals with disabling conditions and their leisure-related needs with emphasis on integration strategies and legislation that facilitate community involvement.

RTS 272. Recreation and the Natural Environment. 3 Credits.
An overview of the use of natural environments as formal and informal settings for leisure and recreation involvement and the interrelationship among people, the environment and leisure.

RTS 322. Recreation Program and Event Planning. 3 Credits.
Development of programming skills for recreation programs and special events in various settings. Prerequisite: RTS 201.

RTS 323. Recreation Program and Event Implementation. 3 Credits.
Implementation and evaluation of programs planned in RTS 322. Prerequisite: RTS 322.

RTS 397. Cooperative Education in Recreation and Leisure Services. 1-4 Credits.
A practical work experience with an employer closely associated with the student’s academic area. Arranged by mutual agreement among student, department and employer. Repeatable to 16 credits. Prerequisite: RTS 201.

RTS 398. Field Experience in Recreation and Leisure Services. 1-8 Credits.
Placement of student in a practical setting under university faculty supervision. Repeatable to 8 credits. Prerequisites: Consent of instructor and upper division status.

RTS 399. Special Topics in Recreation and Leisure Services. 1-4 Credits.
Specialized topics related to recreation and leisure. Repeatable to 9 credits.

RTS 421. Research and Evaluation Methods. 3 Credits.
Introduction to the recreation, parks and leisure services profession. Prerequisites: RTS 322 and senior standing in the RTS or RHS major.

RTS 442. Recreation Administration. 3 Credits.
An examination of theories and principles of administration for recreation services.

RTS 494. Directed Studies in Recreation and Leisure Services. 1-4 Credits.
An in-depth study in a subject area selected by the student under tutorial supervision. Prerequisites: Consent of instructor.

RTS 497. Internship in Recreation Tourism Studies. 4-12 Credits.
Development of professional skills by working directly with established tourism, recreation and human services organizations under the supervision of approved professionals and faculty. Prerequisite: Recreation and Tourism Studies majors only.

Rehabilitation and Human Services (RHS)

http://www.und.edu

Perry (Program Coordinator)

People with disabilities are experiencing greater community integration in our society than ever before. Enhancing the integration and promoting the full acceptance and empowerment of these individuals is central to the mission of the Rehabilitation and Human Services program. This interdisciplinary program prepares students for a wide variety of rehabilitation-related careers in which they will have the opportunity to advance the maximum level of social and economic independence of persons with physical, intellectual, learning, and psychiatric disabilities.

The program offers a Bachelor of Science degree in Rehabilitation and Human Services. In addition, a minor in Rehabilitation and Human Services is offered. These programs are administered by the Department of Counseling Psychology and Community Services, which is part of the College of Education and Human Development.

Students may apply for admission to the Rehabilitation and Human Services major at any time after the completion of 45 semester credits (including RHS 250 Contemporary Issues in Rehabilitation). An overall GPA of 2.5, completion of 40 hours of rehabilitation-related volunteer work, and a written statement of interest in professional rehabilitation practice are also required for admission. Students interested in applying for admission should contact the program coordinator.

To encourage students who are majoring in Rehabilitation and Human Services to extend their studies to include a graduate degree, the Department of Counseling Psychology and Community Services (CPCS) offers a Combined Program in Counseling with a Rehabilitation Emphasis. The Combined Program allows students to earn a bachelor’s degree in Rehabilitation and Human Services and a master’s degree in Counseling with a Rehabilitation Emphasis in approximately five years. This would be a year less than is typically required to complete these degrees separately. Please see Counseling Psychology and Community Services (p. 317) in the Graduate section of the catalog.

College of Education and Human Development

B.S. in Rehabilitation and Human Services

Required 125 credits which must include the following:

I. Essential Studies Requirements (see University ES listing).

II. College of Education and Human Development requirements (see EHD listing).

III. Core Curriculum (36 credits):

- COUN 250 Dialogue on U.S. Diversity 3
- RHS 200 Helping Skills in Community Services 3
- RHS 250 Contemporary Issues in Rehabilitation 3
- RHS 350 Overview of Disabilities 3
- RHS 450 Vocational Assessment and Job Acquisition 3
- RHS 455 Rehabilitation Process 3
- RHS 493 Senior Capstone Seminar 3
- RHS 497 Internship in Rehabilitation 9

Any Research Methods Class, e.g.: 3

- SOC 323 Sociological Research Methods 3
- or PSYC 303 Research Methods in Psychology

Any Statistics Course, e.g.: 3

- SOC 326 Sociological Statistics 3
- or PSYC 241 Introduction to Statistics

Total Credits 36

IV. Extra Departmental Requirements (13 credits):

- PSYC 250 Developmental Psychology 4
- PSYC 270 Abnormal Psychology 3
- PSYC 360 Introduction to Personality 3
- SOC 361 Social Psychology 3

Total Credits 13

V. At Least One Concentration from the Following (10 credits):

Substance Abuse
Select four of the following: 10

- SWK 315 Substance Use and Abuse
- T&L 350 Development and Education of the Adolescent
- RTS 201 Recreation and Society
- RTS 260 Inclusion in Recreation Settings

Total Credits 10
II. Elective Courses (5 credits from the following):

- RHS 375 Community Living Topics
- RTS 201 Recreation and Society
- RTS 260 Inclusion in Recreation Settings
- PSYC 270 Abnormal Psychology
- PSYC 360 Introduction to Personality
- T&L 319 Inclusive Strategies

Other courses as approved by Program Coordinator

### Mental Health

Select four of the following: 10

- RHS 350 Overview of Disabilities
- RTS 201 Recreation and Society
- RTS 260 Inclusion in Recreation Settings
- PSYC 355 Adulthood and Aging
- SOC 352 Aging

Other courses as approved by Program Coordinator

### Developmental Disabilities

Select four of the following: 10

- RTS 201 Recreation and Society
- RTS 260 Inclusion in Recreation Settings
- T&L 315 Education of Exceptional Students
- T&L 319 Inclusive Strategies
- CSD 101 American Sign Language I

Other courses as approved by Program Coordinator

### Other Specialty Areas

Select 10 credits from the following: 10

- Criminal Justice
- Deaf Studies
- Prosthetics and Orthotics
- Traumatic Brain Injuries
- Visual Impairments

Courses must be approved by the RHS Advisor

### Minor in Rehabilitation and Human Services (20 credits)

I. Required Courses (15 credits):

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<td>Contemporary Issues in Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>RHS 350</td>
<td>Overview of Disabilities (Select for the respective majors)</td>
<td>3</td>
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<tr>
<td>or OT 432</td>
<td>Medical Science II</td>
<td></td>
</tr>
<tr>
<td>or PT 409</td>
<td>Clinical Pathology I</td>
<td></td>
</tr>
<tr>
<td>or NURS 420</td>
<td>Interprofessional Health Care</td>
<td></td>
</tr>
<tr>
<td>RHS 450</td>
<td>Vocational Assessment and Job Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>RHS 455</td>
<td>Rehabilitation Process</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

II. Elective Courses (5 credits from the following):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 204</td>
<td>Anatomy for Paramedical Personnel</td>
<td>3</td>
</tr>
<tr>
<td>CSD 343</td>
<td>Language Development</td>
<td>3</td>
</tr>
<tr>
<td>NURS 490</td>
<td>Transcultural Health Care Theories, Research, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 270</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>RHS 200</td>
<td>Helping Skills in Community Services</td>
<td></td>
</tr>
<tr>
<td>RHS 375</td>
<td>Community Living Topics</td>
<td></td>
</tr>
<tr>
<td>RTS 260</td>
<td>Inclusion in Recreation Settings</td>
<td></td>
</tr>
</tbody>
</table>

Courses

- RHS 200. Helping Skills in Community Services. 3 Credits.
  This course provides the student with the basic knowledge and skills associated with the helping process, including interviewing skills, as practiced in a variety of community services settings. A special focus will be on the problem-solving process and interaction skills used in direct service activities with individuals. Helping skills require a knowledge of interpersonal relationships and the effective use of interpersonal behaviors. This combination of knowledge and skills will benefit any individual wanting to increase effectiveness when working with people.

- RHS 250. Contemporary Issues in Rehabilitation. 3 Credits.
  This course introduces students to the profession of rehabilitation and examines how persons with disabilities are treated in our society. Topics include: community and national rehabilitation agencies, political and social influences on rehabilitation programs, conceptualization of disability, attitude development and change, building accessible and inclusive communities, and transforming the media. Opportunities for involvement with agencies providing rehabilitation services will be provided.

- RHS 350. Overview of Disabilities. 3 Credits.
  This course provides an overview of physical and mental disabilities for rehabilitation professionals, including the medical, psychological, social, and vocational aspects of specific disabilities. Medical terminology, etiology, treatment, interventions, and prognosis of various disabilities will be presented. Prerequisite: RHS 250 or consent of instructor.

- RHS 375. Community Living Topics. 3 Credits.
  This course provides an introduction to independent living for special populations, such as individuals with physical disabilities, developmental disabilities, or serious emotional disturbances. Topics include community-based programming, the deinstitutionalization movement, legislative issues, and the concepts of integration, inclusion, and normalization. Repeatable to a maximum of 6 credits.

- RHS 450. Vocational Assessment and Job Acquisition. 3 Credits.
  Review of the basic principles of testing along with various instruments and techniques used in the assessment of persons with disabilities. Use of assessment information in the job acquisition process and the importance of work for individuals with disabilities are also addressed.

- RHS 455. Rehabilitation Process. 3 Credits.
  This course examines the history, philosophy, and ethical standards of the rehabilitation profession. Topics include the following: experiences of people with disabilities throughout history, legislation affecting persons with disabilities, public and private rehabilitation systems, case management principles, role and function of rehabilitation counselors, principles of independent living, and community resources utilized in rehabilitation programs.

- RHS 493. Senior Capstone Seminar. 3 Credits.
  This seminar is designed to integrate the rehabilitation and human services curriculum with actual rehabilitation practice while in the internship. This is accomplished through journals, written assignments, oral presentations, and seminar discussions. The philosophical and ethical base of the profession will be explored, along with the analysis of critical thinking and effective decision making skills. Prerequisite: RHS 455 or consent of instructor.

- RHS 497. Internship in Rehabilitation. 9 Credits.
  This course will allow students to apply theory to practice within the field of rehabilitation services. A 400-hour educationally-focused internship in an approved rehabilitation setting will provide an opportunity to integrate rehabilitation knowledge, values, and skills at the beginning level of professional practice. Prerequisite: RHS 455 or consent of the instructor. Corequisite: RHS 493.

- RHS 499. Special Topics. 1-3 Credits.
  Supervised instruction or research which explores topics related to rehabilitation and human services. Repeatable to 12 credits. Prerequisite: Consent of instructor.
Social Science

T. Rand, Adviser

The Social Science related fields concentration offers the student a variety of courses in Anthropology, Economics, Geography, History, Political Science, and Sociology. The program is designed to permit the student to achieve a moderate concentration in one field and complementary work in all others. Students wishing to complete a “teaching major” in Social Science should instead follow the BSEd program in Social Studies (see Department of Teaching and Learning (p. 225) listing).

College of Arts and Sciences

B.A. with Major in Social Science

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The Following Curriculum:

1. 60 credits
2. Select courses in the pattern listed below from Anthropology, Economics, Geography*, History, Political Science, and Sociology. At least 24 credits must be in Upper Level work.
3. 21 credits in one department
4. 12 credits in another department
5. 9 credits in each of the remaining departments

* For Geography courses carrying Social Science credit, see University ES listing.

Social Work (SWk)

http://www.und.edu/social-work

Barkdoll, Flanagan (BSSW Program Director), Hanson, Heitkamp (Chair), Jayasundara, Johnson, Kramer, Muhs, Nedegaard, Phillips, Quinn, Reeves, Sage, Sele and Weber

The Department of Social Work offers a Bachelor of Science in Social Work (BSSW) and a Master of Social Work (MSW) degree. The mission of the Department of Social Work is to advance knowledge and learning and to prepare competent, responsive and ethical social workers who empower vulnerable populations, promote social justice, and are committed to serving diverse populations.

The mission of the University of North Dakota Bachelor of Science in Social Work Program provides students with knowledge, values and skills for generalist social work, with an emphasis on culturally responsive practice in rural communities. The program was first accredited by the Council on Social Work Education in 1974. The goals of the program are to:

1. Build upon students’ liberal arts foundation to provide the knowledge, values and skills necessary for competent social work generalist practice.
2. Prepare students for culturally responsive practice in rural communities.
3. Prepare students for service and leadership within the community and the social work profession.
4. Prepare students for continued professional development opportunities.

Social work courses were first offered at the University of North Dakota in 1905; the social work program was formally established in 1939. The Commission on Accreditation (2012) states, “The purpose of the social work profession is to promote human and community wellbeing. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Students interested in declaring social work as a major notify the BSSW Program Director who will assign an advisor. Students will meet with their assigned advisor, who will work with the student throughout the remainder of their career at UND.

Accreditation

The Bachelor of Science in Social Work is accredited by the Council on Social Work Education.

Admission Requirements and Process

Criteria for Admission:

2. Overall GPA of 2.75
3. Grade of B or higher in SWK 255 Introduction to Social Work and SWK 257 Human Behavior and the Social Environment I
5. Completion of 45 semester hours of coursework at the end of the term in which the application is submitted.
6. Students may apply during any term including fall, spring, summer.

The application process is competitive. All factors including grade point average, strength of written materials, and volunteer experience will be given consideration in admissions decisions. The BSSW Program Director will notify the student of the decision regarding admission. Following admission, students are required to complete an assessment process.

Provisional admission may be considered when a student:

1. requests such admission;
2. is making steady progress towards meeting the admissions criteria;
3. has a workable plan for success, including a timeline for achievement; and
4. has met with the advisor. The plan must be approved by the student, the advisor and the BSSW Program Director.

Progression Through the Program and Graduation Requirements

After admission to the social work program, a student must maintain an overall GPA of 2.75, and a GPA of 2.75 in all social work courses. Students must attain a C or better in social work courses. Transfer credit for courses follows university and Council on Social Work Education (CSWE) requirements. All transfer social work courses must be from an accredited BSSW program.*

No credit is given for life experience. Students must complete the required social work courses (40 credit hours).

Field Education comprises 12 credits of BSSW students’ requirements. The Field Education placement in a human service organization is the capstone experience for BSSW students. It integrates knowledge, values and skills from completed social work courses. These courses fulfill the capstone requirement for essential studies at UND. Application dates will be published on the Social Work website each term.

Students are required to complete a background check.

* See articulation agreements for exceptions.

Licensing and Professional Organizations

All students are encouraged to participate in the Student Social Work Club. Students who qualify for Phi Alpha, the National Social Work Honor Society, will be invited to join. Students are eligible for membership in the National Association of Social Workers. Graduates are eligible to apply for licensing at the bachelors level in states that require credentialing.
Addiction Counselor Training Program
The Department of Social Work is designated as an Addiction Counselor Training Program by the North Dakota Board of Addiction Counseling Examiners. Students who successfully complete the course of study, the clinical training requirements and the licensure examination are eligible for licensing as addiction counselors in the State of North Dakota.

Students must apply for admittance into a board approved Clinical Training Program. Applications are accepted once per year on February 1, and if admitted to this competitive program, the 1,400-hour practicum begins the following Fall semester.

Students are admitted to the addiction counselor training on two levels. The first level includes social work majors (students from related disciplines may also apply) who also complete the minor in Chemical Dependency (required courses for licensing in addiction counseling, or their equivalent) and the nine-month/1,400 hour practicum in a certified addiction facility. Students must meet all requirements for a social work major in addition to the minor requirements and the addiction practicum requirement. This generally involves a five-year program of study.

The second level relates to graduate students in Counseling who must meet the required graduate program of study, the required addiction courses, and the nine-month practicum. For more complete details, please contact the Department of Social Work or the Department of Counseling Psychology and Community Services.

Second Degree Program

College of Nursing and Professional Disciplines

B.S. in Social Work

Required 125 credits (36 of which must be numbered 300 or above, 60 of which must be from a 4-year institution, and the last 30 credits at UND) including:

I. Essential Studies Requirements (see University ES listing).

II. The following curriculum.

Social Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 255</td>
<td>Introduction to Social Work</td>
<td>4</td>
</tr>
<tr>
<td>SWK 257</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 317</td>
<td>Social Work Research &amp; Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>SWK 357</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 424</td>
<td>Generalist Social Work Practice with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>SWK 434</td>
<td>Generalist Social Work Practice with Task and Treatment Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 442</td>
<td>Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>SWK 454</td>
<td>Generalist Social Work Practice with Communities and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SWK 481</td>
<td>Field Education I</td>
<td>5</td>
</tr>
<tr>
<td>SWK 482</td>
<td>Field Education Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>SWK 483</td>
<td>Field Education II</td>
<td>5</td>
</tr>
<tr>
<td>SWK 484</td>
<td>Field Education Seminar II</td>
<td>1</td>
</tr>
</tbody>
</table>

Social Work Elective

2

Liberal Arts Requirements for Social Work majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POLS 115</td>
<td>American Government I</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Social Sciences Courses (200-level or above)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Human Biology content course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Global Diversity or United States Diversity courses (cannot double count for essential studies)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 73

Courses used to fulfill the approved minor requirements may also be used to meet the above requirements whenever appropriate and applicable.

Second Degree Program

The student who has secured a bachelor’s degree in a related field and wishes to secure a bachelor’s degree in social work can complete the “Second Degree Program.” The Second Degree Program allows a student to secure a BSSW in one year. Satisfactory completion of a bachelor’s degree in a related field and prerequisites or corequisite of statistics and human biology from an accredited institution are required. Second Degree students must fulfill essential studies requirements or have the equivalent to graduate with a BSSW degree from UND.

If accepted into the Second Degree Program, the schedule to complete the undergraduate degree in one year* is as follows:

Full-Time Second Degree Schedule for BSSW (40 hours)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 255</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>SWK 257</td>
<td>Human Behavior and the Social Environment I</td>
</tr>
<tr>
<td>SWK 317</td>
<td>Social Work Research &amp; Data Analysis</td>
</tr>
<tr>
<td>SWK 424</td>
<td>Generalist Social Work Practice with Individuals and Families</td>
</tr>
<tr>
<td>Social Work Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 357</td>
<td>Human Behavior and the Social Environment II</td>
</tr>
<tr>
<td>SWK 434</td>
<td>Generalist Social Work Practice with Task and Treatment Groups</td>
</tr>
<tr>
<td>SWK 442</td>
<td>Social Policy</td>
</tr>
<tr>
<td>SWK 454</td>
<td>Generalist Social Work Practice with Communities and Organizations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 481</td>
<td>Field Education I</td>
</tr>
<tr>
<td>SWK 482</td>
<td>Field Education Seminar I</td>
</tr>
<tr>
<td>SWK 483</td>
<td>Field Education II</td>
</tr>
<tr>
<td>SWK 484</td>
<td>Field Education Seminar II</td>
</tr>
</tbody>
</table>

Total Credits: 40

* Students needing to fulfill essential studies requirements may require a longer period to complete the Fast Track.

Elective Social Work Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 311</td>
<td>Child Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWK 312</td>
<td>Social Work and the Legal Process</td>
<td>2</td>
</tr>
<tr>
<td>SWK 313</td>
<td>Orientation to Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SWK 315</td>
<td>Substance Use and Abuse</td>
<td>2</td>
</tr>
<tr>
<td>SWK 316</td>
<td>Interprofessional Health Care</td>
<td>1</td>
</tr>
<tr>
<td>SWK 318</td>
<td>Mental Health</td>
<td>2</td>
</tr>
<tr>
<td>SWK 397</td>
<td>Cooperative Education</td>
<td>1-4</td>
</tr>
<tr>
<td>SWK 489</td>
<td>Senior Honors Thesis (repeatable to a maximum 6 credits)</td>
<td>1-3</td>
</tr>
<tr>
<td>SWK 493A</td>
<td>Special Topics (repeatable to a maximum 9 credits)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Minors

Students may also choose a minor outside the College of Nursing and Professional Disciplines and the Department of Social Work. The student should consult with the respective College and Department for course requirements for their chosen minor.
Gerontontology Minor
The interdisciplinary minor in gerontology enhances professionals’ capacity to work with older persons. It requires four courses in four disciplines. Students select another 9 credits to earn 20 credits in coursework related to gerontology.

Required:
- SWK 313 Orientation to Gerontology 3
- NURS 284 Functional Changes in Aging 2
- PSYC 355 Adulthood and Aging 3
- SOC 352 Aging 3

Select three of the following: 9
- PHIL 120 Introduction to Ethics
- IS 121 Introduction to American Indian Studies
- NUTR 240 Fundamentals of Nutrition
- PSYC 331 Behavior Modification and Therapy
- PSYC 421 Diversity Psychology
- RELS 245 Death and Dying
- RTS 260 Inclusion in Recreation Settings
- SOC 354 Medical Sociology
- SWK 257 Human Behavior and the Social Environment I
- RHS 350 Overview of Disabilities

Total Credits 20

With current approval of the student adviser and the minor coordinator up to three credit hours of departmental tutorial readings, special topics and/or research studies may be included.

Chemical Dependency Minor
Required (20 credits) including:
- PPT 410 Drugs Subject to Abuse * 2
- SOC 355 Drugs and Society 3
- SWK 315 Substance Use and Abuse * 2

Select five of the following: 13
- COUN 250 Dialogue on U.S. Diversity *
- COUN 529 Dynamics of Addiction **
- IS 311 Health and American Indian Cultures
- PPT 499 Readings in Pharmacology, Physiology and Therapeutics
- PSYC 360 Introduction to Personality *
- PSYC 270 Abnormal Psychology *
- SOC 115 Social Problems
- SOC 335 The Family *
- T&L 350 Development and Education of the Adolescent *
- COMM 301 Psychology of Communication

Total Credits 20

* Course required for licensing in addiction counseling in North Dakota.
** Student must be senior status or graduate level to enroll in this course.

Courses
SWK 255. Introduction to Social Work. 4 Credits.
An introduction to the social work profession including: the development of the profession, generalist practice, the problem solving process, the strengths perspective, social work values and ethics, levels of practice (individual, family, group, community and organization), and fields of practice; 40 hours of volunteer experience.

SWK 256. Social Welfare. 2 Credits.
SWK 481. Field Education I. 5 Credits.
Provides learning opportunities in generalist social work practice emphasizing the core competencies and demonstration of practice behaviors. Connect the theoretical and conceptual contributions of the classroom with the practical world of the internship setting. Also can be taken with SWK 483 for a one-semester block placement in an approved human service organization. Prerequisite: Admission to field program. Corequisite: SWK 482.

SWK 482. Field Education Seminar I. 1 Credit.
Integrates classroom content with actual practice. Corequisite: SWK 481.

SWK 483. Field Education II. 5 Credits.
Provides learning opportunities in generalist social work practice emphasizing the core competencies and demonstration of practice behaviors. Connect the theoretical and conceptual contributions of the classroom with the practical world of the internship setting. Prerequisite or Corequisite: SWK 481. Corequisite: SWK 484.

SWK 484. Field Education Seminar II. 1 Credit.
Integrates classroom content with actual practice. Corequisite: SWK 483.

SWK 489. Senior Honors Thesis. 1-3 Credits.
Supervised independent study culminating in a thesis. Repeatable to a maximum 6 credits.

SWK 493A. Special Topics. 1-3 Credits.
Individually or group supervised research or interdepartmental studies and seminars in social work related areas. Repeatable to a maximum 9 credits. Regular grading. Prerequisite: SWK 255 or consent of instructor.

SWK 493B. Special Topics. 1-3 Credits.
Individually or group supervised research or interdepartmental studies and seminars in social work related areas. Repeatable to a maximum 9 credits. S-U grading.

Sociology (Soc)

http://www.arts-sciences.und.edu/sociology

Badahdah, Berg, Herbeck, Minnotte, Pedersen, Staples (Chair), Stofferahn, Tiemann and White

This department offers a major and minor in sociology. In addition, there is a graduate program leading to the M.A. The undergraduate programs in sociology are outlined below.

Graduate seminars, reading courses, and courses with eight or nine as the last digit may be repeated for credit at the discretion of the department. Some sociology background is usually necessary for upper level courses even when no specific prerequisite is listed.

College of Arts and Sciences

B.A. with a Major in Sociology

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. The following Curriculum:

33 credits, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 301</td>
<td>Basic Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 323</td>
<td>Sociological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC 326</td>
<td>Sociological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 475</td>
<td>Sociology Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Additional credits numbered 400 and above *</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Electives in Sociology</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>33</strong></td>
<td></td>
</tr>
</tbody>
</table>

* excluding SOC 475 Sociology Capstone, SOC 492 Practicum in Sociology and SOC 494 Readings in Sociology

A concentration in a single supplementary field other than sociology is required of all sociology majors. This concentration may be met in two ways:

1. a language proficiency of level IV in a modern foreign language; or
2. 20 credit hours (at least nine of which must be numbered 300 or above) in any single subject matter taught at this University.

Minor in Sociology

Required 22 credits, including:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 301</td>
<td>Basic Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 323</td>
<td>Sociological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Courses numbered 300 and above</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

Courses

SOC 110. Introduction to Sociology. 3 Credits.
An introductory analysis of the nature of society, the interrelationships of its component groups and the process whereby society persists and changes. Interpretation of human behavior from the standpoint of the group. Students wishing to earn credit from Soc 110 by means of independent study should obtain information from the University counseling center on the CLEP examinations administered there.

SOC 115. Social Problems. 3 Credits.
A sociological analysis of major social problems in America.

SOC 250. Diversity in American Society. 3 Credits.
An introductory survey of the racial, ethnic and cultural mosaic of American Society. Basic theories of intergroup relations, prejudice and discrimination are covered. Prerequisite: SOC 110.

SOC 252. Criminology. 3 Credits.
The extent and character of crime in the United States. A critical examination of the meaning and attempted explanation of crime and juvenile delinquency, with an analysis of the social processes leading to criminal behavior.

SOC 253. Juvenile Delinquency. 3 Credits.
The nature, extent, causes and treatment of delinquency. Delinquency prevention programs are explored.

SOC 301. Basic Sociological Theory. 3 Credits.
A survey of the main trends in the history of sociological thought. Basic concepts and frames of reference central to sociological theory and analysis are emphasized. Prerequisite: SOC 110.

SOC 306. Social Change. 3 Credits.
Theoretical models of socio-cultural change and stability; examination of changes occurring in American institutions and international relations; technology and social change; procedures and problems of planned change.

SOC 309. Selected Topics. 1-4 Credits.
Selected topics in sociology taught at the junior level. Repeatable to 40 credits with different topics.

SOC 323. Sociological Research Methods. 3 Credits.
A general consideration of methods involved in survey research in the social sciences.

SOC 326. Sociological Statistics. 3 Credits.
This course introduces the student to calculation and application of basic statistical techniques employed by sociologists. Prerequisite: Math 102 or any higher mathematics course.

SOC 331. Rural Sociology. 3 Credits.
A survey of the major social problems of American farming communities. The cultural background of rural life, social relations, and community organization are examined. Prerequisite: SOC 110.

SOC 332. The Family. 3 Credits.
Structure and function of the family, comparative family systems, sociology of family life stages (such as courtship, marriage, parenthood, old age), contemporary trends and problems of the family.

SOC 340. Sociology of Gender and Sex Roles. 2-4 Credits.
The implications of gender for social behavior in cross-cultural and historical perspective as well as in contemporary Western society. Prerequisite: SOC 110 or SOC 115 or SOC 250.
SOC 352. Aging. 3 Credits.
Socialization theory and its implication for the aging process.

SOC 354. Medical Sociology. 3 Credits.
Sociological analysis of health care definitions and roles, and the organization, availability and control of health care. Prerequisite: SOC 110 or SOC 115.

SOC 355. Drugs and Society. 3 Credits.
Social factors affecting use and control of self-administered psychoactive drugs, including alcohol, cigarettes, marijuana and more illicit substances. Topics include social definitions, causes, controls and consequences of drug problems.

SOC 361. Social Psychology. 3 Credits.
The study of individual behavior in its social context: how the individual acts upon the social environment, is acted upon by the environment, and interacts with other individuals. Prerequisite: SOC 110.

SOC 397. Cooperative Education. 1-6 Credits.
A practical work experience with an employer closely associated with student’s academic area. Repeatable to 12 credits.

SOC 407. Political Sociology. 3 Credits.
Sociological analysis of political and parapolitical groups; voting behavior; political socialization process; power elites, societies and systems of government; power structures.

SOC 409. Selected Topics in Sociology. 1-4 Credits.
Topics in sociology taught at the senior level. Repeatable to 4 credits with different topics.

SOC 431. Organizations and Behavior. 3 Credits.
A look at the different ways in which organizations can be conceptualized and studied. The relationships between organizational structure and individual behavior are examined. The study of the effects of environments, including other organizations, on organizational goals. The kinds of organizations studied include industrial, medical, educational and other types. Prerequisite: 6 hours of Soc or consent of instructor.

SOC 435. Racial and Ethnic Relations. 3 Credits.
A Survey of major USA racial and ethnic groups, the histories of their social encounters, and the theoretical perspectives associated with their experiences. Prerequisite: SOC 301 or SOC 250 or CJ 330.

SOC 436. Social Inequality. 3 Credits.
An examination of various forms and modes of portraying human inequality. An investigation of the role of inequality in human affairs, its measurement and significance. Prerequisite: 6 hours of Soc or consent of instructor.

SOC 437. Population. 3 Credits.
A basic consideration of formal and social demography. The determinants and consequences of population change. Prerequisite: 6 hours of Soc or consent of instructor.

SOC 450. Deviant Behavior. 3-4 Credits.
This course examines the nature, types and societal reactions to deviant behavior; special emphasis on the process of social typing, regulation of deviance, deviant subcultures, and identities. Prerequisite: 6 hours of Soc or consent of instructor.

SOC 475. Sociology Capstone. 3 Credits.
This course is a culminating experience for Sociology majors. Building on work in the major, students write an empirical research paper and present their findings to the Department, Soc 110, Soc 301, Soc 323, Soc 326 and second semester junior standing are the prerequisites.

SOC 489. Senior Honors Thesis. 1-15 Credits.
Supervised independent study culminating in a thesis. Total not to exceed fifteen credits. Prerequisite: Consent of department and approval of the Honors Committee.

SOC 492. Practicum in Sociology. 3 Credits.
Students enrolled in this practicum will be assigned to work on research under the direction of one or more faculty. The practicum is designed to provide directed research experience for those enrolled. Repeatable for a maximum of 6 credits. Prerequisites: SOC 301, SOC 323, SOC 326, and at least junior status.

SOC 494. Readings in Sociology. 1-5 Credits.
Designed for students who want instruction in subjects not covered adequately in usual course offerings. Specific arrangements must be made with the instructor prior to registration. Repeatable to 20 credits. Prerequisite: Consent of instructor.

Space Studies (SpSt)
http://www.space.edu/
Casler, de Leon, Fevig, Fieber-Beyer, Gaffey, Hardersen, Rygalov, Seelan (Chair) and Whalen
A minor in Space Studies is available to introduce students to the research, development, and operation of a wide array of space ventures. The multidisciplinary nature of space activity immediately becomes evident, allowing the student to correlate the space experience with areas in a major field of study. Political, legal, and scientific aspects are dealt with extensively, and key technologies are introduced.

John D. Odegard School of Aerospace Sciences

Minor in Space Studies

Required 20 credits, including:

SPST 200   Introduction to Space Studies   3

Remaining credits from:

SPST 220   Space Science and Exploration   3
SPST 270   History of the Space Age   3
SPST 300   The Case for Space   3
SPST 310   Introduction to Dinosaurs   3
SPST 360   NASA   3
SPST 405   Space Mission Design   3
SPST 406   3
SPST 407   3
SPST 408   3
SPST 410   Life Support Systems   3
SPST 425   Observational Astronomy   3
SPST 430   Earth System Science   3
SPST 435   Global Change   3
SPST 441   3
SPST 450   International Space Programs   3
SPST 460   Life in the Universe   3
SPST 470   Special Topics in Space Studies   1-3
SPST 480   Readings in Space Studies   1-3
SPST 491   Independent Study   2

Up to a maximum of 6 credits may also be obtained from the following:

AVIT 403   Aerospace Law   3
GEOG 374 & 374L   Environmental Remote Sensing and Environmental Remote Sensing Laboratory   3
GEOG 475   Digital Image Processing   3
PHYS 460   Introduction to Astrophysics   3
PHYS 461   Introduction to Astrophysics II   3

Total Credits 70-74

Courses

SPST 200. Introduction to Space Studies. 3 Credits.
An introduction to a range of topics in space studies including: an overview of planetary science, stellar evolution and the history of the universe; a brief view of the history of national and international activities, an examination of the fundamentals of space flight and human activity in space, a review of some current problems and issues in the space arena, and a projection of the future course of space activities in the coming decades. This is a required course for an undergraduate minor in space studies.
SPST 220. Space Science and Exploration. 3 Credits.
Revolutionary advances that have occurred in astronomy, the earth sciences and planetary science as a result of our entry into space. This course surveys the manned and robotic space missions which have gathered data for this new view of the Universe. The course introduces current concepts in cosmological theory as well as an overview of planetary evolution, solar system dynamical processes and physical characteristics of the planets. Prerequisite: SPST 200.

SPST 270. History of the Space Age. 3 Credits.
This course introduces students to the history of human endeavors in space. These include the development of rocketry, the influence of amateur societies and science fiction, the military development of ballistic missiles, and human and robotic spacecraft. Prerequisite: SPST 200 or Hist 102 or HIST 104.

SPST 300. The Case for Space. 3 Credits.
This is a multidisciplinary course that will examine the rationales for a wide variety of space exploration and development activities. Topics will include human space flight, space science missions, military and commercial space activities, space resource utilization, and the benefits and problems that society derives from these activities. The socioeconomic, socio-political and multi-cultural impact of space activities—nationally and globally—will be discussed and debated with the goal of providing students with a broad perspective of the varying effects of space activities on modern society. Prerequisite: SPST 200.

SPST 310. Introduction to Dinosaurs. 3 Credits.
This course provides a broad introduction to dinosaurs and an examination of the extraterrestrial life that appears to have led to their extinction, and which thus redirected the evolution of life on Earth. Each of the major dinosaur groups (theropods such as T. rex, sauropods such as Brontosaurus (Apatosaurus), duckbills, armored dinosaurs such as Stegosaurus, horned dinosaurs such as Triceratops, etc.) is examined as well as their cousins in the air (pterosaurs) and sea (ichthyosaurs plesiosaurs). The course reviews our current models of their origin, evolution, lifestyles, diet, reproductive behavior, and physiology. We examine the data and reasoning that leads to and updates these models. The course also places the dinosaurs in the context of Earth as a geologically evolving planet. The various theories for the dinosaur extinction will be outlined and evaluated. Learning tools include videos (both scientific and popular), dinosaur fossils, and scale models.

SPST 360. NASA. 3 Credits.
An examination of the National Aeronautics and Space Administration (NASA). NASA was formed in 1958 out of the existing National Advisory Committee on Aeronautics (NACA) and elements from the Army and Navy -- but not the Air Force -- space programs. This course will examine the technologies, the history and the politics involved in each of the NASA elements -- including the one "new" center not inherited from earlier organizations: the Johnson Space Center in Houston. The course will conclude with a picture of NASA today. Prerequisite: SPST 200 or consent of instructor.

SPST 405. Space Mission Design. 3 Credits.
A team design project to develop the requirements for a space mission. The specific mission will vary from time to time. Design teams will work on selected portions of the mission. Accompanying lectures will provide background material. Prerequisite: SPST 200.

SPST 410. Life Support Systems. 3 Credits.
A review of the physiological effects of living in space including a discussion of current and near-term life support systems equipment for the provision of oxygen, water, food, and radiation protection. In addition, a review will be made of the issues associated with the development of fully closed ecological life-support systems that will be essential to the long-term development of space. Prerequisite: SPST 200.

SPST 425. Observational Astronomy. 3 Credits.
This course provides an introduction to observational astronomy and includes three segments: basic observing techniques and astronomical equipment (telescopes, CCDs); visual observing and the characteristics of the night sky; astrometric and photometric observing, data reduction, and interpretations; and image processing and color imaging techniques. Students will learn to operate a remotely controllable Internet telescope and CCD camera. A broadband Internet connection is recommended. Night observing is required. Course fee. Prerequisite: PHYS 110.

SPST 430. Earth System Science. 3 Credits.
This course begins with a review of the physical sciences of geology, meteorology and oceanography to examine the coupled interactions between the land, atmosphere and oceans. Particular emphasis is placed on remote sensing techniques for global monitoring of biogeochemical processes. The role of human activities on Earth processes and the consequences of global environmental changes are discussed. The growing use of space-based data sets and the implications of Earth Observing System technologies, including research goals and hardware requirements, are examined. Prerequisite: SPST 200.

SPST 435. Global Change. 3 Credits.
The current human population represents something unprecedented in the history of the world. Never before has one species had such a great impact on the environment in such a short time and continued to increase at such a rapid rate. Human activities are therefore significantly influencing the Earth’s environment in many ways in addition to greenhouse gas emissions and climate change. Anthropogenic changes to Earth’s land surfaces, oceans, coasts, and atmosphere and to biological diversity, the water cycle and biogeochemical cycles are clearly identifiable beyond natural variability. This course investigates the many facets of global change issues, and attempts to provide an up-to-date introduction to the study of the Earth’s environment.

SPST 450. International Space Programs. 3 Credits.
This course will introduce students to the major governmental space programs around the world. The history, activities and future directions of the Russian/Soviet, European/ESA, Chinese, Japanese and other space programs will be explored. International collaborations between the various programs will also be studied. Prerequisite: SPST 200.

SPST 460. Life in the Universe. 3 Credits.
This course examines the evolution of the universe from its origin to the present: cosmological evolution, chemical evolution, planetary evolution, biological evolution, and cultural evolution. The possibility of life in the universe elsewhere than Earth is considered. Human changes to the Earth are placed within this context. Prerequisite: SPST 200.

SPST 470. Special Topics in Space Studies. 1-3 Credits.
Lecture, discussion and readings on specific topics of current interest. May be repeated for credit if topic is different up to a total of 6 credits. Prerequisite: SPST 200.

SPST 480. Readings in Space Studies. 1-3 Credits.
Directed student readings designed to develop advanced knowledge in a specific area. A written report is required. May be repeated for a total of six credits. Prerequisite: SPST 200 or consent of instructor.

SPST 491. Independent Study. 2 Credits.
An independent study project culminating in a paper on an approved topic in Space Studies. Requires regular meetings with the instructor. Prerequisite: SPST 200, senior standing, 15 hours of Space Studies, and consent of instructor are the prerequisites.

Teaching and Learning (T&L)
http://www.und.edu/dept/tl/

Baker (Chair), Barrentine, Beck, Holen, Chalmers, Chiasson, Combs, Gallo, Gourneau, Grabe, Guy, Helgeson, Holdman, Hung, Ingwelson, Keengwe, Lee, Mahar, Olsen, Olson, Onchhuri, Ozaki, Pearson, Salyers, Shafier, Smart, Terras, Van Eck, Walker, Yearwood and Zidon
and secondary schools. Students are encouraged to assume initiative and independence in their learning while developing personal and professional commitments and competence. To help meet this expectation, programs in the Department provide for personalized learning. The Department is particularly committed to active community participation in the formation of goals and policy at all levels of education, including Native American communities in their efforts to improve education and to classroom teachers committed to continuing their personal and professional learning.

Teacher education programs at the University of North Dakota are approved by the State of North Dakota Education Standards and Practice Board (ESPB) and accredited by the National Council for the Accreditation of Teacher Education (NCATE) and are in compliance with Title II, Higher Education Act reporting procedures. The University is accredited by the North Central Association.

**Degree Programs**

The Department offers degree programs at the undergraduate level in the preparation of early childhood, elementary, middle and secondary school teachers. Students studying elementary education are also able to pursue specialized study resulting in a double major in elementary education or middle level education. Candidates interested in teaching at the secondary level pursue concentrated studies in the disciplines in which they desire to teach in addition to the professional education sequence leading to licensure. The Bachelor of Science in Education or the Bachelor of Science in Arts are all degree options, depending upon the field of study. At the present time, the following licensure areas are available:

- Biology
- Chemistry
- English
- Fisheries and Wildlife Biology
- French
- Geography
- Geology/Earth Science
- German
- History
- Mathematics
- Physics
- Science
- Social Studies
- Spanish
- Visual Arts

The appropriate sequences of courses and experiences for these majors are outlined under the specific departments offering the majors. Kindergarten through grade 12 majors are also available in music and physical education.

All teacher licensure programs require program admission. Please refer to the College of Education and Human Development (p. 483) website for information regarding admission to teacher education, graduation and teacher licensure requirements, and other requirements of teacher education students.

**Student Teaching Requirements**

Acceptance for student teaching requires that candidates in all majors, which include Early Childhood Education, Elementary Education, and in Middle Level Education have a minimum cumulative GPA of 3.0 in Teaching and Learning coursework, satisfactorily complete a field experience, present a minimum overall GPA of 2.75 based on at least 76 credit hours of work, and are recommended by the faculty in their area(s) of student teaching.

Admission to student teaching in Secondary Education and K-12 programs (Art, Music, and Physical Education) requires that the candidates have completed or are enrolled in all courses of the major and the professional education programs, have an overall GPA of at least 2.75, have a minimum GPA of 2.75 in the content major completed at the time of application, have a minimum GPA of 3.0 in Teaching and Learning coursework, and are recommended by the Teaching and Learning faculty and the student’s adviser(s). In addition, candidates in all majors requiring the Praxis II exam for licensure must take the appropriate exam(s) prior to student teaching.

**Secondary Education**

Through a partnership with departments in the College of Arts and Sciences, candidates may seek secondary licensure in several areas. Requirements may vary depending upon the field of study, so candidates are advised to keep in close and regular contact with academic advisers from both Teaching and Learning and their academic discipline. Secondary education degrees are offered in science and social studies. Teacher licensure is also available in a number of disciplines upon completion of a bachelor’s degree in a related field in addition to the professional educational course sequence through the Department of Teaching and Learning. The following professional education sequence is required for most areas of licensure:

**Secondary Education Licensure Preparation Sequence**

Course Sequence (33 credits minimum):

<table>
<thead>
<tr>
<th>Pre-admission:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T&amp;L 250</strong></td>
<td>Introduction to Education</td>
</tr>
<tr>
<td><strong>T&amp;L 319</strong></td>
<td>Inclusive Strategies</td>
</tr>
</tbody>
</table>

Admission to Teacher Education is required for enrollment in all of the following courses:

| **T&L 339** | Technology for Teachers | 2 |
| **T&L 345** | Curriculum Development and Instruction | 3 |
| **T&L 350** | Development and Education of the Adolescent | 3 |
| **T&L 386** | Field Experience | 1 |
| **T&L 400** | Methods and Materials | 3 |
| **T&L 432** | Classroom Management | 3 |
| **T&L 433** | Multicultural Education | 3 |
| **T&L 486** | Field Experience | 1-4 |
| **T&L 495** | Independent Study * | 1-2 |
| **T&L 487** | Student Teaching ** | 13 |
| **T&L 488** | Senior Seminar *** | 1 |
| **T&L 489** | Senior Capstone: Responsive Teaching **** | 3 |

**Total Credits** | 37-41 |

* Optional
** To be accepted for student teaching, applicants must have a 2.75 GPA in their major and a 2.75 GPA overall in all coursework completed up to the time of application. Majors that require varied professional experiences complete 10 credits of student teaching. Students may enroll in several student teaching experiences to total 16 credits.
*** Students enrolled in a discipline specific Senior Seminar need not enroll in T&L 488 Senior Seminar.
**** Students enrolled in a discipline outside of the Department of Teaching & Learning AND taking a capstone from another department, need not enroll in T&L 489 Senior Capstone: Responsive Teaching.

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**B.S. ED. with Major in Elementary Education**

B.S. ED. with Major in Science

**B.S. ED. with Composite Major in Social Studies**

**B.S. ED. with Major in Early Childhood Education**

Required 125 credits (36 of which must be numbered 300 or above, and 60 which must be from a 4-year institution). Please see an Early Childhood academic adviser for the most accurate program planning.

I. Essential Studies Graduation Requirements (see University ES listing).

II. EHD General Graduation Requirements (see EHD listing).

A. Students admitted Fall 2008 and after are required to take the following:
Communications — 9 credits

- ENGL 110 College Composition I 3
- ENGL 120 College Composition II 3
- or ENGL 125 Technical and Business Writing 3
- COMM 110 Fundamentals of Public Speaking 3

Total Credits 9

Social Sciences — 9 credits

From 2 departments, including T&L 252 Child Development (required)

Arts and Humanities — 9 credits

From 2 departments, including FA 150 Introduction to the Fine Arts (required)

Math, Science, Technology — 9 credits

Must be taken in at least 3 departments, must include 2 science courses with corresponding labs.

III. The following Early Childhood Education curriculum:

T&L 252 Child Development 3
T&L 250 Introduction to Education 3
T&L 310 Introduction to Early Childhood Education 3
T&L 311 Observing and Assessing Children 3
T&L 313 Language Development and Emerging Literacy 3

Total Credits 9

...and cannot be applied towards Essential Studies graduation requirements.

Additionally, students must take a science course in the following four science areas: physical, biological, earth, and space studies. This coursework may be selected from the Essential Studies course list or from T&L 400-level science courses. Note that T&L science courses count as elective courses in the major and cannot be applied towards Essential Studies graduation requirements.

IV. Minor or Specialty Area:

Each student must have a minor or specialty area consisting of 20 credits. Two courses or a maximum of six credits may be transferred from your minor or specialty area. Select from: Anthropology, Art, Bilingual Education/ESL, Early Childhood Education, Economics, English, Essential Studies to your minor or specialty area. Select from: Anthropology, Art, Bilingual Education/ESL, Early Childhood Education, Economics, English, Fine Arts, Foreign Language, Geography, History, Indian Studies, Kindergarten Endorsement, Literacy Education, Mathematics, Middle School, Music, Physical Education, Political Science, Psychology, Science, Social Studies, Sociology, Special Education, Technology Education or Visual Arts.

V. Introductory Courses:

T&L 250 Introduction to Education 3
T&L 315 Education of Exceptional Students 3

Total Credits 6

VI. Post Admission Courses:

MATH 277 Mathematics for Elementary School Teachers 3

Select one of the following:

- T&L 328 Survey of Children’s Literature 3
- T&L 329 Young Adult Literature 3
- T&L 335 Technology for Teachers 3
- ART 460 Methods, Materials and Philosophy: Art in the Elementary Classroom 3
- MUSC 442 Music for Elementary School Teachers 3
- MUSC 443 Music Methods and Materials for Elementary School Teachers 3
- MUSC 449 Music Education Special Topics 3
- KIN 305 Health/Physical Education for Early Childhood and Elementary Education Teachers 3
- T&L 432 Classroom Management 3
- T&L 433 Multicultural Education 3
- T&L 417 Writing & Language Arts Methods 2

Total Credits 28

B.S. ED. with Major in Elementary Education

Required 125 credits (36 of which must be numbered 300 or above, and 60 which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).
II. EHD General Graduation Requirements (see EHD listing).
III. The Following Curriculum:

TEAM (Taken as a block of courses)
Undergraduate Academic Information

T&L 410 Teaching Reading in the Elementary School Classroom (TEAM) 3
T&L 430 Social Studies in the Elementary School (Team) 3
T&L 440 Mathematics in Elementary School (Team) 3
T&L 470 Science in the Elementary School (TEAM) 3
T&L 486 Field Experience 2
Total Credits 14

VIII. Student Teaching and Related Courses:
T&L 487 Student Teaching 13
T&L 488 Senior Seminar 1
T&L 489 Senior Capstone: Responsive Teaching 3

English Language Learner or Bilingual Education Endorsement
Students who complete the courses listed below will be eligible for North Dakota endorsement in English Language Learner (ELL) or Bilingual Education. Students must be certified to teach in Elementary, Middle Level or Secondary classrooms.

T&L 415 Language and Literacy Development of English Language Learners 3
T&L 433 Multicultural Education 3
T&L 486 Field Experience 1-4
ENGL 209 Introduction to Linguistics 3
ENGL 309 Modern Grammar 3
ENGL 370 Language and Culture 3
ENGL 418 Second Language Acquisition 3
ENGL 419 Teaching English as a Second Language 3

The bilingual education endorsement requires proficiency in the language of instruction. These requirements may be impacted by change at the federal and state level.

B.S.ED. with Double Major in Elementary Education and a Major in Early Childhood
Required 125 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:
I. Essential Studies Graduation Requirements (see ES listing).
II. EHD General Graduation Requirements (see EHD listing).
III. Elementary Education Curriculum as listed above.
IV. The following Early Childhood Education Curriculum:
T&L 250 Introduction to Education 3
T&L 286 Field Experience 1
T&L 310 Introduction to Early Childhood Education 3
T&L 311 Observing and Assessing Children 3
T&L 313 Language Development and Emerging Literacy 3
T&L 320 Infant and Toddler 3
T&L 322 Administration and Leadership in Early Childhood Education 3
T&L 333 Methods and Materials: Pre-Kindergarten 3
T&L 336 Social and Emotional Development and Guidance of Children 3
T&L 338 Home, School and Community Relations 3
T&L 443 Mathematics for Primary Grades 2
T&L 453 Methods and Materials: Kindergarten 2
T&L 456 Early Childhood Ed Seminar 1

T&L 486 Field Experience 1
T&L 487 Student Teaching 13
T&L 489 Senior Capstone: Responsive Teaching 3

One elective course which deals with communication with adults, to be selected with adviser approval.

Total credits 37-39.

Kindergarten Endorsement
Undergraduate students who wish a Kindergarten Endorsement but do not wish to complete the double major in elementary and early childhood education must take the following courses as part of 15 hours of required kindergarten coursework. In addition, they are required to student teach in a kindergarten classroom.

T&L 310 Introduction to Early Childhood Education 3
T&L 311 Observing and Assessing Children 3
T&L 313 Language Development and Emerging Literacy 3
T&L 338 Home, School and Community Relations 3
T&L 453 Methods and Materials: Kindergarten 2
T&L 486 Field Experience 1-4
T&L 487 Student Teaching 4-16

These requirements may be impacted by change at the federal and state level.

Middle Level Education
B.S.ED. with a Double Major in Elementary and a Major in Middle Level Education
Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:
I. Essential Studies Graduation Requirements (see University ES listing).
II. EHD General Graduation Requirements (see EHD listing).
III. Elementary Education Curriculum (see Elementary Education listing).
IV. The following Middle Level Education (Grades 5-8) Curriculum:
T&L 339 Technology for Teachers 2
T&L 341 Foundations of Middle Level Education 2
T&L 350 Development and Education of the Adolescent 3
T&L 409 Reading in the Content Areas 3
T&L 465 Middle Level Curriculum and Methods 5
T&L 486 Field Experience 1-4
T&L 489 Senior Capstone: Responsive Teaching 3

V. Subject Matter Areas of Concentration
Students completing a double major in Elementary and Middle Level Education must take coursework in two content areas in addition to the Elementary and Middle Level major programs of study. These programs must be planned carefully between the student and the advisor in both programs of study to ensure that the requirements for teaching in the subject areas have been met.
Examples of content areas include but are not limited to: English, mathematics, science, social studies, health, and technology education.

These requirements may be impacted by changes at the federal and state level.

Middle level advisers have lists of courses that may be recommended or required in certain areas.
In this combined major program, courses in Middle Level Education fulfill elective requirements in Elementary Education.

**B.S. ED. with Major in Middle Level Education**

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Graduation Requirements (see University ES listing).

The Integrated Studies Program is recommended.

II. EHD General Graduation Requirements (see EHD listing).

III. The following Middle Level Education (Grades 5-8) Curriculum:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 250</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 315</td>
<td>Education of Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 339</td>
<td>Technology for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 341</td>
<td>Foundations of Middle Level Education</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 350</td>
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<td>T&amp;L 409</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 432</td>
<td>Classroom Management</td>
<td>2-3</td>
</tr>
<tr>
<td>T&amp;L 433</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 465</td>
<td>Middle Level Curriculum and Methods</td>
<td>5</td>
</tr>
<tr>
<td>T&amp;L 486</td>
<td>Field Experience</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Admission to teacher education is required for enrollment in all of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 487</td>
<td>Student Teaching</td>
<td>13</td>
</tr>
<tr>
<td>T&amp;L 488</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>T&amp;L 489</td>
<td>Senior Capstone: Responsive Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>


Requires 24 credits in each area of concentration: see the middle level adviser for required coursework.

In order to be considered a highly qualified teacher at the Middle Level, candidates must take coursework in two content areas in addition to the Middle Level major program of study. This program must be planned carefully between the student and the middle school advisor to ensure that the requirements for teaching in the subject areas have been met. Examples of content areas include but are not limited to: English, mathematics, science, social studies, health, and technology education.

*These requirements may be impacted by changes at the federal and state level.

**B.S.ED. with Major in Science**

Required 146 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Graduation Requirements (see University ES listing).

II. EHD General Graduation Requirements (see EHD listing).

III. The following Science Curriculum:

A. Minimum of 24 semester hours in ONE of the four science areas (biology, chemistry, physics or earth science) through completion of a minor (24)

B. Minimum of 12 semester hours in your choice of each of two other areas as follows, plus a minimum of four semester hours in the fourth area (28)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>T&amp;L 250</td>
<td>Introduction to Education</td>
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<tr>
<td>T&amp;L 315</td>
<td>Education of Exceptional Students</td>
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</tr>
<tr>
<td>T&amp;L 339</td>
<td>Technology for Teachers</td>
<td>2</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 150L</td>
<td>and General Biology I Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL 151</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 151L</td>
<td>and General Biology II Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL 312</td>
<td>Evolution &amp; Genetics</td>
<td>8</td>
</tr>
<tr>
<td>&amp; BIOL 315</td>
<td>and Genetics</td>
<td></td>
</tr>
<tr>
<td>or BIOL 332</td>
<td>General Ecology</td>
<td></td>
</tr>
<tr>
<td>&amp; 332L</td>
<td>and Gen Ecology Lab</td>
<td></td>
</tr>
<tr>
<td>or BIOL 336</td>
<td>Systematic Botany</td>
<td></td>
</tr>
</tbody>
</table>

**Math (Minimum 8 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 165</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 166</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Applied Statistical Methods</td>
<td></td>
</tr>
<tr>
<td>PSYC 241</td>
<td>Introduction to Statistics</td>
<td></td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td></td>
</tr>
</tbody>
</table>

IV. In addition to the Secondary Education Licensure Preparation, B.S.Ed. Science Students must take T&L 401 School Safety Science (1 cr).

**B.S.ED. with Composite Major in Social Studies**

Required 125 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Graduation Requirements (see University ES listing).

II. EHD General Graduation Requirements (see EHD listing).

III. The Following Curriculum:
**Minor in Early Childhood Education**

21 credits including:

- T&L 310 Introduction to Early Childhood Education 3
- T&L 311 Observing and Assessing Children 3
- T&L 313 Language Development and Emerging Literacy 3

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**Minor in Middle Level Education (23 credits)**

The Middle Level minor is open to students majoring in a field which leads to teacher licensure at the elementary or secondary level.

The following Middle Level Education (Grades 5-8) Curriculum is required:

- T&L 315 Education of Exceptional Students 3
- T&L 339 Technology for Teachers 3
- T&L 341 Foundations of Middle Level Education 3
- T&L 350 Development and Education of the Adolescent 3
- T&L 409 Reading in the Content Areas 3
- T&L 433 Multicultural Education 3
- T&L 465 Middle Level Curriculum and Methods 5
- T&L 486 Field Experience 1-4
- T&L 489 Senior Capstone: Responsive Teaching 3

Total Credits 25-28

Students completing the Middle Level minor with a major in Elementary Education have exceeded the endorsement requirement for a highly qualified teacher (grade 7 or 8). Although, Elementary Education majors with a Middle Level minor will need to complete a major equivalence in a core academic subject. Students are encouraged to meet with the middle school adviser to ensure that the requirements for teaching in the middle school have been met.

Students completing the Middle School minor with a major in a Secondary Education academic area will be considered highly qualified in that core content area.

* These requirements may be impacted by changes at the federal and state level.

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**Minor in Literacy Education (20 credits)**

The Literacy Education minor is open to students majoring in a field which leads to teacher certification at the early childhood, elementary, middle or secondary level. Students must be admitted to the Teacher Education program. Students from related disciplines such as Communication Science and Disorders may also be admitted. The program consists of 20 credits, which includes required and elective courses.

Students who complete the Literacy Education minor are eligible to apply for the North Dakota Reading Credential, which enables teachers to work as reading specialists at one of the following levels in North Dakota: K-6 (Elem or Elem/EC double majors), 5-8 (Elem and Secondary with MLE minor or MLE major), 7-12 (Generalist Credential for English, Social Studies or Science majors). NOTE: In North Dakota there is no Early Childhood Reading Credential. The coursework meets the requirements for the North Dakota Reading Credential.

Note: All courses completed for the minor must be taken in addition to those taken for the major. It is recommended that all students pursuing this minor complete T&L 335 Understanding Readers and Writers early in the course sequence as it is a prerequisite for more advanced reading courses.

Required Courses for the Elementary Education Major and Early Childhood/Elementary Education Double Major:

- T&L 319 Inclusive Strategies (Fall & Spring) 3
- T&L 409 Reading in the Content Areas (Spring) 3
- T&L 413 Assessing and Correcting Reading Difficulties (Summer) 2
- T&L 414 Corrective Reading Practicum (Summer) 2

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**Footnotes**

Note: To teach any one of the electives in North Dakota requires 6 credits in the subject.
T&L 415 Language and Literacy Development of English Language Learners (Spring) 3
T&L 313 Language Development and Emerging Literacy (Fall) 7
T&L 411 Primary Reading and Language Arts (Fall & Spring - Elementary only) 7
T&L 416 Adolescent Literacy Development (Fall) 7
T&L 486 Field Experience (in Literacy or ESL) 7
T&L 329 Young Adult Literature 7
or ENGL 359 Young Adult Literature 7

Total Credits 20

* cannot double count courses taken for your major

Required Courses for the Middle Level Major, Elementary Education/Middle Level Double Major and Secondary Education Major:

T&L 319 Inclusive Strategies (Fall & Spring) * 3
T&L 335 Understanding Readers and Writers (Fall & Spring - not for Elementary) 3
T&L 409 Reading in the Content Areas (Spring) 3
T&L 413 Assessing and Correcting Reading Difficulties (Summer) 2
T&L 414 Corrective Reading Practicum (Summer) 2
T&L 415 Language and Literacy Development of English Language Learners (Spring) 3
T&L 416 Adolescent Literacy Development (Fall - not for Secondary Engl) 3
T&L 417 Writing & Language Arts Methods (Fall, Spring) * 2

Select up to three of the following: ** 2-7

T&L 313 Language Development and Emerging Literacy (Fall) 7
T&L 411 Primary Reading and Language Arts (Fall, Spring) 7
T&L 486 Field Experience (in Literacy or ESL) 7
T&L 329 Young Adult Literature 7
or ENGL 359 Young Adult Literature 7

Total Credits 23-28

* May not count towards minor if taken for major.
** Cannot double count courses taken for your major.

Minor in Special Education (20 credits)

The following courses are required for a minor and should come before any subsequent courses:

T&L 315 Education of Exceptional Students 3
T&L 319 Inclusive Strategies 3
T&L 423 Assessment Program Planning/Special Needs Students 3

For the minor, a minimum of 11 credits may be taken from several groups of courses which are described on the Special Education website available at www.und.edu/dept/tl/specedu/. In order to obtain teaching credentials in special education, students will need to complete additional coursework. Detailed descriptions of all programs and courses leading to the credentials, including prerequisites and course sequences are available on the Special Education website.

Courses

T&L 250. Introduction to Education. 3 Credits.
This course is designed for students exploring the profession of teaching in early childhood, elementary, middle, or secondary schools. It is an introduction to the study of education that explores the foundations of education, how learners differ, and the social and political contexts of schools. Students complete a classroom field experience, explore related literature, and participate in role-playing, simulations, and peer-teaching. This course also introduces students to both the INTASC Principles, which guide our preparation of teachers, and to the Senior Capstone Experience. Prerequisite is 30 completed credits.

T&L 252. Child Development. 3 Credits.
Study of the growth and developmental process through adolescence. A basis for understanding basic needs of the normal child and means of meeting them in the child's home and community environment.

T&L 286. Field Experience. 1 Credit.
Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university or community setting approved by the program area. S/U grading. Prerequisite: Consent of instructor.

T&L 310. Introduction to Early Childhood Education. 3 Credits.
An overview of the early childhood education field, including an introduction to its historical roots; current theories, program models and issues; curriculum development; and typical and atypical development of young children. There will be a minimum of six hours of observation and/or activities in the field.

T&L 311. Observing and Assessing Children. 3 Credits.
This course acquaints the student with a variety of ways of observing, recording, and analyzing the behavior and development of children. Assessment of children will be analyzed by looking at a variety of assessment activities that can be done with children. There will be a minimum of eight hours of field experience. Prerequisites: Admission to Teacher Education Program and TL 310.

T&L 313. Language Development and Emerging Literacy. 3 Credits.
This course examines both typical and atypical development of language and thought in children ages birth-8. Children’s emergent literacy is studied within the context of language development. There will be a minimum of eight hours of field experience. Admission to the Teacher Education program is a prerequisite.

T&L 315. Education of Exceptional Students. 3 Credits.
An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children. A field exercise is part of this course.

T&L 319. Inclusive Strategies. 3 Credits.
An introductory course dealing with the etiology of conditions and the characteristics affecting individuals with emotional disturbance, learning disabilities, and cognitive/developmental disabilities within the general education classroom. Instructional approaches and service delivery models within the general education classroom will also be explored.

T&L 320. Infant and Toddler. 3 Credits.
This course is a study of the child’s growth and development from birth to 36 months. It will give the student a basis for understanding normal developmental needs of children and means of meeting them in the children’s home and community environments. Prerequisite: TL 252 or PSYC 250 or permission of instructor.

T&L 322. Administration and Leadership in Early Childhood Education. 3 Credits.
An investigation of patterns of administration, curriculum organization, spatial resources, and staffing in early childhood settings, serving children 0-8 years old. Topics include federal and state laws and emerging trends in preschool and primary education in the state, region, and nation. Sixteen (16) hours of field experience. Admission to the Teacher Education program is the prerequisite.

T&L 325. Survey of Children’s Literature. 3 Credits.
Students survey the broad range of literature written for children. Emphasis is placed on gaining familiarity with the multicultural aspects of literature, understanding the distinguishing characteristics of genre, developing visual literacy with respect to illustration, and acquiring the ability to evaluate literature, as well as its use, with an understanding of children’s developmental needs. Admission to the Teacher Education program is a prerequisite.
T&L 329. Young Adult Literature. 3 Credits.
Discussion and critical evaluation of contemporary literature, both adolescent and adult, which is of interest to young adults, with an emphasis on fiction, drama, poetry, essays, and biographies.

T&L 333. Methods and Materials: Pre-Kindergarten. 3 Credits.
Exploration of curriculum, methods and materials for use in pre-kindergarten educational settings. Includes selection of materials, creative environments, and planning for the individual needs of children within a group setting. Prerequisite: TL 310 and admission to the Teacher Education program. Corequisite: TL 486.

T&L 335. Understanding Readers and Writers. 3 Credits.
This foundational course explores the developmental nature of literacy learning, the reading and writing processes, and the conditions for successful literacy learning. Holistic methods for assessing literacy are studied to understand individual language learners. Admission to the Teacher Education program is a prerequisite.

T&L 336. Social and Emotional Development and Guidance of Children. 3 Credits.
This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. The course will also focus on child guidance and behavior issues affecting classroom climate.

T&L 338. Home, School and Community Relations. 3 Credits.
The course is an exploration of home school relations. The content will include history, parental involvement in schools, parent-teacher conferences, home visits, parent programs, and resources for parents.

T&L 339. Technology for Teachers. 2 Credits.
Students will demonstrate a sound understanding of technology concepts and operations that not only support classroom curriculum but provide an avenue for continuing professional development. Students will learn to apply technology to facilitate a variety of effective assessment and evaluation strategies. The class will help students understand the social, ethical, legal and human issues that surround the use of technology in PK-12 schools. Prerequisite: Admission to the Teacher Education program.

T&L 341. Foundations of Middle Level Education. 2 Credits.
This course promotes understanding the needs of early adolescent students and of the interdisciplinary, collaborative teaching approaches associated with the middle school philosophy. The course addresses the components of organization. Admission to the Teacher Education program is a prerequisite.

T&L 345. Curriculum Development and Instruction. 3 Credits.
A general curriculum development and instruction course designed for the undergraduate pre-service secondary teacher across all disciplines. It introduces and provides practice in planning, multiple instructional strategies, and methods of formal and informal assessment. It considers the impact of historical foundations, teaching philosophy, discipline standards, knowledge of diverse learners and special needs, and technology on curriculum development. Prerequisites: Admission to Teacher Education Program and TL 250.

T&L 350. Development and Education of the Adolescent. 3 Credits.
A comprehensive examination of the characteristics and behavior of the adolescent student with implications for curriculum and instruction in the junior/ middle and high schools. Topics covered will be transition from childhood to adolescence, including cognitive development, self-concept, physiological changes, social needs and values, and values and attitudes of adolescents. This course will provide an understanding of the wide range of differences in developmental patterns of children and the influences of economic, sociological and psychological factors in development. Prerequisites: Admission to Teacher Education Program and TL 250.

T&L 370. Differentiated Instruction. 3 Credits.
An introduction to the principles of differentiation including responsive instructional and assessment strategies, learner preferences, and the dynamics of a differentiated learning environment. Managing and organizing a differentiated approach to teaching is also presented.

T&L 386. Field Experience. 1 Credit.
Supervised tutorial or apprentice teaching, experience in an early childhood, K-12 classroom, university or community setting approved by the program area. Optional. Prerequisites: Admission to Teacher Education Program and TL 250.

T&L 390. Special Topics. 1-3 Credits.
May be repeated. Prerequisite: Admission to the Teacher Education Program.
T&L 423. Assessment Program Planning/Special Needs Students. 3 Credits.
A study of the principles and practices of: (1) obtaining diagnostic information on school-related problems of a student; (2) assimilating this information and prescribing appropriate alterations based on continuous measurement data. Prerequisites: TL 315 and TL 319.


T&L 428. Assistive Technology. 1 Credit.
An overview of the various forms of technology (e.g., communication boards, switches, software) that may be used to assist students with disabilities.

T&L 430. Social Studies in the Elementary School (Team). 3 Credits.
To understand and analyze the different modes of teaching social studies, to gain the competencies necessary for organizing a unit in the social studies, to gain an understanding of the values and multiple perspectives inherent within the various teaching strategies, to develop a preferred perspective on the ideal nature of Social Studies education. Prerequisite: Admission to the Teacher Education program; see department for approval.

T&L 432. Classroom Management. 2-3 Credits.
The purpose of this class is to study factors that influence classroom behavior and examine a variety of techniques that can be used in planning for positive classroom management. This course views classroom management from a humanistic position but does not assume a single method as the "best" approach. Students are expected to develop their own eclectic style during the course of this class. Prerequisite: Admission to the Teacher Education program.

T&L 433. Multicultural Education. 3 Credits.
This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as preparing them to teach about cultural diversity. This class examines several cultures but is particularly interested in Native Americans of North Dakota. Prerequisite: Admission to the Teacher Education program.

T&L 440. Mathematics in Elementary School (Team). 3 Credits.
Students explore how to facilitate the learning of mathematics in a constructivist environment through the use of investigations, manipulatives, technology, and holistic forms of assessment. Current trends in teaching mathematics are emphasized, with particular attention to documents created by the National Council of Teachers of Mathematics. Prerequisite: Admission to the Teacher Education program; see department for approval.

T&L 443. Mathematics for Primary Grades. 2 Credits.
Math for Primary Grades focuses on curriculum and methods for teaching mathematics in kindergarten through the third grade. Students actively engage in projects and activities that help them develop a conceptual understanding of teaching mathematics in a cooperative and constructivist environment where children view themselves as mathematicians. Emphasis is placed on the use of manipulative, problem solving activities and children’s literature in the planning and organizing of developmentally appropriate classroom activities and lessons. Prerequisite: Admission to the Teacher Education program.

T&L 444. Math for Intermediate Grades. 2 Credits.
Math for Intermediate Grades is an elective course that focuses on curriculum and methods for teaching mathematics in grades four through six. The course focuses on teaching mathematics and understanding in a cooperative environment and involves participants in projects and activities that develop conceptual understanding.

T&L 453. Methods and Materials: Kindergarten. 2 Credits.
Exploration of curriculum, methods, and materials for use in kindergarten settings. Prerequisites: Admission to Teacher Education Program and TL 310.

T&L 456. Early Childhood Ed Seminar. 1 Credit.
This seminar continues the exploration of curriculum, methods, and materials issues as they are presented in the particulars of the student teaching experience. Prerequisites: TL 333 and admission to Teacher Education Program. Corequisite: TL 487.

T&L 465. Middle Level Curriculum and Methods. 5 Credits.
This methods course takes a hands-on approach to increasing understanding and application of the various methods and strategies for teaching early adolescent students. This course addresses techniques, strategies, materials, and a content area knowledge base necessary for promoting student learning and success in a middle school setting. Prerequisite: TL 341. Corequisite: TL 486.

T&L 470. Science in the Elementary School (TEAM). 3 Credits.
A survey of teaching strategies, materials, and resources appropriate for promoting science inquiry in elementary classrooms. Prerequisite: Admission to the Teacher Education program; see department for approval.

T&L 471. Physical Science in the Elementary School. 1-4 Credits.
Hands-on approach to learning basic physical science topics such as electricity, sound, light, and force. Effective teaching strategies are also emphasized.

T&L 472. Teaching Life Science in the Elementary School. 2 Credits.
Hands-on approach to learning basic biology topics such as cells, plants, animals, and ecosystems. Effective teaching strategies are also emphasized.

T&L 473. Earth and Space Science. 1-4 Credits.
Hands-on approach to learning basic earth and space science topics such as erosion, plate tectonics, water quality, pollution, astronomy, planets, and the solar system. Effective teaching strategies are emphasized.

T&L 486. Field Experience. 1-4 Credits.
Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. Prerequisite: Admission to the Teacher Education program.

T&L 487. Student Teaching. 4-16 Credits.
Provides student with the opportunity to assume the role of a classroom teacher in an educational setting under the supervision of a cooperating teacher and a University faculty member. Prerequisites: Permission of program, senior standing only. Corequisite: PXW 491. Prerequisite or corequisite: TL 488.

T&L 488. Senior Seminar. 1 Credit.
A discussion of problems, professional obligations, and careers in teaching. To be taken concurrently with or the semester prior to student teaching. TL 488 to be taken concurrently with or the semester prior to student teaching.

T&L 489. Senior Capstone: Responsive Teaching. 3 Credits.
Course is taken with student teaching. Teacher candidates engage in written communication and critical thinking in the context of student teaching. Course engagements require candidates to develop and implement curriculum and assessment; analyze and reflect on assessment results to respond to learners' needs; and synthesize professional artifacts to demonstrate ability to plan, implement, assess and reflect on teaching and learning. Corequisite: Acceptance into Student Teaching.

T&L 493. Workshop. 1-4 Credits.
Special problems in Special Education; consideration of special problems of concern to the Special Education teacher and other educators.

T&L 495. Independent Study. 1-4 Credits.
This course is designed for the interested student’s pursuit of an area of study not offered through regular courses. In addition, students can continue to pursue subject matter covered in courses in greater depth.

T&L 498. Special Projects. 1-8 Credits.
Course number reserved for committee approved proposals, independent study, special colloquia, or experimental courses.

* Other approved courses may meet this requirement. Prerequisite: admission to teacher education.

Technology (TECH)
http://www.business.und.edu/technology
Chang, Johnson, Kenney, Kokil and Yearwood (Chair)
The undergraduate degree programs offered through the College of Business and Public Administration’s Department of Technology are the Bachelor of Science in Graphic Design Technology (BSGDT) and the Bachelor of Science in Industrial Technology (BSIT), which is accredited by ATMAE (Association of Technology, Management, and Applied Engineering); Minors in Technology, including Electronic Technologies, Manufacturing Technologies, Technical Design, and Graphic Design Technology are an integral part of the department’s offerings. A Master of Science degree in Technology is also available for graduate study.

B.S. Industrial Technology (IT) Degree Program
College of Business and Public Administration

B.S. Graphic Design Technology (GDT) Degree Program

The Graphic Design Technology program is an innovative, multidisciplinary major that integrates courses drawn from various academic departments. The major includes a significant business component—the Entrepreneurial Studies Certificate program—which is unique in comparison to all other graphic design programs in this region and most graphic design programs nationally. The Graphic Design Technology program combines theory and practice, and application and production in a liberal arts context giving students a solid university education. It provides students majoring in Graphic Design Technology with a diverse range of learning experiences and opportunities in a flexible, technology-rich environment.

Throughout this program students learn to plan, analyze, and create solutions to visual communication problems. They consider cognitive, cultural, physical, economic, political, psychological and social factors in planning and executing graphic designs appropriate for a given context. Students use a variety of print, electronic, and photographic media and technologies during the design process. The professional Graphic Design Technology program prepares students for an array of exciting careers in business, government, industry and education.

Required 125 credit hours including:

I. Essential Studies Requirements, see University ES Listing.

II. The College of Business and Public Administration GPA Graduation Requirement (2.50), see College section.

III. Graphic Design Technology Major Program Requirement, at least a 2.50 GPA in courses that apply toward the degree and major.

Technology Requirements (51 Credit Hours Required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 102</td>
<td>Graphic Design Software and Technologies I</td>
<td>1-4</td>
</tr>
<tr>
<td>TECH 112</td>
<td>Graphic Design Software and Technologies II</td>
<td>1-4</td>
</tr>
<tr>
<td>TECH 122</td>
<td>Computer Aided Design/Drafting</td>
<td>3</td>
</tr>
<tr>
<td>TECH 202</td>
<td>Advanced Application of CADD Techniques</td>
<td>3</td>
</tr>
<tr>
<td>TECH 212</td>
<td>Principles of Graphic Design and Print Production</td>
<td>3</td>
</tr>
<tr>
<td>TECH 232</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>TECH 300</td>
<td>Technology and Society</td>
<td>3</td>
</tr>
<tr>
<td>TECH 311</td>
<td>Computers and Emerging Technologies</td>
<td>3</td>
</tr>
<tr>
<td>TECH 322</td>
<td>Fundamentals of Photography</td>
<td>3</td>
</tr>
<tr>
<td>TECH 332</td>
<td>Industrial Design</td>
<td>3</td>
</tr>
<tr>
<td>TECH 342</td>
<td>Interface Design</td>
<td>3</td>
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<tr>
<td>TECH 362</td>
<td>Intermediate Graphic Design and Print Production</td>
<td>3</td>
</tr>
<tr>
<td>TECH 422</td>
<td>Digital Photography and Imaging</td>
<td>3</td>
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<td>TECH 442</td>
<td>Advanced Graphic Design and Print Production</td>
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<tr>
<td>TECH 452</td>
<td>Multimedia Production</td>
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<tr>
<td>TECH 498</td>
<td>Senior Capstone I</td>
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<tr>
<td>TECH 499</td>
<td>Senior Capstone II</td>
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</tr>
</tbody>
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Entrepreneur Requirements (16 Credit Hours Required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENTR 200</td>
<td>Concept Generation and Technology Entrepreneurship</td>
<td>1</td>
</tr>
<tr>
<td>ENTR 201</td>
<td>The Entrepreneur and the Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 305</td>
<td>Marketing and Management Concepts for Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 306</td>
<td>Accounting and Financial Concepts for Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 366</td>
<td>Imagination, Creativity and Entrepreneurial Thinking</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 385</td>
<td>Venture Initiation</td>
<td>3</td>
</tr>
</tbody>
</table>

Support Recommendations (20 Credit Hours Recommended)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 396</td>
<td>Field Experiences in Technology</td>
<td>1-6</td>
</tr>
<tr>
<td>TECH 397</td>
<td>Cooperative Education</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Total Credits 63-79

* Complimentary Courses in Other Disciplines, contact the Technology Department for a list of recommended courses.

B.S. Industrial Technology (IT) Degree Program

Industrial Technology is a field of study designed to prepare technical/management-oriented professionals for employment in business, industry, and government. The curriculum is organized into three integrated emphasis areas: Electronic Technologies, Technical Design, and Manufacturing Technologies.

Required 125 credit hours, and including:

I. Essential Studies Requirements, see University ES Listing.

II. The College of Business and Public Administration GPA Graduation Requirement (2.50), see College section.

III. Industrial Technology Major Program Requirements: At least a 2.50 GPA in courses that apply toward the degree and major, and the following:

Technical Foundation Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 110</td>
<td>Fundamentals of Technology</td>
<td>2</td>
</tr>
<tr>
<td>TECH 122</td>
<td>Computer Aided Design/Drafting</td>
<td>3</td>
</tr>
<tr>
<td>TECH 201</td>
<td>Electromechanical Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>TECH 202</td>
<td>Advanced Application of CADD Techniques</td>
<td>3</td>
</tr>
<tr>
<td>TECH 203</td>
<td>Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>TECH 332</td>
<td>Industrial Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Management Foundation Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 101</td>
<td>Learning Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TECH 300</td>
<td>Technology and Society</td>
<td>3</td>
</tr>
<tr>
<td>TECH 330</td>
<td>Quality Assurance</td>
<td>3</td>
</tr>
<tr>
<td>TECH 340</td>
<td>Cost Estimating</td>
<td>3</td>
</tr>
<tr>
<td>TECH 420</td>
<td>Facilities Design</td>
<td>3</td>
</tr>
<tr>
<td>TECH 433</td>
<td>Manufacturing Strategies</td>
<td>3</td>
</tr>
<tr>
<td>TECH 440</td>
<td>Occupational Safety</td>
<td>3</td>
</tr>
<tr>
<td>TECH 498</td>
<td>Senior Capstone I</td>
<td>1</td>
</tr>
<tr>
<td>TECH 499</td>
<td>Senior Capstone II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 42

IV. Selected Electives for Industrial Technology Majors (18 Credit Hours)

Emphasis may be chosen from the following Technology Systems areas; however, a minimum of one course having each of the third digit 1, 2, and 3 must be included.

Electronic Technologies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 211</td>
<td>Electric Circuits and Devices</td>
<td>3</td>
</tr>
<tr>
<td>TECH 311</td>
<td>Computers and Emerging Technologies</td>
<td>3</td>
</tr>
<tr>
<td>TECH 341</td>
<td>Digital Integrated Circuits</td>
<td>3</td>
</tr>
<tr>
<td>TECH 451</td>
<td>Computer Application Control Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Technical Design

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 232</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>TECH 322</td>
<td>Fundamentals of Photography</td>
<td>3</td>
</tr>
<tr>
<td>TECH 332</td>
<td>Industrial Design</td>
<td>3</td>
</tr>
<tr>
<td>TECH 362</td>
<td>Intermediate Graphic Design and Print Production</td>
<td>3</td>
</tr>
<tr>
<td>TECH 452</td>
<td>Multimedia Production</td>
<td>3</td>
</tr>
</tbody>
</table>

Manufacturing Technologies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 204</td>
<td>Industrial Materials</td>
<td>4</td>
</tr>
<tr>
<td>TECH 213</td>
<td>Wood Products Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>TECH 223</td>
<td>Applied Synthetics</td>
<td>3</td>
</tr>
<tr>
<td>TECH 373</td>
<td>Manufacturing Automation Systems</td>
<td>3</td>
</tr>
<tr>
<td>TECH 403</td>
<td>Product Research and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Industrial Technology General Major Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 200</td>
<td>Energy Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>TECH 212</td>
<td>Principles of Graphic Design and Print Production</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 105-125
University of North Dakota

V. The following 39 credits of Support Courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 342</td>
<td>Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>TECH 396</td>
<td>Field Experiences in Technology</td>
<td>1-6</td>
</tr>
<tr>
<td>TECH 397</td>
<td>Cooperative Education</td>
<td>3</td>
</tr>
<tr>
<td>TECH 422</td>
<td>Digital Photography and Imaging</td>
<td>3</td>
</tr>
<tr>
<td>TECH 442</td>
<td>Advanced Graphic Design and Print Production</td>
<td>3</td>
</tr>
<tr>
<td>TECH 493</td>
<td>Workshop</td>
<td>1-6</td>
</tr>
<tr>
<td>TECH 497</td>
<td>Directed Studies in Technology</td>
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The following 39 credits of Support Courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ISBC 117</td>
<td>Personal Productivity with Information Technology</td>
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<tr>
<td>MATH 103</td>
<td>College Algebra</td>
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<tr>
<td>MATH 105</td>
<td>Trigonometry</td>
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<tr>
<td>MATH 146</td>
<td>Applied Calculus I</td>
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<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
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<tr>
<td>&amp; 121L &amp; 161L</td>
<td>Introductory College Physics I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 161</td>
<td>Introductory College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 162 &amp; PHYS 161L</td>
<td>Introductory College Physics II and</td>
<td>4</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Introduction to Business and Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 250</td>
<td>Ethics in Engineering and Science</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 302</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 305</td>
<td>Marketing and Management Concepts for Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 39

Seniors are encouraged to take the Certified Technology Manager (CTM) and the Certified Manufacturing Specialist (CMS) examination, offered by the Association of Technology, Management, and Applied Engineering (ATMAE). Those in Manufacturing Technologies are requested to take the Certified Manufacturing (CMfgT) examination, Certified Manufacturing Engineering (CMfgE) exam, and Lean Certification examination conducted by the Society of Manufacturing Engineers (SME). The Quality Technician examination, conducted by the American Society of Quality (ASQ) is also recommended to students.

Department of Technology Minors

These minors are not available to Department of Technology majors, and students may select only one minor.

Graphic Design Technology

21 credits including the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 212</td>
<td>Principles of Graphic Design and Print Production</td>
<td>3</td>
</tr>
<tr>
<td>TECH 232</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>TECH 322</td>
<td>Fundamentals of Photography</td>
<td>3</td>
</tr>
<tr>
<td>TECH 342</td>
<td>Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>TECH 362</td>
<td>Intermediate Graphic Design and Print Production</td>
<td>3</td>
</tr>
<tr>
<td>TECH 442</td>
<td>Advanced Graphic Design and Print Production</td>
<td>3</td>
</tr>
<tr>
<td>TECH 452</td>
<td>Multimedia Production</td>
<td>3</td>
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</tbody>
</table>

Total Credits 21

Electronic Technologies, Manufacturing Technologies, and Technical Design

8 credits from the required core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 110</td>
<td>Fundamentals of Technology</td>
<td>2</td>
</tr>
<tr>
<td>TECH 122</td>
<td>Computer Aided Design/Drafting</td>
<td>3</td>
</tr>
<tr>
<td>TECH 300</td>
<td>Technology and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus:

Electronic Technologies: 15 credits to be selected from coursework ending in 1, i.e., 201, 211, etc.

Manufacturing Technologies: 15 credits to be selected from coursework ending in 3, 4, or 0, i.e., 203, 204, 340, etc.

Technical Design: 15 credits including the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 232</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>TECH 322</td>
<td>Fundamentals of Photography</td>
<td>3</td>
</tr>
<tr>
<td>TECH 332</td>
<td>Industrial Design</td>
<td>3</td>
</tr>
<tr>
<td>TECH 342</td>
<td>Interface Design</td>
<td>3</td>
</tr>
<tr>
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</tr>
<tr>
<td>TECH 452</td>
<td>Multimedia Production</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses

TECH 102. Graphic Design Software and Technologies I. 1-4 Credits.

This course provides the study of application and software technologies specific to the field of graphic design in order to develop problem-solving techniques and enhance proficiency of skills in production.

TECH 110. Fundamentals of Technology. 2 Credits.

The study of the philosophy and objectives of technology with emphasis on the theories, principles, and concepts of manufacturing, design, and electronics.

TECH 112. Graphic Design Software and Technologies II. 1-4 Credits.

This course provides study and application of software and technologies specific to the field of graphic design in order to develop problem-solving techniques and enhance proficiency of skills in photography and web production. Prerequisite: TECH 102.

TECH 122. Computer Aided Design/Drafting. 3 Credits.

This course introduces the student to computer aided design/drafting using AutoCAD software. The course will include the study of technical drawing techniques to include blueprint interpretation, various projections, pictorials, dimensioning, developments and tolerancing. The hands on exercises and drawing problems are reflective of industry and business.

TECH 200. Energy Fundamentals. 3 Credits.

The objective of the Energy Fundamentals course is to provide students with the fundamental knowledge to understand, and qualitatively and quantitatively calculate how energy is converted from basic energy sources such as fossil fuels, biomass, solar energy and wind to electrical energy.

TECH 201. Electromechanical Fundamentals. 3 Credits.

The study of the fundamental properties of mechanical, hydraulic, and electronic/electrical systems (primarily those that revolve around Direct Current (DC) including an introduction to Programmable Logic Controllers (PLCs). Experiential learning is facilitated through the use of project design and development. Prerequisite: MATH 103. Corequisite: PHYS 161 or equivalent.

TECH 202. Advanced Application of CADD Techniques. 3 Credits.

The advanced study of computer aided design/drafting to include 3D coordinates and layout, subsurface meshes, regions, solid modeling, and connection to computer numerical control (CNC). The creation of presentation graphics using bitmap files, shading, and rendering is also presented. Prerequisite: TECH 122 or consent of instructor.

TECH 203. Manufacturing Processes. 3 Credits.

Fundamental concepts of processing industrial materials, especially those utilized in manufacturing products, with emphasis on tools and techniques.

TECH 204. Industrial Materials. 4 Credits.

The theoretical and laboratory study of the physical and chemical attributes of organic and inorganic materials for conversion into industrial materials are explored. Source, structure, characteristics, properties, and practical applications of metallic, polymer, wood, ceramic, and composite materials are introduced. Laboratory activities are designed to explore the attributes of these materials as well as to practice the material testing processes.

TECH 211. Electric Circuits and Devices. 3 Credits.

The subject matter covered in this course will include: concepts, principles, and operational characteristics of electronic/electrical components-discrete and integrated devices-and circuits. Design and development activities are facilitated through the use of Multisim and Utiboard. Prerequisite: TECH 201, MATH 103 and MATH 105.
TECH 212. Principles of Graphic Design and Print Production. 3 Credits.
The basic concepts, processes, and techniques involved in graphic design for image generation and print production are introduced in this course. Prerequisite: TECH 102.

TECH 213. Wood Products Manufacturing. 3 Credits.
An introductory study of wood manufacturing methods and techniques utilizing tools and machines leading to the production of constructed assemblies. Prerequisite: TECH 110 or TECH 204 or consent of instructor.

TECH 223. Applied Synthetics. 3 Credits.
A study of synthetic/polymer materials emphasizing identification of characteristics and properties; and their application as related to industrial products. Prerequisites: CHEM 115/115L or 121/121L.

TECH 232. Web Design. 3 Credits.
Introduction to electronic publishing on the Internet through design layout and production of web pages. Emphasis is on production of graphics, interface design, and navigability. Prerequisites: TECH 102, 112 and 212.

TECH 300. Technology and Society. 3 Credits.
A lecture-recitation course emphasizing the various impacts of technology on the individual, society, environment and basic institutions. Technological matrix of various cultures.

TECH 311. Computers and Emerging Technologies. 3 Credits.
An introductory course to the personal computer with an emphasis on system hardware, boot-up sequence, configuration and customization, operating systems, upgrading, and troubleshooting. The course will also examine emerging computer technologies, various peripheral devices and interfaces, including network and computer wireless communications systems.

TECH 322. Fundamentals of Photography. 3 Credits.
Introduction to the concepts, processes, technologies, and applications of film and digital photography. Emphasis is on creating technically sound and compositionally pleasing images.

TECH 330. Quality Assurance. 3 Credits.
The study of principles and techniques of quality assurance and quality management, with an emphasis on the fundamentals of quality assurance for products, process control, and process capability. Related topics include quality design review, fundamentals of statistics, sampling and control chart systems, quality reporting, process capability analysis, tool and gauge control, document control, and troubleshooting quality control. Prerequisite: Econ 210 or consent of instructor.

TECH 332. Industrial Design. 3 Credits.
In this industrial design course students will learn how to design products in support of human activities and interactions. Principles and techniques of needs assessment, patent research, concept realization, design alternatives, and prototype development will be introduced through a creative and inventive process to address various instrumental factors such as product aesthetics, functionality, materials, sustainability, and usability. Prerequisite: TECH 122 and TECH 202 or consent of instructor.

TECH 340. Cost Estimating. 3 Credits.
Principles and techniques necessary for the economic analysis and evaluation of industrial design projects. Prerequisites: ECON 210, MATH 146, or equivalent, or consent of instructor.

TECH 341. Digital Integrated Circuits. 3 Credits.
The study of basic concepts of digital circuits and devices; operational characteristics of digital integrated circuits. Prerequisite: TECH 211 or consent of instructor.

TECH 342. Interface Design. 3 Credits.
This course explores screen design of digital interfaces using research, creative methodologies, and the use of visual aesthetics to communicate information and to enhance user experience. Prerequisite: TECH 232.

TECH 362. Intermediate Graphic Design and Print Production. 3 Credits.
This course addresses the theoretical concepts about graphic form, typography, layout, color, symbolism, and content related to graphic design and print production. Prerequisite: TECH 212.

TECH 373. Manufacturing Automation Systems. 3 Credits.
The study of the fundamentals of automation as it relates to automated production environments. Students will examine the forms of computer-based automation systems used in the various areas of a manufacturing system and how systems can be integrated through data communication networks. Topics include NC and CNC programming and systems, computer assisted parts programming, industrial robot configurations, industrial automation applications, and integration of control systems and manufacturing technology. Prerequisites: TECH 122, TECH 201, and TECH 203 or equivalent.

TECH 396. Field Experiences in Technology. 1-6 Credits.
Provides students with supervised opportunities to engage in various technical industrial or business experiences by working with and learning from practicing professionals. Repeatable to 6 credits. Prerequisite: Junior standing or consent of instructor.

TECH 397. Cooperative Education. 1-6 Credits.
A practical work experience with an approved company in business or industry, arranged by the student, faculty and employer. Repeatable to 6 credits. Prerequisites: junior standing, 2.5 overall GPA, and faculty approval.

TECH 399. Honors Tutorial. 1-3 Credits.

TECH 400. Teaching Technology Education. 3 Credits.
An analysis of various methods employed in instructional techniques for industry and education. Development of methods and strategies of instruction use and ordering of instructional materials, based on behavioral objectives and classroom application of instructional techniques; lab activities. Prerequisites: Junior standing and consent of instructor.

TECH 403. Product Research and Development. 3 Credits.
The study of product development and production planning for manufacture through the application of research methodologies, design processes, and prototype development. Prerequisite: TECH 203 or consent of instructor.

TECH 420. Facilities Design. 3 Credits.
Principles and applications of designing industrial/business facilities with emphasis on site location, environmental consideration, qualitative and quantitative modeling. Computer application in facility planning and quantitative analysis; lab activities. Prerequisites: TECH 122.

TECH 422. Digital Photography and Imaging. 3 Credits.
This advanced course in photography focuses on the concepts, processes, technologies and applications of digital photography and imaging. It includes the utilization of cameras, digitizing technologies, and computer software designed specifically for creating, processing and editing images. Topics include this technology's history, ethics, legal and regulatory issues, creative and scientific processes, and applications. Prerequisite: TECH 322 or consent of instructor.

TECH 433. Manufacturing Strategies. 3 Credits.
Theoretical and laboratory study of strategies utilized by business and industry to develop and maintain a competitive edge. Topics include lean manufacturing, Kanban, five S's, Kaizen, push and pull modeling, fishbone-4Ms, line balancing, and Pokayoke. Prerequisites: TECH 122 and TECH 203 or equivalent.

TECH 440. Occupational Safety. 3 Credits.
The major safety concerns and problems commonly associated with the industrial and occupational environment are addressed. Emphasis is placed on the study of safety rules and regulations, implementation of management tools to benefit people for optimum safety conditions and productivity, and the documentation required for record keeping. Upper division students only.

TECH 442. Advanced Graphic Design and Print Production. 3 Credits.
This advanced graphic design course provides a broad understanding of computer-assisted publishing. Emphas are on design and print production, materials, processes, analyses, techniques, and the technologies of publishing. Prerequisites: TECH 362.

TECH 451. Computer Application Control Systems. 3 Credits.
A study of computer integrated systems and their designs to facilitate the manufacture and production processes. Topics covered include: Programmable Logic Controllers (PLCs); microcontrollers; touch-screen; TCP/IP; and voice control systems. Students will also utilize commercial computer-aided design tools, i.e., Multisim and Ultiboard to design, simulate, and test manufactured systems. Prerequisites: TECH 201, TECH 211, TECH 311 and TECH 341.
The Department of Theatre Arts fulfills the mission through the following objectives:

1. To provide a quality liberal arts foundation for all theatre majors.
2. To provide experiences that will engender an appreciation and understanding of theatre and how it enriches our life.
3. To provide academic training and practical experience appropriate for students who wish to pursue careers in theatre or who wish to continue their studies at an advanced professional or graduate program.
4. To serve as a cultural resource for the university community and the general public.

The Department of Theatre Arts aims to fulfill the objectives through the following goals:

1. All theatre majors will successfully complete the University Essential Studies courses and demonstrate significant levels of competency through completion of a Senior Project.
2. Majors and non-majors will improve creative thinking skills through theatre courses within the essential studies curriculum.
3. Majors will achieve competency in at least one of the following areas: acting, musical theatre, design and technology, or general studies in theatre.
4. The Department of Theatre will serve the university, region, and state through quality performance of a rich variety of theatre styles.

The Department of Theatre Arts integrates the classroom curriculum with applied, experiential learning in production. Our production season offers a rich variety of styles and genres, including musicals. Student directors and designers may apply to stage a production in the Burtness Lab Theatre.

The Burtness Theatre facility and the adjacent Chandler Hall house offices, labs, and classrooms for Theatre Arts. The Burtness Theatre building boasts a fully-equipped, 365 seat, proscenium-stage and Blackbox (Lab) Theatre. Chandler Hall is home to an acting/movement and voice studio, a high-tech lecture classroom, a computer design studio, a conference room, rehearsal space, student stage manager and publicity offices, a student lounge, and faculty offices.

Bachelor of Fine Arts in Performance and Bachelor of Fine Arts in Musical Theatre

The Bachelor of Fine Arts programs are offered to students with marked abilities who desire an intensive undergraduate concentration in Theatre Arts, in preparation for either a career in professional theatre, or graduate study leading to the MFA, or both. Candidates accepted for the program will be expected to maintain a high standard of excellence and to demonstrate significant artistic growth.

Candidates seeking admission to the BFA in Performance (acting) program must submit an application spring semester of their sophomore year to the Head of the BFA in Performance who will then schedule an audition and personal interview for the candidate with the Theatre Arts faculty. BFA applications are generally accepted in March with screening held in April. Upon acceptance, the student will be assigned to the BFA faculty adviser. Each student will be reviewed annually by Theatre Arts faculty who will make a recommendation concerning the student’s status in the BFA program based on the student’s performance in classes and in production activities. If probation is recommended, students may apply for readmission at the completion of a full semester of satisfactory work. Readmission will be contingent upon faculty evaluation.

Candidates seeking admission to the BFA in Musical Theatre audition as incoming freshmen or transfer students. Each student auditioning will be required to submit a resume and the BFA in Musical Theatre Program Application found on the Theatre website along with a headshot if available. Each freshman and transfer student auditioning and seeking scholarship monies will be required to complete the Freshman Scholarship Form found on the Theatre website. All applications must be submitted to the Theatre department office a week prior to auditioning. In order to receive scholarship monies, each student must be a major in the Theatre Arts department.

For information regarding auditioning, please contact the head of the Musical Theatre program.

All applying for acceptance into the BFA in Musical Theatre program must demonstrate a satisfactory competence in scholarship, vocal ability, acting and theatre knowledge. In order to demonstrate competence in scholarship, each student applying to the program must hold a cumulative 2.5 GPA. In order to demonstrate competence in Theatre knowledge, students must submit a theatrical resume listing his/her production work. In order to demonstrate competence in vocal ability and acting, each student will complete an audition for the program. Faculty members in Theatre Arts in the programs of acting, dance and musical theatre as well as voice faculty from the music department will be responsible for determining acceptance into the program.

B.F.A. in Musical Theatre with a Major in Theatre Arts

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES Listing): 39 credit hours.
II. The Following Curriculum:

**Core I**
- THEA 110 Introduction to Theatre Arts 3
  or THEA 130 The Art and Craft of Theatre 3
- THEA 161 Acting I 3
- THEA 201 Theatre Practicum 3
- THEA 260 Costume Craft 3
- THEA 270 Stagecraft 3

**Core II**
- THEA 230 Text Analysis 3
- THEA 300 Play Direction I 3
- THEA 330 Contemporary Theatre 3
- ENGL 315 Shakespeare 3
  or ENGL 316 Shakespeare 3
- THEA 423 History of the Theatre: Classical, Medieval and Renaissance 3
- THEA 424 History of the Theatre: Seventeenth Century to the Present 3

**Acting, Voice, and Movement Sequences**
- THEA 120 Voice and Movement I 2
- THEA 220 Voice and Movement II 2
- THEA 271 Intermediate Acting I: The Actor in You 3
- THEA 272 Intermediate Acting II: Script Analysis & Meisner 3
- THEA 320 Voice and Movement III 2
- THEA 371 Advanced Acting: Advanced Scene Study 3
- THEA 420 Voice and Movement IV 2
- THEA 471 Advanced Acting III: Shakespeare 3
- THEA 481 Theatre Practicum 1
- THEA 494 Senior Project 4

**Theatre Electives**
Select seven of the following: 21
- THEA 204 Introduction to Acting for Musical Theatre
- THEA 325 Scene Craft
- THEA 326 Lighting for Stage I
- THEA 404 Acting for the Music Theatre
- THEA 425 Play Direction II
- THEA 426 Scene Design for the Stage
  or THEA 427 Costume Design
- THEA 488 Playwriting
  Dance technique classes as approved by Advisor

**Total Credits** 79

* courses normally taken during the first year of study

** Electives**
- THEA 243 Modern Dance I 2
- THEA 330 Contemporary Theatre 3
- THEA 340 Ballet II 2
- THEA 341 Jazz Dance II 2
- THEA 342 Modern Dance II 2
- THEA 425 Play Direction II 3
- THEA 442 Choreography 3
- THEA 471 Advanced Acting III: Shakespeare 3
- THEA 488 Playwriting 3
- MUSC 134 Music Theory II 3
- MUSC 135 Aural Skills II 1
- MUSC 136 Keyboard Skills II 1
- MUSC 242 Diction for Singers 2
- MUSC 269 Opera Workshop 1

Others by Advisor Approval 12

* Course number for individual lessons determined at registration.

B.A. with a Major in Theatre Arts

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Requirements (Thea 494 fulfills the Essential Studies Capstone requirement.) 39 cr.

II. Level II proficiency in a foreign language 8 cr.

III. 8 additional hours in the same or a second foreign language or 8 additional hours in a cognate area: courses to be approved by adviser.

IV. The following curriculum:

40 credits, including:
- THEA 110 Introduction to Theatre Arts 3
  or THEA 130 The Art and Craft of Theatre 3
- THEA 161 Acting I 3
- THEA 201 Theatre Practicum 3
- THEA 230 Text Analysis 3
- THEA 260 Costume Craft 3

Music Courses
- MUSC 130 Music Theory I 3
- MUSC 131 Aural Skills I 1
- MUSC 133 Keyboard Skills I 1
- MUSC 2__ (Choral Ensemble; audition required) 1
- MUSC __ (Individual Lessons: taken every semester) * 16
Required 20 credits, including:

- Minor in Dance
- Minor in Theatre Arts

Select six of the following (Dance Technique):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 240</td>
<td>Ballet I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 241</td>
<td>Jazz Dance I</td>
<td>3</td>
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</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 242</td>
<td>Tap Dance</td>
<td>2</td>
</tr>
<tr>
<td>THEA 243</td>
<td>Modern Dance I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 340</td>
<td>Ballet II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 341</td>
<td>Jazz Dance II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 342</td>
<td>Modern Dance II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 344</td>
<td>Musical Theatre Dance Style</td>
<td>3</td>
</tr>
<tr>
<td>&amp; THEA 161</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 442</td>
<td>Choreography</td>
<td>3</td>
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</tbody>
</table>

Fulfills ES Capstone and Advanced Communication

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 225</td>
<td>Makeup for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THEA 271</td>
<td>Intermediate Acting I: The Actor in You</td>
<td>3</td>
</tr>
<tr>
<td>THEA 300</td>
<td>Play Direction I (may not be an elective if taken above)</td>
<td>3</td>
</tr>
<tr>
<td>THEA 325</td>
<td>Scene Craft</td>
<td>3</td>
</tr>
<tr>
<td>THEA 326</td>
<td>Lighting for Stage I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 335</td>
<td>Stage Management (may not be an elective if taken above)</td>
<td>3</td>
</tr>
<tr>
<td>THEA 336</td>
<td>Lighting for Stage II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 425</td>
<td>Play Direction II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 426</td>
<td>Scene Design for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THEA 427</td>
<td>Costume Design</td>
<td>3</td>
</tr>
<tr>
<td>THEA 481</td>
<td>Theatre Practicum</td>
<td>3</td>
</tr>
<tr>
<td>THEA 488</td>
<td>Playwriting</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in Theatre Arts

Required 25 credits, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 110</td>
<td>Introduction to Theatre Arts</td>
<td>3</td>
</tr>
<tr>
<td>THEA 161</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 201</td>
<td>Theatre Practicum</td>
<td>1</td>
</tr>
<tr>
<td>THEA 330</td>
<td>Contemporary Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 260</td>
<td>Costume Craft</td>
<td>3</td>
</tr>
<tr>
<td>THEA 270</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>THEA 300</td>
<td>Play Direction I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 335</td>
<td>Stage Management</td>
<td>3</td>
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</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THEA 423</td>
<td>History of the Theatre: Classical, Medieval and Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>THEA 424</td>
<td>History of the Theatre: Seventeenth Century to the Present</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 225</td>
<td>Makeup for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THEA 230</td>
<td>Text Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THEA 271</td>
<td>Intermediate Acting I: The Actor in You</td>
<td>3</td>
</tr>
<tr>
<td>THEA 326</td>
<td>Lighting for Stage I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 425</td>
<td>Play Direction II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 426</td>
<td>Scene Design for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THEA 427</td>
<td>Costume Design</td>
<td>3</td>
</tr>
<tr>
<td>THEA 488</td>
<td>Playwriting</td>
<td>3</td>
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</tbody>
</table>

Total Credits 25

Minor in Dance

Required 20 credits, including:

Select six of the following (Dance Technique):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 240</td>
<td>Ballet I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 241</td>
<td>Jazz Dance I</td>
<td>3</td>
</tr>
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</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 242</td>
<td>Tap Dance</td>
<td>2</td>
</tr>
<tr>
<td>THEA 243</td>
<td>Modern Dance I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 340</td>
<td>Ballet II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 341</td>
<td>Jazz Dance II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 342</td>
<td>Modern Dance II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 344</td>
<td>Musical Theatre Dance Style</td>
<td>3</td>
</tr>
<tr>
<td>&amp; THEA 161</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 442</td>
<td>Choreography</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses

THEA 110. Introduction to Theatre Arts. 3 Credits.
Basic orientation and historical perspective to theatre arts. Study of the roles of playwright, director, actor, designer, producer, and audience members in current theatre practice. Course will include attendance at area performances. Course includes 16 hours of experiential work in scene/costume shop or on a production.

THEA 120. Voice and Movement I. 2 Credits.
Development of the student’s physical and vocal awareness. Emphasis on freeing the actor and identifying personal habitual response patterns.

THEA 130. The Art and Craft of Theatre. 3 Credits.
Introduction to basic principles, theory, and techniques of theatrical performance. Examines theatre with emphasis on participatory roles. For prospective majors and minors.

THEA 161. Acting I. 3 Credits.
Basic principles of acting with emphasis on movement; basic character development through improvisation and script.

THEA 201. Theatre Practicum. 1 Credit.
Participation in theatre pre-performance and performance capacities, both technical and acting, under faculty direction. Repeatable to 8 hours.

THEA 204. Introduction to Acting for Musical Theatre. 3 Credits.
An introduction to the unique style of performance techniques for musical theatre including voice and movement work, acting, and staging. Prerequisite: THEA 161.

THEA 210. Selected Topics in Theatre. 1-3 Credits.
Topics of special interest to faculty and students, such as Stage Management, and others. Repeatable up to 9 credits.

THEA 220. Voice and Movement II. 2 Credits.
A sequential continuation of Theatre 120: Voice and Movement I with focus on freeing the channel for sound, improving range, and articulation. Emphasis in movement will be on posture and introducing somatic techniques. Prerequisite: THEA 120 or consent of instructor.

THEA 225. Makeup for the Stage. 3 Credits.
Introduction to the basic techniques of makeup for the stage design and application.

THEA 230. Text Analysis. 3 Credits.
An analysis of the dramatic text from the standpoint of production and performance. Prerequisites: THEA 110 or THEA 130.

THEA 240. Ballet I. 2 Credits.
An introductory ballet class designed to introduce students to the fundamentals of ballet. This class will contain a ballet barre, warm-up, barre stretch, an adagio center combination and floor exercises designed to enhance alignment, flexibility, strength and center.

THEA 241. Jazz Dance I. 2 Credits.
This course is designed to introduce the student to principles and techniques characteristic of jazz dance. Students will execute movement combinations in a variety of jazz styles. Emphasis will be placed on movement fundamentals of alignment, flexibility, endurance, dynamic range, and strength.

THEA 242. Tap Dance. 1 Credit.
This class is designed to introduce the student to the basic principles of tap dance. Warm-up, exercises, and combinations in tap technique will provide opportunities for the student to develop an efficient use of weight, alignment, articulation of footwork, coordination, and musicality.
THEA 243. Modern Dance I. 2 Credits.
Introduction to the elements of modern dance and practice of the fundamentals of the technique with attention given to both the art and craft of the dance form. Emphasis on postural alignment, shape, sequence, flexibility, as well as the body in relation to space, time, force, and movement initiation.

THEA 250. Readings in Dramatic Literature. 3 Credits.
Readings in dramatic literature from ancient to contemporary, with a strong emphasis on written and verbal analysis of realist texts.

THEA 260. Costume Craft. 3 Credits.
An introduction to the basic principles, theory, and techniques of costume construction. This hands-on class will reach from basic to advanced skills. Prerequisites: THEA 110 or THEA 130.

THEA 270. Stagecraft. 3 Credits.
This course is intended to teach the basic functions, aesthetics, history, methods and materials of scenery, properties, lighting and sound. Practical experience, shop procedures are tied to hands-on experience in departmental productions.

THEA 271. Intermediate Acting I: The Actor in You. 3 Credits.
An introduction to the Meisner Technique and to scene study. Special emphasis will be placed on using and trusting yourself to inform your work, working together, and applying rehearsal techniques to scripted work. Prerequisite: THEA 161 or consent of instructor.

THEA 272. Intermediate Acting II: Script Analysis & Meisner. 3 Credits.
Script analysis through the study of contemporary scripts using Stanislavsky-based and Meisner-based methodology. Prerequisites: THEA 271.

THEA 300. Play Direction I. 3 Credits.
Principles and techniques of directing for the theatre. Student laboratory directing experiences. Prerequisites: THEA 161 and THEA 230.

THEA 320. Voice and Movement III. 2 Credits.
A sequential continuation of Thea 220. Vocal emphasis on shaping and musculature of sounds and words, articulation, love of language and vocal flexibility. Physical emphasis on freedom, flexibility, and integration. Prerequisites: THEA 220.

THEA 325. Scene Craft. 3 Credits.
Specialized construction and rigging of scenery, advanced technology applications to the stage, drafting projects and practical problem solving. Prerequisites: THEA 270.

THEA 326. Lighting for Stage I. 3 Credits.
The principles, mechanics and design of stage and lighting; its relationship to set, makeup and costume design; plus laboratory participation in University productions. Prerequisite: THEA 270 or consent of instructor.

THEA 330. Contemporary Theatre. 3 Credits.
Readings in dramatic literature from 1880s to contemporary times. Strong emphasis on written and verbal analysis of current dramatic techniques beyond realism.

THEA 335. Stage Management. 3 Credits.
An introduction to the procedures, responsibilities, and best practices for stage management.

THEA 336. Lighting for Stage II. 3 Credits.
The principles, mechanics and design of stage and television lighting; its relationship to set, makeup and costume design; plus laboratory participation in University productions. Prerequisite: THEA 270 or consent of instructor.

THEA 339. Production Design. 3 Credits.
The development of the entire theatrical event, from conception to closing, with particular attention to the collaboration of various artists, craftspersons, and managers. Prerequisites: THEA 130, THEA 226, THEA 270 and THEA 300 or consent of instructor.

THEA 340. Ballet II. 2 Credits.
Ballet II is a continuation of Ballet I. Students will continue to develop advanced ballet skills and technique in relationship to form, strength, flexibility, center line, choreography and physical expression. Prerequisite: THEA 240 or consent of instructor.

THEA 341. Jazz Dance II. 2 Credits.
This course is designed to be a continuation of Thea 241. Students continue to explore the principles and techniques characteristic of jazz dance through a variety of jazz dance styles. Emphasis will be placed on applying efficient form and dynamic energy to intermediate level movement combinations in center and across the floor. Prerequisites: THEA 241.

THEA 342. Modern Dance II. 2 Credits.
In this course students will continue to refine the skills learned in Modern Dance I and explore the principles and techniques characteristic of modern dance. Emphasis will be placed on correct alignment, spatial awareness, musicality, and dynamic energy as applied to intermediate level movement combinations. Prerequisite: THEA 243 or consent of instructor.

THEA 344. Musical Theatre Dance Style. 2 Credits.
In this course students will learn the vocabulary, styles, and techniques associated with musical theatre dance. Building upon the movement basics learned in the prerequisite courses, students will refine their dance skills and increase their knowledge base through the practice and assimilation of repertory from the classic musical theatre. Prerequisites: THEA 241.

THEA 350. Dramatic Production and Criticism. 3 Credits.
An examination of the principles of production criticism and the application of those principles to a series of theatrical productions.

THEA 371. Advanced Acting: Advanced Scene Study. 3 Credits.
Advanced script analysis applied to plays that place advanced demands on the actor. Prerequisites: THEA 272 or consent of instructor.

THEA 397. Cooperative Education. 1-6 Credits.
A practical work experience with an employer closely associated with the student's academic area. Arranged by mutual agreement among student, department, and employer. Repeatable to 12 credits. 2.5 GPA and junior standing are the prerequisites.

THEA 404. Acting for the Music Theatre. 3 Credits.
Appreciation of and performance techniques for musical theatre including: voice and movement work, acting, and staging. Consent of instructor is the prerequisite.

THEA 415. Selected Problems in Theatre Arts. 1-3 Credits.
Topics of special interest to faculty and students, such as Theatre Management, Women's Issues in Drama, Polish Theatre and Drama, Improvisation, Scene Painting, and others. Repeatable up to 9 credits.

THEA 420. Voice and Movement IV. 2 Credits.
A continuation of Thea 320 with emphasis on specialized and advanced voice and movement skills. Prerequisites: THEA 320.

THEA 422. American Theatre History. 3 Credits.
The development of Theatre Arts in America from Colonial times to the present.

THEA 423. History of the Theatre: Classical, Medieval and Renaissance. 3 Credits.
The theatre in performance. The origins of theatrical forms and their relationships to acting style, physical theatre and audience with the cultural environment.

THEA 424. History of the Theatre: Seventeenth Century to the Present. 3 Credits.
A continuation of topics covered in Thea 423 beginning with the Seventeenth Century and continuing to the present. Student need not take Thea 423 prior to enrolling in Thea 424.

THEA 425. Play Direction II. 3 Credits.
A continuation of Thea 300 with emphasis on contemporary theories, analysis, research, conceptualization, and implementation. Laboratory experience. Prerequisite: THEA 300 or consent of instructor.

THEA 426. Scene Design for the Stage. 3 Credits.
The analysis, research, and conceptualization of the physical context of theatre productions. Emphasis on individual creative projects. Repeatable up to 6 hours. Prerequisite: THEA 270.

THEA 427. Costume Design. 3 Credits.
Elements, principles, and styles of design applied to the visual creation of a dramatic character. Repeatable up to 6 credits. Prerequisites: THEA 260 or consent of instructor.

THEA 442. Choreography. 3 Credits.
An introduction to choreography that offers the student training in the sequential application of basic principles of movement and form to a small group of dancers. Prerequisites: THEA 342 or consent of instructor.

THEA 450. Musical Theatre History. 3 Credits.
A survey of the history of musical theatre in performance, genre and world presence. Prerequisite: THEA 204.

THEA 471. Advanced Acting III: Shakespeare. 3 Credits.
A detailed examination of Shakespeare in performance. Prerequisite: THEA 371.
THEA 481. Theatre Practicum. 1-2 Credits.
Projects in all areas of theatre and interpretation in a supervisory capacity. Specific assignments in production/planning with faculty approval. Repeatable to 8 hours.

THEA 488. Playwriting. 3 Credits.
The playwright's problems as revealed through practice of writing plays; experimental productions of the student's creative work whenever possible. Repeatable up to 6 hours. Prerequisite: Sufficient background in theatrical arts and creative writing and consent of instructor.

THEA 494. Senior Project. 4 Credits.
Individual work in an approved area.

University Courses (UNIV)

University courses fall into four distinct categories:

- UNIV 101 Introduction to University Life is a two-credit course specifically for students in their first semester at UND. This course includes a strong focus on the academic and social transition from high school to college.
- UNIV 110 First Year Seminar and UNIV 115 First Year Research – First-Year Seminars – are three-credit courses specifically for students in their first semester at UND. These courses involve a rigorous study of an academic topic or theme, while paying specific attention to those things that help students make a successful transition to college. More information about the specific academic areas of these courses can be found on the FYS website at http://und.edu/provost/fye.cfm.
- UNIV 125 Introduction to Effective Study Skills, UNIV 126 College Reading, and UNIV 127 Critical Thinking Strategies for College are two-credit courses designed to promote specific academic success strategies for students at any level.
- UNIV 228 Non-UND Affiliated Study Abroad and UNIV 229 Study Abroad are variable-credit courses used to grant credit for certain study abroad experiences.

More information about UNIV 101 Introduction to University Life and UNIV 110 First Year Seminar/UNIV 115 First Year Research can be found in the General Information section (under "Opportunities for First-Year Students (p. 14") of this academic catalog.

Courses

UNIV 101. Introduction to University Life. 2 Credits.
Designed to promote the personal and academic success of first-year students. Topics covered include study skills, time and stress management, campus resources, involvement, health and wellness, communication, understanding diversity, critical thinking, and building relationships with faculty members. Academic issues involving this course will be handled through the College of Education and Human Development. Freshman Only.

UNIV 110. First Year Seminar. 3 Credits.
This seminar course is specifically meant to help first-year students make a successful transition to college, and has been designed to engage students in the academic life of the university through the study of a topic in the social sciences. To accomplish these goals, students in this course will consider and practice being reflective about their own learning, being an active and engaged learner, and studying effectively. Only students in their first year at UND may register for this course. Prerequisite: Only students in their first year at UND may register for this course.

UNIV 115. First Year Research. 3 Credits.
This course is specifically meant to help first-year students make a successful transition to college, and has been designed to engage students in the academic life of the university through an intensive research experience in the social sciences. To accomplish these goals, students in this course will consider and practice being reflective about their own learning, being an active and engaged learner, and studying effectively. Only students in their first year at UND may register for this course. Prerequisite: Only students in their first year at UND may register for this course.

UNIV 125. Introduction to Effective Study Skills. 2 Credits.
This course explores issues relevant to both a student’s academic and personal lives. As its name implies, a large portion of this course is devoted to effective study skills and habits. The course examines various aspects of learning styles, studying skills, test taking strategies, etc. This information is helpful in assisting students to succeed. (A maximum total of 2 credits from UNIV 125, UNIV 126, and UNIV 127 may be counted toward degree requirements.) Academic issues involving this course will be handled through the College of Arts and Sciences.

UNIV 126. College Reading. 2 Credits.
This course is designed to assist college students progress from a pre-college reading level to a college reading level. It also presents a systematic way of approaching college textbook material that can help students to become more efficient in study skills integral to their college success. Comprehension skills will be introduced early in the course and integrated throughout the class. The exercises prepare students to read a selection and give them an opportunity to apply comprehension and study skills during and after reading. (A maximum total of 2 credits from UNIV 125, UNIV 126, and UNIV 127 may be counted toward degree requirements.) Academic issues involving this course will be handled through the College of Arts and Sciences.

UNIV 127. Critical Thinking Strategies for College. 2 Credits.
This course is designed for students who want to develop and improve advanced academic techniques, to successfully engage in active learning through critical thinking, metacognitive skills, acquire learning attitudes, and prepare for success in academics and the workplace environment. (A maximum total of 2 credits from UNIV 125, UNIV 126, and UNIV 127 may be counted toward degree requirements.) Academic issues involving this course will be handled through the College of Arts and Sciences.

UNIV 228. Non-UND Affiliated Study Abroad.
Course required of students studying abroad to maintain student status; required Sophomore status and cumulative GPA of 2.50; prior to registration, students will be involved in study abroad procedures inclusive of study abroad application, pre-departure orientation, credit transfer, and related study abroad processes outlined in the Study Abroad Handbook; courses to be taken during the study abroad semester must have pre-approval of appropriate academic department, and courses and grades earned are entered as transfer credit upon transfer back to UND (repeatable with permission of the student’s academic department). Academic issues involving this course will be handled through the College of Arts and Sciences.

UNIV 229. Study Abroad.
1 to 12 credit equivalents in any one semester (repeatable with permission of the student’s academic department); course required of students studying abroad to maintain full-time status; required Sophomore status and cumulative GPA of 2.50; prior to registration, students will be involved in study abroad procedures inclusive of study abroad application, pre-departure orientation, credit transfer, and related study abroad processes outlined in the Study Abroad Handbook; courses to be taken during the study abroad semester must have pre-approval of appropriate academic department, and courses and grades earned are entered as transfer credit upon transfer back to UND. Academic issues involving this course will be handled through the College of Arts and Sciences. Prerequisites: Sophomore status and a cumulative GPA of 2.5.

Women and Gender Studies (WGS)

http://www.arts-sciences.und.edu/women-and-gender-studies

Women and Gender Studies at the University of North Dakota is an interdisciplinary academic program which includes courses from the traditional disciplines, as well as an introductory course in gender studies, a course in women studies, a theory course, and a senior study offered through the College of Arts and Sciences.

Women and Gender Studies examines the complex interaction of gender with other features of human difference, particularly those that result in social inequality. Topics of study include women’s achievements and their contributions to history; the performance of femininity and masculinity; the influence of gender in the shaping of identity, the family, public institutions, and human symbol systems, generally.

The program at UND was established in 1982 under the name of Women Studies, and a minor was approved by the Board of Higher Education in
College of Arts and Sciences

Major in Interdisciplinary Studies: Women and Gender Studies

I. Essential Studies Requirements (see University ES listing).

II. Interdisciplinary Studies Program Requirements:

A minimum of 36 credits, including:

- IDS 280 Learning Across Disciplines 3
- IDS 491 Capstone Interdisciplinary Seminar (not repeatable) 1-3
- IDS 498 Senior Project (repeatable to 6) 3

In addition, students prepare a program of study listing the courses to be used to complete major requirements, which must be approved by an IDS adviser and the IDS Executive Committee before no more than a third of the courses have been completed.

III. Women and Gender Studies Requirements (21 credits min.):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 200</td>
<td>Introduction to Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>WGS 225</td>
<td>The Study of Women</td>
<td>3</td>
</tr>
<tr>
<td>WGS 480</td>
<td>Feminist Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 357</td>
<td>Women Writers and Readers (repeatable when topics vary)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 365</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>HIST 333</td>
<td>Women in American History since 1865</td>
<td>3</td>
</tr>
<tr>
<td>RELS 216</td>
<td>Women and Religion</td>
<td>3</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Sociology of Gender and Sex Roles</td>
<td>2-4</td>
</tr>
<tr>
<td>CJ 302</td>
<td>Women, Crime, and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>WGS 492</td>
<td>Senior Study: Women and Gender Studies</td>
<td>1-4</td>
</tr>
</tbody>
</table>

The following courses are commonly included in students' programs as well as other courses in various departments cross-listed each semester in the Time Schedule of Classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 492</td>
<td>Senior Study: Women and Gender Studies</td>
<td>1-4</td>
</tr>
<tr>
<td>COMM 310</td>
<td>Media and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CJ 361</td>
<td>Victimology</td>
<td>3</td>
</tr>
<tr>
<td>IS 346</td>
<td>American Indian Women</td>
<td>3</td>
</tr>
<tr>
<td>SOC 335</td>
<td>The Family</td>
<td>3</td>
</tr>
<tr>
<td>POLS 351</td>
<td>Women and Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in Women and Gender Studies

Twenty credits of courses in Women and Gender Studies completed with a GPA of at least 2.0 are required for the minor.

I. Required courses (total credits 9):

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 200</td>
<td>Introduction to Gender Studies</td>
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</tr>
<tr>
<td>WGS 225</td>
<td>The Study of Women</td>
<td>3</td>
</tr>
<tr>
<td>WGS 480</td>
<td>Feminist Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

II. At least three of the following (total credits 11):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 357</td>
<td>Women Writers and Readers (may be repeated once when topics vary)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 365</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>HIST 333</td>
<td>Women in American History since 1865</td>
<td>3</td>
</tr>
<tr>
<td>RELS 216</td>
<td>Women and Religion</td>
<td>3</td>
</tr>
</tbody>
</table>

SOC 340 Sociology of Gender and Sex Roles 3
COMM 310 Media and Diversity 3
CJ 361 Victimology 3
IS 346 American Indian Women 3
SOC 335 The Family 3
POLS 351 Women and Politics 3
WGS 492 Senior Study: Women and Gender Studies 1-4

Students may declare a major or minor through the College of Arts and Sciences and should also contact the Director of Women and Gender Studies to design a program of study.

Courses

WGS 200. Introduction to Gender Studies. 3 Credits.
An introduction to the social construction of gender, a concept that underlies research in women studies and the new masculinity studies—indeed, of much work in the humanities and social sciences, generally. Topics may include the role of gender in the formation of human symbol systems and institutions worldwide, as well its capacity to shape individual bodies, identities, and kinship relations.

WGS 225. The Study of Women. 3 Credits.
An introduction to the study of women as subjects of scholarly inquiry, with emphasis on assessments of women's contributions to Western culture. The course will provide an interdisciplinary focus on the central issues and questions posed by the new scholarship on women, and introduce students to the perspectives and methodologies of a variety of disciplines.

WGS 480. Feminist Theory. 3 Credits.
Feminist theory examines the foundations of American feminism from enlightenment liberal to postmodern and standpoint theories. The course first develops then critiques these fundamental approaches. Opportunities are provided to integrate mainstream and marginal experiences of feminist theory and its practice. Prerequisites: WGS 200 or WGS 225.

WGS 492. Senior Study: Women and Gender Studies. 1-4 Credits.
Supervised independent study involving a theory paper, practicum experience, or a combination of the two. Prerequisites: WGS 200 or WGS 225.
Graduate Academic Information

The School of Graduate Studies

Wayne Swisher, Dean

Mission

The School of Graduate Studies has responsibility for all graduate work at the University except for that leading to the Doctor of Medicine (M.D.) and Juris Doctorate (J.D.). It is the purpose of the School of Graduate Studies to provide opportunity for advanced study beyond the limits of undergraduate courses, to make available the resources of the University in such combinations as will meet the occupational, intellectual, and cultural needs of qualified post-baccalaureate students, and to encourage original investigation and creative scholarship. The University of North Dakota offers the largest and most diversified graduate school in the region. A number of unique facilities and support resources augment the instructional and research program. In addition, the School of Graduate Studies offers extensive off-campus program offerings through the Division of Continuing Education.

The School of Graduate Studies: General Information

The School of Graduate Studies provides qualified post-baccalaureate students with the opportunity for advanced study toward a graduate degree. The School of Graduate Studies promotes excellence in scholarship and creativity, and encourages original research and competency in technical and professional fields. The School of Graduate Studies is responsible for general supervision of all graduate activity in the departments, schools, and colleges of the University.

Graduate level courses are offered through various delivery modes. Opportunities for on-campus, online, and combinations of on-campus/online study exist for many programs. Students should consult with individual programs or the School of Graduate Studies for information regarding on-campus and online programming. Students wishing to enroll in distance courses and programs must follow all School of Graduate Studies policies and procedures.

The School of Graduate Studies is a member of the Midwest Association of Graduate Schools, the Western Association of Graduate Schools, the American Indian Professional Association, the National Association of Graduate Admissions Professionals, the Center for Academic Integrity, the American Association of Collegiate Registrars and Admissions Officers, and the Midwestern Association of Graduate Admissions Professionals. The School of Graduate Studies is one of the one hundred charter members of the Council of Graduate Schools in the United States.

The Dean is the chief administrative officer of the School of Graduate Studies. The School of Graduate Studies policy is set by the Graduate Faculty which is made up of the President, the Vice President for Academic Affairs, the Dean of the School of Graduate Studies, and members of the University faculty who have been approved for membership on the Graduate Faculty. A full listing of the Graduate Faculty is available on the School of Graduate Studies website: http://graduateschool.und.edu. Only members of the Graduate Faculty normally may serve on Faculty Advisory Committees and serve as advisors for graduate students.

School of Graduate Studies: Academic Programs

Graduate degrees are offered within seven Colleges or Schools as listed below:


College of Business and Public Administration: Applied Economics (M.S.A.E.), Business Administration (M.B.A.), Public Administration (M.P.A.), and Technology (M.S.).


School of Medicine and Health Sciences: Anatomy & Cell Biology, Biochemistry & Molecular Biology, Pharmacology, Physiology, and Therapeutics, Medical Lab Science, Microbiology & Immunology, Occupational Therapy (M.O.T.), Physical Therapy (D.P.T.), Physician Assistant Studies (M.P.A.S.), Public Health (M.P.H.)

The Graduate Committee

The Graduate Committee is the executive council of the Graduate Faculty. In this capacity it is advisory to the Dean of the School of Graduate Studies and serves as the School of Graduate Studies Curriculum Committee. The Graduate Committee is responsible for hearing appeals of decisions on student academic matters rendered by the Dean of the School of Graduate Studies. The voting membership of the Graduate Committee consists of thirteen full members of the Graduate Faculty. These thirteen members of the Graduate Committee are elected by those members of the Graduate Faculty from each of thirteen academic areas, with each person elected to serve a three-year term. Non-voting ex officio members of the Graduate Committee include the Dean of the School of Graduate Studies, any Associate Dean(s), and the appointed graduate student member. The graduate student member must be enrolled in the School of Graduate Studies and will serve a one-year term. The membership roster of the Graduate Committee is available from the School of Graduate Studies and is posted on the School of Graduate Studies website.

Assessment

As an institution of higher education, the university is committed to ongoing assessment of student learning at all levels and in all programs. The Associate Dean of the School of Graduate Studies reports directly to the Dean and is primarily responsible for all aspects of School of Graduate Studies Assessment. Assessment of student learning is essential in order for the University to improve educational programs and the experiences of students. Students and faculty are encouraged to respond when asked to participate in surveys and other assessment activities. Students are also encouraged to collaborate in the planning and development of assessment activities and to make suggestions for improvements.

Degrees Granted

The degrees conferred for graduate work are the Master of Arts (M.A.), Master of Physician Assistant Studies (M.P.A.S.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Business Administration (M.B.A.), Master of Engineering (M.Eng.), Master of Environmental Management (M.E.M.), Master of Fine Arts (M.F.A.), Master of Music (M.M.), Master of Occupational Therapy (M.O.T.), Master of Public Administration (M.P.A.), Master of Science in Applied Economics (M.S.A.E.), Master of Public Health (M.P.H.), Master of Social Work (M.S.W.), Doctor of Arts (D.A.), Doctor of Education (Ed.D.), Doctor of Philosophy (Ph.D.) and Doctor of Physical Therapy (D.P.T.). The Specialist Diploma is offered in Educational Leadership.
Student Responsibility

It is the responsibility of the student to become informed and to observe all regulations and procedures required by the University, the School of Graduate Studies Catalog and the program in which she or he is enrolled. The student is responsible for reading the Graduate Catalog, all contracts for employment, the terms and conditions of any awards and correspondence from the various offices of the University. The student is responsible for knowing his or her academic standing and grade-point average. While the School of Graduate Studies attempts to notify students regarding any problems in the student’s progress toward a degree, the student alone is responsible for maintaining satisfactory academic standing and progress.

The School of Graduate Studies expects all students and faculty to be aware of its policies and procedures. Ignorance of a rule does not constitute a basis for waiving that rule.

Petitions and Appeals

Students who wish to be excused from School of Graduate Studies requirements must petition the Dean on a petition form available on the School of Graduate Studies Web page. The forms require the written endorsement of the advisor, instructor (if appropriate), and department chairperson or graduate program director. The student should state clearly and concisely: 1) the nature of the petition; 2) the basis for the petition, including any supporting documentation; and 3) the outcome they are seeking. Petitions should be used only for exceptional circumstances. Failure to follow policies and procedures usually does not qualify as an exceptional circumstance. Graduate students or members of the Graduate Faculty may appeal decisions of the dean to the Graduate Committee.

Prohibited Acts

Section 2-3 of the UND Code of Student Life defines prohibited acts as those that would include violation of civil or criminal laws, acts of dishonesty, acts against other persons, disruptive activity or disorderly conduct, possession of prohibited property, acts involving property, and misuse of the campus judicial system. Graduate students involved in any prohibited activities will be subject to University discipline sanctions.

Additional Information

For detailed information students should consult the School of Graduate Studies Section of this Catalog or go to the School of Graduate Studies website at: http://graduateschool.und.edu. Address inquiries to the Dean of the School of Graduate Studies, 264 Centennial Drive, Mail Stop 8178, University of North Dakota, Grand Forks, ND 58202; Telephone (701) 777-2784; or 1-800-CALL-UND; or email at: gradschool@mail.und.edu.

Application Policies and Procedures

Application for Admission to School of Graduate Studies

Those who have earned or will earn a four-year bachelor’s degree at a regionally accredited college or university in the United States, or the equivalent of this degree in another country, will be considered for admission to the School of Graduate Studies at UND. Exceptions to this policy must be approved by the Dean of the School of Graduate Studies.

Applicants may apply for admission to the University of North Dakota during their final year of undergraduate study, but must furnish proof of graduation before registration. Students are allowed to enroll in only one degree program at a time, with the exception of approved combined or joint programs.

The School of Graduate Studies application process is entirely online. For more information, contact the School of Graduate Studies or visit us online:

Graduate School of North Dakota
264 Centennial Drive, Stop 8178
Grand Forks, ND 58202-8178

Phone (701) 777-2947, 1-800-CALL-UND
FAX (701) 777-3619
E-mail: Questions@gradschool.und.edu
http://graduateschool.und.edu

Application Deadlines

The University of North Dakota maintains deadlines for most graduate programs; however, applicants are encouraged to apply as early as possible to assure admission and full consideration for financial aid. The School of Graduate Studies does not guarantee that applications received less than three weeks before the beginning of the semester will be able to be acted on in time for the beginning of the semester. Many programs have specific application deadlines. The School of Graduate Studies website provides the most current list of deadlines. Applicants should consult this website for program specific application deadlines.

NOTE: It is strongly recommended that domestic applicants submit and complete an application at least three weeks prior to the program deadlines.

The School of Graduate Studies recommends that international applicants submit applications three months in advance of program deadlines.

Applications are complete when all materials required by the program, e.g. transcripts, recommendation letters, official test scores, written statements, etc., have been received by the School of Graduate Studies. It is the responsibility of the applicant to ensure that all required admissions materials are sent to the School of Graduate Studies.

Application Procedure

Those who wish to be considered for graduate study are required to submit an application and supporting materials to the School of Graduate Studies. Applicants are required to use the online application which is available at: http://graduateschool.und.edu. All applicants are required to submit the following:

1. application form;
2. application fee;
3. three letters of recommendation;
4. one official copy of all academic transcripts; and
5. statement of Goals and Objectives.

Additional information, such as writing samples, test scores, portfolios, etc., may be requested by some departments. An application fee is required for each application submitted. The application fee is waived for McNair Scholars. Applicants are encouraged to contact the School of Graduate Studies or the individual program with any questions regarding the application process.

Categories of Admission

Applications for degree or certificate programs may be submitted to the School of Graduate Studies. Applicants are required to use the online application which is available at: http://graduateschool.und.edu. All applicants are required to submit the following:

1. application form;
2. application fee;
3. three letters of recommendation;
4. one official copy of all academic transcripts; and
5. statement of Goals and Objectives.

Additional information, such as writing samples, test scores, portfolios, etc., may be requested by some departments. An application fee is required for each application submitted. The application fee is waived for McNair Scholars. Applicants are encouraged to contact the School of Graduate Studies or the individual program with any questions regarding the application process.

Categories of Admission

Applicants for degree or certificate programs may be admitted to Approved, Qualified, Provisional, or Deferred status. The School of Graduate Studies has established minimal academic criteria for admission. Faculty members from individual departments may have additional requirements. The various categories of admission are detailed in the following paragraphs.

Approved Status

Applicants who have earned the minimum admission requirements stipulated by the School of Graduate Studies and have met all departmental requirements for admission may be admitted into Approved status. Admission to this status implies only that a student is permitted to commence graduate work which normally will lead to a degree, diploma, or certificate. However, admission to Approved status does not guarantee that a student will be allowed to become a candidate for a degree or diploma.

Qualified Status

Admission to Qualified status may be granted to applicants who have met all minimum admission requirements except for prerequisite coursework or an official test score required for admission, other than the test for English Language Proficiency. Generally, students will not be admitted into qualified status with more than nine (9) credits of outstanding prerequisites. Upon completion of the conditions placed on the admission, and provided the student has earned a GPA of at least 3.00 for all work attempted, she/he is eligible to be advanced to Approved status. A student in Qualified...
students cannot delay or move their admission. Delayed matriculation will be offered admission at a later date. Non-degree students of the School of Graduate Studies. There is no guarantee that students denied matriculation into the program for up to one year. The first obligation of students admitted to Provisional status is to meet all of the conditions specified at the time of admission. Students in Provisional status are not eligible for graduate teaching, research, or service assistantships or for School of Graduate Studies tuition waivers.

Deferred Admission Status
Deferred Admission status is reserved for applicants who intend to pursue a degree program and who are allowed to register in the School of Graduate Studies while a formal application for admission is completed and processed and eligibility is determined. This would include applicants who, due to extenuating circumstances, have not submitted all materials required for a complete application. Coursework completed while in Deferred status will not count toward a graduate degree at UND unless admission into Approved, Qualified, or Provisional status is granted. A Student in Deferred status who fails to gain admission to a graduate program by the next semester will be moved to Non-Degree status. Students who have previously been Degree Seeking, Certificate or Non-Degree Students are not eligible for Deferred Admission status. Students in Deferred status are not eligible for graduate teaching, research, or service assistantships, or for School of Graduate Studies tuition waivers.

Non-Degree Status
Applicants who wish to enroll in graduate level classes as a non-degree seeking student should seek admission into Non-Degree status. All applicants for non-degree status must have met the English Language Proficiency Requirement, and have a recognized baccalaureate degree. Permission of the academic department will be required to enroll in a class as a non-degree student. Therefore, the applicant should consult with the department(s) offering the courses before completing an application. Subject to the approval of the department and the Dean of the School of Graduate Studies, a maximum of nine (9) semester credits taken as a graduate Non-Degree student may subsequently be counted toward a graduate degree subject to all other regulations. Non-degree students are not eligible for graduate teaching, research, or service assistantships or School of Graduate Studies tuition waivers.

Post-Baccalaureate Status
The purpose of this status is to provide a procedure for individuals to take a limited amount of academic work for cultural, intellectual, continuing education needs, or with the intent to complete prerequisite coursework for an eventual application to a graduate program. A student registered in Post-Baccalaureate status may not change to another status until the completion of the term. Students in Post-Baccalaureate status are not eligible for graduate teaching, research, or service assistantships or School of Graduate Studies tuition waivers.

Delays or Moving Matriculation
An applicant offered admission to a degree or certificate program in the School of Graduate Studies may request to delay or move his/her matriculation into the program for up to one year. Requests to delay or move matriculation will require approval of the program faculty and the Dean of the School of Graduate Studies. There is no guarantee that students denied delayed matriculation will be offered admission at a later date. Non-degree students cannot delay or move their admission.

Matriculation Requirement
Students who do not enroll in program specific coursework as specified in the admission letter the semester that they are admitted, and do not gain approval to delay or move their matriculation, will have their admission offer rescinded. In such instances, a new application for future enrollment will need to be submitted with no guarantee that the application will result in another offer of admission.

Eligibility to Work for an Advanced Degree
Only those who have been officially admitted to the School of Graduate Studies as Degree Students on the basis of a letter from the Dean of the School of Graduate Studies may work for an advanced degree. Any conditions stipulated in the admission letter must be satisfied according to the terms of the letter. Degree or certificate students who do not satisfy the conditions of the admission letter will be dismissed. Students may petition the School of Graduate Studies for an extension if they are unable to satisfy the conditions of admission. Such petitions must be filed prior to any deadlines that are in the admissions letter.

Eligibility for Faculty to Pursue Graduate Degree
A faculty member at any rank may take coursework toward a degree at the University if he or she has the approval of the dean of his or her college or school. Members of the Graduate Faculty must also obtain approval of the Graduate Dean. Upon enrollment in a graduate program, graduate faculty membership, and faculty rank or role in any department in which the coursework is being taken, will be suspended. The suspended faculty rank and role, including graduate faculty membership, will be automatically reinstated upon completion of the graduate degree or departure from the degree program. Any member of the faculty may, with the approval of the dean and of the instructors concerned, take courses for credit as non-degree seeking students without changing his or her faculty status. Arrangements to audit classes or to take courses for credit are made through the School of Graduate Studies and/or Registrar’s Office. (Reference: UND Faculty Handbook)

Minimum General School of Graduate Studies Admission Requirements
1. A four-year bachelor’s degree or equivalent from a recognized college or university (for U.S. degrees, accreditation by one of the six regional accrediting associations: MSA, NASC, NCA, NEASC-CHE, SACS-CC, or WACS-Sr.) Exceptions to this policy must be approved by the Dean of the School of Graduate Studies. For combined degree programs, refer to the admission requirements under each department.
2. A minimum of 20 semester credits of appropriate undergraduate coursework in the chosen field.
3. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work (2.5 for M.Engr.) or a GPA of at least 3.00 for the junior and senior years of undergraduate work (based on A = 4.00). (Applicants having the equivalent of one or more years of baccalaureate work reported on a non-graded system must submit an evaluation of the work and Graduate Record Examination scores on the General Test and the Subject Test, if offered in the discipline.)
4. ADMISSIONS TESTS. All graduate admissions tests (GMAT, GRE, TOEFL, etc.) must be sent directly by the Testing Service. The institution code for the University of North Dakota is 6878 for the GRE, TOEFL, and GMAT. The institution code for the MAT is 1380. Photocopies of test scores are not accepted. Not all graduate programs require testing for admission. Please consult the School of Graduate Studies website (http://graduateschool.und.edu) for current information on admission tests.
5. All graduate applicants must demonstrate academic-level proficiency with the English language before they will be considered for approved status admission. This requirement must be met by all applicants, regardless of citizenship, residency, or nation of birth. No applicants will be considered for approved admission status until the English Language Proficiency
Requirement has been met. The English Proficiency Requirement will not be waived for any reason. This requirement may be satisfied in any of the following ways:

A. A bachelor’s degree or higher from a recognized institution in the United States, England, Scotland, Ireland, Wales, Jamaica, Australia, New Zealand, or English Speaking Canada;
B. An overall band score on the IELTS of at least 6.5;
C. A satisfactory score on the Test of English as a Foreign Language (TOEFL). For the internet-based TOEFL (TOEFL iBT) an overall score of 76 is required, with a minimum score on each subtest of 21/30 for Listening, 19/30 for Reading, and 17/30 for Writing. To be considered for a Graduate Teaching Assistantship, a Speaking subtest score of 26/30 is required;
D. Successful completion of English Language Services (ELS) Language Center's Intensive Level 112. Graduate Teaching Assistants must be proficient English language communicators. International students who are nonnative speakers of English are required to take the TSE (Test of Spoken English) or the SPEAK test and achieve a score of 50 before a Graduate Teaching Assistantship may be offered. Language proficiency may also be established on the basis of the Internet Based TOEFL (iBT) if the student scores at least 26 on the spoken section and meets all other section requirements. Contact the School of Graduate Studies for more information.

6. Transcripts, references, and/or any other materials sent prior to submission of an application, will be kept active for six months. Applicants should send all application materials directly to the School of Graduate Studies, not to the program to which they are applying. It is the applicant’s responsibility to ensure that the School of Graduate Studies has received all application materials; therefore, periodically checking on the status of the application by the applicant is advisable. Once an application is complete, it will be forwarded to the program for evaluation. Each graduate program makes its own admission recommendation but the decision is not final until it has been reviewed and approved by the Dean of the School of Graduate Studies. Applications are considered only for the program, degree, and admit term indicated on the application. A person must submit separate applications for each program, degree, and admit term he or she wishes to be considered for admission.

The School of Graduate Studies will use transcripts which were received officially so long as the transcripts have been retained according to UND’s Records Retention Policy. Because written statements (statements, goals, essays, etc.) and letters of recommendation are written to a specific program, an applicant must provide new written statements and letters of recommendations for each application. Because test scores have expiration dates, a test score must be considered current by the testing agency in order to be used for an application. An applicant may change the program, degree, and/or admit term of a submitted application once, but not after an admission decision has been published regarding the application.

Applications that do not receive an admission decision by the official fourth week census of the semester indicated on the application are administratively denied. Some programs have additional admission requirements or require supplemental information at the time of application. Please consult the individual program listings in this catalog or contact the School of Graduate Studies or program for more information.

7. Students who meet all of the stated admission requirements are eligible for consideration for Approved status admission, but are not guaranteed admission. The entering classes will be chosen from all qualified applicants on the basis of the quality of the applicants’ previous work, the adequacy of their preparation for graduate study at UND, and enrollment capacity. The School of Graduate Studies reserves the right to refuse admission to any applicant on the basis of scholastic or other reasons. Applicants who do not meet all of the requirements for Approved admission may be considered for QUALIFIED, PROVISIONAL, or DEFERRED admission status.

In general, the following guidelines indicate the level of preparation expected of all international applicants for admission to UND:

India, Pakistan, Bangladesh, Nepal: 1st Class Bachelor’s degree in engineering or medicine with a minimum of four years of study; master’s degree in all other fields.

Other Asian countries: Bachelor’s degree requiring a minimum of four years of study.

British or British-patterned education: Bachelor’s degree with honors with a minimum of four years of study.

French or French-patterned education: Diplome with a minimum of four years of post-baccalaureate study.

Other European, Latin American, Middle Eastern countries or Canada: University degree requiring a minimum of four years of study.

Three-year Bologna process degrees from countries within the European Union will be considered on an individual basis. Three-year degrees from other countries may also be considered. Applicants may be requested to provide a World Education Services transcript evaluation in addition to official transcripts from their university.

Admission to a doctoral program may require a master’s degree. Please consult with the School of Graduate Studies (p. 492) for current information on doctoral program admission requirements.

All graduate applicants must demonstrate academic-level proficiency with the English language before they will be considered for approved admission status. This requirement must be met by all applicants, regardless of citizenship, residency, or nation of birth. The English Proficiency Requirement will not be waived for any reason. This requirement can be met by submitting scores from the Test of English as a Foreign Language (TOEFL), or scores from the IELTS, or through successful completion of the English Language Service (ELS) Center’s Intensive Language 112.

Graduate teaching assistantships are generally unavailable to international students during their first year of study. However, an applicant with an outstanding record may be considered only if he or she has first taken the Test of Spoken English or the SPEAK test and achieves a minimum score of 50 or scored 26/30 on the speaking portion of the TOEFL iBT, or an overall band score on the IELTS of at least 6.5.

International students are required to submit a certification of finances to the School of Graduate Studies after an offer of admission has been made. Approximately $30,000 annually is required for educational and living expenses.

Applicants admitted to a graduate program will be issued an I-20 Form after all required documentation has been submitted.

Academic Grievance

Guidelines for Graduate Student Grievance Hearings, University of North Dakota

The Graduate Committee hears grievances brought by graduate students seeking redress on academic decisions made by the Graduate Dean. This document sets out the procedures for the consideration and hearing of student grievances.

I. PRINCIPLES UNDERLYING STUDENT GRIEVANCE HEARINGS

1. The procedures should be fair and transparent;
2. Student grievances should be dealt with within a reasonable time, decisions should not be rushed, and all information relevant to reaching a fair decision should be taken into consideration;
3. A grievant may be accompanied by an advisor, who may be a lawyer, when appearing at any grievance hearing;
4. The principle parties should have equal access to relevant information and documentation;

Note to International Students

It is strongly recommended that the application be completed three months prior to the term in which the applicant wishes to matriculate.
III. FILING A GRIEVANCE

5. An individual’s privacy and confidentiality should be respected, subject to the need for an open and fair investigation.

6. Procedures should ensure that, where a grievance is upheld, appropriate action is taken;

7. Members of a student grievance hearing panel should disclose any professional or personal relationship they may have with any of the parties;

8. Members of a student grievance hearing panel should recuse themselves if they have a conflict of interest and/or may have difficulty objectively reviewing the facts and information presented.

II. SCHOOL OF GRADUATE STUDIES

STUDENT GRIEVANCE DOMAIN AND PROCEDURES

1. The Graduate Committee will review written student grievances concerning academic decisions made by the Graduate Dean.

2. The Graduate Committee does not review the substance of grievances of course grades, allegations of academic dishonesty or scientific misconduct, matters relating to employment or assistantships, or allegations of discrimination. If it has been determined by the relevant administrators or committees that situations such as these have occurred, the Graduate Committee may review whether actions of the Graduate Dean were made on sufficient grounds.

   a. Grade grievances are subject to review by the College in which the course is offered.

   b. Allegations of academic dishonesty, scientific misconduct, and discrimination are subject to review by the College in which the academic dishonesty, scientific misconduct, or discrimination is said to have taken place.

3. Definitions:

   a. “Graduate Dean” refers to the Dean of the School of Graduate Studies or his or her designee.

   b. “Day” means normal university school day when regular classes or examinations are held, not including Saturday and Sunday.

   c. A Graduate Student Grievance Hearing Panel may be convened during the summer if all the parties are available, and sufficient members of a Graduate Student Grievance Hearing Panel can be available.

   d. “Grievance Hearing” is the formal meeting in which the student and other principle parties present information regarding the grievance, and the course of events that led to the filing of the grievance.

   e. “Grievance Hearing Panel,” hereby known as the Panel, is the group of Graduate Committee faculty and student designee who are chosen to be present at a grievance hearing.

   f. “Grievant” is the student filing the grievance.

4. A Panel consists of the Chair or Vice Chair of the Graduate Committee acting as non-voting Chair of the Panel, four voting members of the Graduate Committee and one voting graduate student (normally the Graduate Committee student member). Each Student Grievance Hearing will be heard by a separate Panel appointed by the Graduate Committee Chair. When establishing Panels, the Graduate Committee Chair will consider the expertise and experience of the members, their familiarity with student grievance hearings, the breadth of background they bring to the Panel, and the potential for perceived conflicts of interest. In the process of setting Panels, Panel members should indicate if they have any potential conflicts of interest. In the event that the Chair of the Graduate Committee is associated with the grievant’s department, or in some other way has a conflict of interest, delegation of Panel members will fall to the Vice Chair of the Graduate Committee. The grievant and the Graduate Dean may each disqualify, for any reason, up to two of the Graduate Committee members from serving on the Panel.

III. FILING A GRIEVANCE

1. A student who disputes an academic decision should first discuss his or her concerns with the Dean of the School of Graduate Studies.

2. The student must file seven copies of a Request for Grievance Hearing (see section III. D, below) stating the grounds and argumentation in support of a grievance to the Chair of the Graduate Committee, not to exceed 10 double-spaced pages excluding attachments. The Chair of the Graduate Committee will review the request to make certain it grieves an action of the Graduate Dean. Grievances that are not within the jurisdiction of the Graduate Committee will be dismissed and returned to the student.

3. A grievance hearing is not a rehearing of the case. The following shall be allowed as grounds for grievance:

   a. Action of the Graduate Dean not being commensurate with the problem being addressed.

   b. Decisions contrary to the weight of evidence.

4. Seven written copies of the Request for Grievance Hearing must be submitted to the Chair of the Graduate Committee no later than 20 days after receiving notification of the action that the student is seeking to be overturned or changed. The request should identify:

   a. The disputed academic decision (within the jurisdiction of the Graduate Committee);

   b. The person that made the decision;

   c. The date the decision was made;

   d. All efforts made to resolve the dispute informally and formally;

   e. Information directly relevant to the Panel’s review of the grievance;

   f. Relevant witnesses or individuals whom the grievant may call during the hearing;

   g. Any other relevant pertinent evidence or documents and;

   h. The desired outcome the student is seeking as a result of a grievance hearing.

5. The Graduate Committee chair will notify the student in writing of his or her decision regarding the Request for Grievance Hearing within 5 days of receiving the request. If the Graduate Committee chair approves the Request for Grievance Hearing, the student will receive a list of prospective members of the Panel with the letter notifying them of the chair’s decision. The Recording Secretary will also send the Request for Grievance Hearing and supporting information to the Dean of the School of Graduate Studies within 5 days of the approval decision.

6. Within 10 days of receiving notice of the grievance from the Recording Secretary, the Graduate Dean will provide six copies of a written response (and supporting documents) to the Graduate Committee Chair and one copy to the grievant. The response may not exceed 10 double-spaced pages excluding attachments. The request should identify:

   a. Issues raised by the grievant;

   b. All efforts made to resolve the dispute informally and formally;

   c. Information directly relevant to the Panel’s review of the grievance;

   d. Relevant witnesses or individuals whom the Graduate Dean may call during the hearing;

   e. Any other relevant pertinent evidence or documents; and

   f. The desired outcome the Graduate Dean is seeking as a result of a grievance hearing.

IV. INITIAL REVIEW OF GRIEVANCES

Within 10 days of receiving the Graduate Dean’s response, the Chair of the Graduate Committee will appoint a Panel, as outlined above and communicate the names of the Panel members to the grievant and the Graduate Dean. The grievant and the Graduate Dean must inform the Chair of the Graduate Committee within 5 days if he/she wishes to disqualify any prospective Panel members. Once the Panel has been established, a date for the hearing will be set. The Chair of the Panel will send notice of the hearing to the student and the Graduate Dean. The notice will include the date, time, location and procedures of the hearing. The Chair of the Panel may invite others to provide information at the hearing. The grievance hearing will be normally scheduled within 10 days of the Graduate Dean’s written response to the filed grievance.

V. MEDIATION

At any time the parties may consider mediation of outstanding issues. None of the parties or the Graduate Committee will conduct the mediation. All applicable timelines remain in effect, unless extended by the Chair of the Graduate Committee.

VI. GRIEVANCE HEARING

1. If either party intends to submit supplemental materials (six copies) to the Panel for consideration, he/she must also provide hard copies to the other parties to the hearing. All copies must be provided at least 5
days prior to the scheduled hearing. These materials may not exceed 10
double-spaced pages excluding attachments. Failure to provide copies in
time may result in the materials not being considered by the Panel.

2. Hearings will be conducted in a manner conducive to ascertaining the
facts of the case. Parties to the grievance will be provided an opportunity to:
   A. Be present and hear all arguments and oral statements made to
      the Panel during the hearing;
   B. Make arguments, present oral statements and written documents,
      and call witnesses with regard to issues of fact relevant to the
      grounds for grievance; and
   C. Ask questions of other witnesses, either directly or through the
      Chair (to be determined by the Chair).

3. Each party may be accompanied at the hearing by an advisor, who may
be a lawyer. The advisors are not allowed to address the Panel, question
witnesses, or take an active Graduate Academic Information role in the
proceedings. The advisor is simply there to provide advice to a party. The
Graduate Dean will not bring a lawyer unless the grievant indicates he/
she intends to bring a lawyer. If the grievant intends to bring a lawyer,
he/she should notify the Graduate Dean and the Chair of the Graduate
Committee 5 days prior to the start of the hearing.

4. At any time, the Chair of the Panel may consult an advisor or a lawyer,
call witnesses, or ascertain information deemed relevant to the grievance.
The Chair of the Panel is authorized to request the appearance of
additional witnesses or the submission of additional information
necessary to clarify an already introduced issue. The Panel may address
questions to any person participating in the hearing.

5. The Panel may establish time limitations for the oral presentations of
the parties. As a regular order of business, each party will have 30
minutes for presentation, inclusive of time allocated to allowing witnesses
to speak. It is recommended that long statements by witnesses be
presented in written form as attachments to the original grievance or
response.

6. The formal rules of evidence do not apply to Grievance Hearings. All
information not repetitious or irrelevant may be admitted, subject to
guidelines of time and length.

7. No witness will be allowed to attend the hearing before he or she testifies
or until he or she has been released.

8. Hearings will be closed to the public unless the student wishes them
to be open. If the hearings are open, great care must be exercised by
all who speak to protect the privacy of others who are not parties to the
proceedings.

9. In hearings involving a single incident with more than one student, a
single hearing may be scheduled for all of the students. If the Chair
determines that it would be in the best interest of individuals involved,
separate hearings may be provided. When collective hearings are held,
individual findings, decisions, and recommendations will be rendered.
Students who do not file a grievance will not automatically benefit from a
grievance filed by another student.

10. The hearing will be recorded. Both parties may access the recording,
after the final report is issued, by contacting the Recording Secretary of
the Graduate Committee.

11. The Chair may require someone to leave the hearing whose conduct or
presence may impede the hearing process.

12. All documents, recordings and findings will be subject to the university’s
records retention policy.

VII. ORDER OF PROCEEDINGS IN A GRIEVANCE HEARING

1. The Chair will begin the hearing with a brief opening statement. The
Chair will then ask each person in the room to introduce himself or
herself for the record. The Chair will state the reason for the hearing,
describe the role of the Panel and explain the procedures to be followed.
The Chair will ask the student filing the grievance whether he or she
wishes the hearing to be open or closed. If the student requests a closed
hearing, only the Recording Secretary, the principle parties, the Panel
and, if applicable, their advisors shall remain. Witnesses will only be
allowed in the room when they are presenting, but may be asked to
remain available to answer additional questions later in the proceedings.

2. Following the Chair’s summary, and unless otherwise determined by the
Chair of the Panel, the order of presentation will be:

   A. Grievant presents case, including witnesses and other evidence
      (30 minutes). Members of the Panel may ask brief questions to
      clarify a point, but in general the student should be allowed to
      present without interruption. Witnesses must exit after providing
      their information, and should not be allowed to speak with each
other until released. They should be available for questions later;
   B. Graduate Dean presents case, including witnesses and other
      evidence (30 minutes). Members of the Panel may ask brief
      questions to clarify a point, but in general the Graduate Dean
      should be allowed to present without interruption. Witnesses must
      exit after providing their information, and should not be allowed to
      speak with each other until released. They should be available for
      questions later;
   C. Panel members question either party and witnesses. Determination
      of the order of questions, requesting the presence of witnesses,
      and managing the dialog during the hearing is done at the
discretion of the Chair in consultation with other members of the
      Panel;
   D. Summary by the Graduate Dean (5 minutes);
   E. Summary by the Student (5 minutes);
   F. Declaration by the Chair that the hearing is concluded.

VIII. FINDINGS, DECISIONS, AND RECOMMENDATIONS OF THE PANEL

1. Upon completion of the hearing, the Panel will meet in closed session for
deliberations. If the student requests an open hearing, then deliberations
will also be open. If the process requires more time than originally
scheduled, the Panel may suspend its discussion and reconvene at an
agreed upon later date and time. A simple majority vote of the Panel is
required for all findings, decisions, and recommendations.

2. If, in the course of deliberations, the Panel determines it would like
to obtain additional information from either party, or from any other
individual that the Panel feels could provide useful information, the Chair
of the Panel will reopen the hearing at a mutually convenient time for all
parties.

3. The Panel Chair will prepare a written final decision, to include:
   A. A statement addressing the subject of the grievance;
   B. A decision that indicates whether the grievance is upheld, denied,
or if a modified solution to the situation is recommended;
   C. (Optional) recommendations, if appropriate, for further actions by
      University authorities.

4. All members of the Panel sign the Decisions, Findings, and
   Recommendations document.

5. The Panel will provide the grievant and the Graduate Dean with a copy of
the decision of the Panel within 10 days from the date of the conclusion
of the hearing.

IX. SUBSEQUENT HEARINGS

1. The Panel acts on behalf of the Graduate Committee. The student may
grieve the decision of the Panel to the Student Academic Standards
Committee.

Academic Standards, Probation
and Dismissal

A cumulative grade point average (GPA) of at least 3.00 for all work
taken as a graduate student (2.75 for M.Eng.) while registered in the
UND School of Graduate Studies must be maintained in order to remain
in satisfactory academic standing in the School of Graduate Studies.
In addition to maintaining the required GPA, satisfactory performance also
includes, but is not limited to, satisfactory research performance, a satisfactory
GPA in the major, satisfactory performance in examinations, such as the
comprehensive examination, or satisfactory performance in other specific
program requirements. Students may be dismissed from the School of
Graduate Studies for failure to maintain the required academic standing as
described in this graduate catalog. Dismissal from the School of Graduate
Studies will be noted on the transcript. The Graduate Committee will hear
grievances brought by graduate students regarding dismissal decision made by
the Dean of the School of Graduate Studies.
The academic standing and progress of degree seeking students will be reviewed by the departments and Faculty Advisory Committee periodically to ensure that appropriate progress is being made toward the degree. Students may be placed on probation with conditions or dismissed as a result of unsatisfactory academic performance or progress. Dismissal will be noted on the student’s transcript.

The academic standing of all graduate students whose cumulative GPA falls below 3.00 (2.75 for Master of Engineering program) will be reviewed at the end of each academic term by the Dean of the School of Graduate Studies. Students having accumulated 9 or more credit hours will be placed on academic probation for one semester; students having accumulated fewer than 9 credit hours will be placed on academic probation until either

1. the GPA is raised to at least 3.00 (2.75 for M.Engr.) or
2. 9 graduate credit hours are accumulated, whichever occurs first.

If, at the end of the probationary period, the GPA is still less than 3.00 (2.75 for M.Engr.), the student will be dismissed.

No decision on dismissal will be reached until a minimum of 9 graduate credits has been accumulated.

Challenge Examinations

Students who believe they are eligible to establish credit for courses because of superior preparation may apply to take challenge examinations. Application should be made on a Graduate School petition form to the instructor of the course and must be approved by the student’s department and the Dean of the Graduate School before it may be submitted to the Office of the Registrar. If the application is approved, a committee of that department will administer the examination and will report a grade of either Satisfactory or Unsatisfactory. Challenge examinations will not be permitted for courses which were audited or for courses which were dropped, nor will they be permitted for a student who is not currently enrolled. Certain fees may apply.

Common Course Numbers

Course numbers for certain activities are uniform throughout the School of Graduate Studies and are not listed separately for each department:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Activity</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>995</td>
<td>Scholarly Project</td>
<td>2</td>
</tr>
<tr>
<td>996</td>
<td>Continuing Enrollment</td>
<td>1-12</td>
</tr>
<tr>
<td>997</td>
<td>Independent Study Report</td>
<td>2</td>
</tr>
<tr>
<td>998</td>
<td>Thesis</td>
<td>4-9</td>
</tr>
<tr>
<td>999</td>
<td>Dissertation, typically</td>
<td>6-18</td>
</tr>
<tr>
<td>UNIV 994</td>
<td>Professional Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

Continuing Enrollment - 996

Students who previously have registered for all of the necessary credits of coursework, research, Scholarly Project (995), Independent Study (997), Thesis (998), or Dissertation (999) on their approved Program of Study, but who have not completed their independent study, thesis, or dissertation, must register for 996 Continuing Enrollment each additional semester or summer session they are utilizing university facilities or the time of the faculty, (i.e., laboratories, libraries, examinations, advisement, etc.). The number of credits should be determined by the advisor to reflect the proportion of time devoted by the student to academic study that term. Graduate Assistants must register for at least six (6) credits which may include a combination of formal coursework and continuing enrollment credits. Advisor verification of the appropriateness of the number of 996 credits may be required. An approved topic proposal must be submitted to the School of Graduate Studies before enrolling in 996 credits.

After two regular semesters of 6 to 9 credits in 996 for master’s students and after four regular semesters for doctoral students, a student wishing to enroll in additional 996 credits will be required to petition the School of Graduate Studies Dean.

Continuing Enrollment (996) credits will not count toward the requirements for the degree. All students must be enrolled for either 996 credits or other credits in the semester of graduation. Students may register for both regular credits and 996 credits in a given term if all other conditions have been met. Continuing Enrollment credits may be used to define a student’s enrollment status, (i.e., part-time or full-time). The fee for Continuing Enrollment (996) cannot be waived.

Correspondence and Online Studies

Correspondence study work is not accepted for graduate credit. With the consent of the student’s major department, the advisor, and the Dean of the School of Graduate Studies a student may take work by correspondence to remove deficiencies in the undergraduate background.

Faculty Appointments

Faculty Advisor Appointments

Students must obtain the appointment of an advisor from the major department. The advisor must be a member of the Graduate Faculty and will be appointed by the Dean of the School of Graduate Studies upon the written recommendation of the chairperson, or designate, of the student’s major department. The advisor is responsible to the department and to the School of Graduate Studies for the supervision of the student’s work.

Faculty Advisory Committee Appointments

Once the advisor has been assigned, the student and the advisor must decide who will make up the Faculty Advisory Committee. Once the committee members have been selected by the advisor and the student, the “Request for New Advisor or Committee Appointment” form must be completed and forwarded to the School of Graduate Studies. The Dean of the School of Graduate Studies must approve the committee appointments.

Doctor of Philosophy and Doctor of Education students will select four of the five committee members for the Faculty Advisory Committee. The Dean of the School of Graduate Studies will select the fifth committee member who will serve as the Member-at-Large. The member-at-large serves as a representative of the School of Graduate Studies and thus has the added responsibility of ensuring that the policies and procedures of the School of Graduate Studies are being followed.

Doctoral students in the Department of Teaching and Learning are allowed to have only four members on their committee, three members may be from within the student’s department and the fourth member serves as the member-at-large.

Doctor of Arts students have the option of a three or five member committee. For five member committees, the students will select four of the five committee members for the Faculty Advisory Committee. The Dean of the School of Graduate Studies will select the fifth committee member who will serve as the Member-at-Large. The member-at-large serves as a representative of the School of Graduate Studies and thus has the added responsibility of ensuring that the policies and procedures of the School of Graduate Studies are being followed.

Grades

Grading System

A graduate student will be allowed credit for a course only when a grade for the course has been reported to the Office of the Registrar. Grades awarded in all courses are indicative of the quality of the work done. Their significance is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Explanation</th>
<th>Grade Pts. Per Sem. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(Superior)</td>
<td>4 Honor Points</td>
</tr>
<tr>
<td>B</td>
<td>(Excellent)</td>
<td>3 Honor Points</td>
</tr>
</tbody>
</table>
Graduate Grade Point Average

A graduate student’s cumulative GPA is based on all coursework, graduate or undergraduate, taken while the student is registered in the UND School of Graduate Studies. Grades of less than “C” are not included in the number of credits accepted for a graduate degree, but they are counted in determining the cumulative GPA.

Credits and grades for courses accepted in transfer, or courses graded on a Satisfactory-Unsatisfactory basis are not counted in determining the GPA.

Courses with grades of Incomplete are neither counted as partial fulfillment of degree requirements nor calculated in the GPA.

Satisfactory/Unsatisfactory Grading

Some seminars, research, thesis, dissertation, and field work may be graded on a Satisfactory/Unsatisfactory basis.

Those courses usually are marked in the Schedule of Courses, and the entire registration for the course will be graded on the S/U basis.

The student does not have the option of receiving a grade. Graduate students do not have the option of electing S/U grading in either graduate or undergraduate courses.

Incomplete Grades

It is expected that students will complete all requirements for a course during the time frame of the course. For reasons beyond a student’s control, and upon request by the student or on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark “I,” Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. Incompletes are entered on the final grade sheet, and instructors must also sign and submit a “Report of Incomplete Grade” form to the Office of the Registrar. The instructor may choose any one of the following options for the deadline to complete the course:

1. The default date as stated in the “UND Schedule of Courses.”
2. Extend to 12 calendar months after the end of the course.
3. A date of the instructor’s choosing no later than 12 months after the end of the course.

Incomplete grades will convert to a grade of “F” if a grade is not submitted by the instructor to the Office of the Registrar on or before the deadline written on the “Report of Incomplete Grade” form.

The instructor of the course and the Dean of the School of Graduate Studies must approve and sign the “Report of Incomplete Grade” form for any extension of incomplete beyond the default date listed in the “UND Schedule of Courses.” It is the student’s responsibility to contact their instructor about an incomplete grade posted on the final grade report.

An “I” may be converted as indicated above but cannot be expunged from the record. Students may not register for courses in which they currently hold grades of incomplete, except for courses that allow repeated enrollment. A student will not be allowed to graduate with an unconverted incomplete grade on the academic record.

In Progress Grades

A grade of “SP,” Satisfactory Progress or “UP,” Unsatisfactory Progress may be assigned to Scholarly Project (995), Thesis (998), Dissertation (999), Independent Study (997), Research Design (ENGR 595), Readings for Comprehensive Examination (ENGL 591 Readings for Ph.D. Comprehensive Examinations), Professional Exhibition (ART 599 Professional Exhibition) or Research (leading to the thesis or dissertation). The “SP” or “UP” grade for these activities, which may span several semesters, need not be replaced until the conclusion of the activity, usually a student’s final semester. Grades of “SP” or “UP” are not calculated into term or cumulative GPA values and will be expunged from the record upon submission of final grades for the course.

Grade Changes

Submitted grades, except for grades of incomplete, are final and may only be changed to correct an error. Grades may not be changed by additional work or submitting additional materials. Students should report any error to their instructor within 90 days of receipt of the grade. The instructor must file a change of grade form with the Registrar signed by the instructor, the department chair, and the dean of the course (Note: For courses receiving graduate credit, the School of Graduate Studies Dean is the dean of the course). Reasons for the change must be fully explained and justified.

Repetition of Courses

All courses taken by graduate students, for which a grade of D, F, or U was received, may be repeated once for credit, with only the second grade to count in the grade point average. This option does not apply to a student who has been dismissed. Courses with grades of C or better may not be repeated without the written approval of the Dean of the School of Graduate Studies. It is up to the student to notify the School of Graduate Studies when a course has been retaken so that the grade point average can be recalculated. Courses taken as an undergraduate may not be taken again as a graduate student and used on a program of study.

Graduate Cooperative Education

Some departments offer Graduate Cooperative Education. The course must meet the following minimum requirements set by the Graduate Committee:

- The student must be in Approved status and in good academic standing (minimum 3.00 GPA).
- The student must have completed a minimum of 9 credits of the Program of Study.
- The nature of the Cooperative Experience must be relevant to the student’s approved Program of Study.
- The student must have the approval of the department, i.e., department chair or graduate director, and of his/her advisor before the co-op begins.
- The student must have the approval of the School of Graduate Studies dean prior to beginning the Cooperative Education experience.
- Proper work experience on campus may be acceptable, but not employment in the department granting the co-op credit.
- Credit will not be allowed for current career track positions.
- No more than 20% of the Program of Study will be allowed for co-op credit.
- The student will be required to present a seminar and submit a written report.
- The co-op experience must be compensated.
- Programs allowing cooperative education experiences must include cooperative experiences in their outcomes-based assessment activities.

The Department’s requirements for registration in Graduate Cooperative Education may be more stringent than the minimums set by the School of Graduate Studies.
Graduate Credit

Graduate credit may be earned only by students enrolled in the School of Graduate Studies and in courses listed in the Graduate section of the Academic Catalog. Graduate level courses outside of a student’s major program are eligible for use in the major or minor of any Program of Study for a Graduate Degree, subject to the approval of the student’s advisor or Faculty Advisory Committee and the Dean of the School of Graduate Studies. All UND courses numbered 300 and above may be applied to the cognate part of a Program of Study. At least one-half of the credits for all degrees must be in courses numbered 500 or higher. Graduate courses used for credit for one degree at UND cannot be used for credit toward a second UND graduate degree. Graduate credit will not be given for courses that are not approved for graduate credit at the time that they are taken. Courses taken for undergraduate credit cannot be retaken for graduate credit.

Graduate Credit for Undergraduate Courses

A limited number of upper level undergraduate courses may be approved for graduate credit with approval of the Graduate Committee and University Curriculum Committee. It is understood that the student will be required to do additional work of greater complexity, over and above that typically required for undergraduates. Dual listing of courses, i.e. 4XX/5XX, is not allowed by the University.

Graduate Work by Undergraduates

Graduate courses normally are open only to graduate students. An undergraduate senior at UND may enroll in graduate courses (500 level) for undergraduate credit. All undergraduate students must have the permission of the instructor and School of Graduate Studies Dean to take a graduate course. Requests for approval must be submitted on the “Petition for Graduate Credit as an Undergraduate Student,” which is available from the School of Graduate Studies.

Students classified as Seniors may petition the Dean of the School of Graduate Studies requesting permission to enroll in graduate level courses for graduate credit. For this petition to be considered, the following requirements must be met:

1. The graduate credits being petitioned are not needed to complete requirements for the baccalaureate degree.
2. The graduate course(s) are listed in the current School of Graduate Studies Catalog.
3. The petition is filed by the last day to add a full-term course.
4. The student is a senior.
5. The student is within 12 credits of the baccalaureate degree.
6. The student’s load is not more than 16 credits in a regular semester or 8 credits in a summer session.
7. The student’s overall GPA is at least 3.00.
8. The undergraduate degree will be completed at the close of the current semester.
9. The course(s) are not taken for S/U grading.

NOTE: The 300 or 400 level courses listed in this section of the catalog were approved by the Graduate Committee for graduate credit on the basis that the student be required to do additional work, generally of an independent nature.

Graduation-Application for Degree or Diploma

Students who expect to receive a degree must complete the online graduation application by the deadline noted in the academic calendar. All graduate students must have been advanced to candidacy the semester preceding the semester in which they expect to graduate.

After the student applies for the degree, the Graduate School checks the academic record to ensure that the student is eligible to graduate. A new application must be filed if the student fails to graduate. Students must be registered for the term in which they expect to receive their degree.

Leave of Absence from Graduate Study

Students who wish to take a leave of absence from their program must notify their graduate program and the School of Graduate Studies by requesting a leave of absence, by completing and submitting to the School of Graduate Studies the “Graduate Readmission or Leave of Absence” form available on the School of Graduate Studies Web page. The form must be submitted in advance of the leave. Degree and certificate seeking students who do not submit a leave of absence will be required to apply for readmission to the School of Graduate Studies and pay a readmission application fee. Applications for readmission will be reviewed by the program and Graduate Dean. Students may be denied readmission based on review of their prior progress and their application for readmission.

Maximum and Minimum Academic Load

A full course load for a graduate student is 9 credit hours in a semester or 6 credits in a summer session. A graduate student may carry no more than 12 credit hours per semester or 12 credits in a summer session without permission of the student’s advisor and the Dean of the School of Graduate Studies. Graduate Assistants must carry at least 6 credits each semester or 3 credits in a summer session.

Minors and Cognates

Some degree programs require or permit academic work outside of the major field of study. Students wishing to pursue a cognate must fulfill all degree requirements for their program. A cognate is a selection of courses providing broad support to the major field of study, which may be called a minor, (at least nine credit hours), or a cognate, (at least six credit hours). Credit hours earned towards a previously awarded degree or certificate cannot apply to a minor or cognate.

A minor is a concentrated study in a specific supporting field at the graduate level. A minor must be titled and identified on the student’s program of study and be approved by a Graduate Faculty member of the minor department/program. The minor will be listed on the student’s transcript, only if the minor has been approved by the State Board of Higher Education. Only courses approved for graduate credit may be included in a minor. If the student is doing a non-thesis option, the Graduate Director of the minor department must sign and approve the program of study. For students writing a thesis or dissertation, one of the student’s advisory committee members must be from the minor department.

A cognate is a selection of courses providing broad support to the major. Courses numbered 300 or above listed in this catalog, including those offered by departments or fields that do not offer graduate courses or graduate degrees, may be included in the cognate. Exceptions may apply to language courses where lower level courses may be allowed to fulfill cognate requirements. (Note: advanced approval of the program and graduate dean is required.) Courses should be taken in two or three departments or fields. A cognate area will not be titled and will not be listed on a student’s transcript. Courses from the student’s major cannot be used as a cognate area. Students wishing to pursue a cognate must fulfill all degree requirements for their program. Courses that are not approved for graduate credit cannot count towards the degree requirements, but may satisfy the cognate requirements.

NOTE: When a graduate student elects to take a 300 or 400 level course that has been approved for graduate credit or a 300 or 400 level course as part of their cognate, it is understood that the student will be required to do additional work of greater complexity, over and above that typically required of undergraduates. Usually, such work is of an independent nature.

Program of Study

Students must submit a Program of Study for approval by the Dean of the School of Graduate Studies which will have been developed in consultation
with the advisor and signed by the departmental chairperson (or designate). If a minor is declared, the Program of Study also must be signed by the chairperson of the minor department. The Program of Study should be developed early in the second semester and submitted to the School of Graduate Studies.

The Program of Study is a listing of the courses and credits needed to meet the requirements for the degree and major (area of concentration). In addition to a major, some students elect to obtain a minor (a concentrated study in a specific supporting field) or to take courses in a cognate area (a selection of courses providing broad support to the major). The courses selected for the major, minor, and/or cognate must be included on the Program of Study. It is the student’s responsibility to know what the course and credit requirements are for their department. The student should consult with their advisor or the Graduate Director of their department when preparing their Program of Study. The Program of Study will include academic coursework in one major department, as well as coursework from related departments, i.e., a minor or cognate. At least one-half of the work must be in the major field. If transfer credits are to be included on the Program of Study, make sure they can be applied to the degree. Transfer courses must be listed on the Program of Study exactly as they appear on the transcript with the exception that quarter credits need to be converted into semester credits. For detailed information, refer to the "Transfer of Graduate Credits (p. 254)" section in the Graduate Catalog.

Nine graduate non-degree credits may be applied to the degree if they are approved on the program of study. Graduate courses more than seven years old are considered obsolete and may not be included on the program of study. However, obsolete courses may be revalidated by submitting a revalidation plan using the form on the School of Graduate Studies website. A revalidation plan must be submitted to the Dean before the revalidation process is undertaken. The revalidation plan must be attached to the Program of Study for approval if the course(s) are to be applied to the degree.

Courses listed on the Program of Study should be grouped into appropriate sections and supply a title for each one: major, minor, cognate, foundations, etc. The number of required credits should be included in the appropriate column, for the total program, the major, the minor, the cognate, and the foundations areas. All members of the student’s Advisory Committee must sign the Program of Study. Once the Program of Study is approved by the School of Graduate Studies, a copy will be sent to the student and the student's advisor. Changes to the Program of Study can be made by completing the "Changes to a Program of Study" form found on the School of Graduate Studies Web page. After the advisor signs the form, it should be submitted to the School of Graduate Studies for the Dean's approval. Do not submit a new program of study, unless there are major changes.

**Registration Policies and Procedures**

**School of Graduate Studies Requirements**

Any student who holds a baccalaureate degree and has established status as a Degree, Non-Degree, Deferred Admission, or Post-Baccalaureate student is eligible to enroll in a graduate course, i.e., a course numbered 500 or higher. Enrollment in certain courses may be limited to degree seeking students in the specific program in which the course is offered. In some instances, students in Non-Degree status may need to seek approval from the department and/or instructor of the course. Registration and fee payment procedures are outlined by the Office of the Registrar and published in the Schedule of Classes. Registration is complete only upon payment of tuition and fees. Registration may be cancelled by the Business Office if tuition and fees are not paid.

Graduate students receiving tuition waivers or other tuition awards should register for classes by the last day to add a full-term class. Failure to do so may result in forfeiture of the tuition waiver or other tuition award. Exemptions to this policy will be granted by the Graduate Dean.

It is strongly recommended that students consult with their advisor before registering for classes. New students are assigned a temporary advisor at the time of admission. **Only work taken as a registered graduate student may be credited toward a graduate degree. Approval of the School of Graduate Studies is required and must occur prior to the time that the course is taken. Graduate credit will not be granted retroactively.**

The number of credits for which a student may register is subject to certain limits. Registrations not in compliance with University, School of Graduate Studies, and departmental policies are subject to cancellation by the Dean of the School of Graduate Studies.

**Research**

**Research and Scholarship at UND**

The faculty at the University of North Dakota are committed to the advancement of knowledge through research and creative scholarship. High quality creative efforts are evidenced by a number of indicators including, but not limited to, publications, presentations, books, performances, exhibitions, and peer reviewed grants and contracts.

In addition to providing stipends and tuition waivers to qualified degree seeking students, the School of Graduate Studies supports research with Summer Research Professorships, which allow faculty to work with their students on research during the summer session, and Summer Doctoral Fellowships, which allow Ph.D. candidates to spend full time on their research, and to support doctoral student conference travel and dissertation research.

The annual School of Graduate Studies Scholarly Forum features the research and creative scholarship of students and faculty. The Scholarly Forum is the largest single research event on the UND campus. Detailed information on these and other programs can be found on the School of Graduate Studies (p. 243) website.

The School of Graduate Studies works closely with the Office of the Vice President for Research and Economic Development to provide opportunities for graduate students. The mission of the Office of the Vice President for Research and Economic Development is to serve the broad research community of the University of North Dakota, a community that is instrumental in meeting the strategic aims of the University which are described in the University of North Dakota’s Exceptional UND plan. The aim is to expand and strengthen the University’s commitment to research, scholarship, and creative activity as a means of sustaining and extending the knowledge base, enriching the teaching and learning environment, and enhancing economic development in the community, region, state, nation, and across the world. The hallmark of a major research university is its ability to link faculty across all of the institution’s disciplines toward the creation of new ideas and the generation of new technologies. The Office of the Vice President for Research and Economic Development, along with the four research administrative units described below, take a variety of steps designed to create and sustain an environment where faculty and students representing varying disciplines can collaborate in the search for solutions to the world’s major problems. To this end, UND research administration develops resources, both human and technical, to enhance research and creative productivity; disseminates information about research and research opportunities; funds research and creative activities by faculty and graduate students; formulates and administers various policies concerning research to ensure that projects conform both to federal and state guidelines and to the intellectual and academic objectives of the University; stimulates private sector relationships leading to commercial development of the products of the university research enterprise; and manages the intellectual property of the University. The following units report directly to the Vice President for Research and Economic Development.

**Office of Research Development and Compliance**

Research Development and Compliance provides information and assistance on funding sources and guidelines; UND policies on sponsored programs, forms and applications; regulatory policies, such as those for the Institutional Review Board, Animal Use and Care Committee, Institutional Biosafety Committee, and Conflict of Interest; agreements and contracts; and representations and certifications for proposals to Federal programs. Its roles and responsibilities are to assist faculty/staff in locating potential funding sources; to provide information regarding sponsor requirements and proposal preparation; to conduct administrative reviews of proposals; to assure compliance with University and sponsor regulations concerning conflict of
interest, export controls, research involving animals, research involving human subjects and misconduct in science or creative activities.

**Office of Intellectual Property Commercialization and Economic Development**

The newly created Intellectual Property Commercialization and Economic Development (IPCED) unit is responsible for protection and commercialization of University research innovations including: aerospace sciences; computer sciences; medicine and health sciences; and engineering and physical sciences. IPCED, having a U.S. Patent and Trademark Office registered personnel, will provide services to draft, file and prosecute patent applications for inventions. IPCED will define and market technology portfolios of inventions to promote new business ventures and build business alliances to accelerate transition of inventions to the marketplace. Services include performing analysis of patentability, value and marketability to identify strategic direction as a licensing, joint venture or spin-off company opportunity. IPCED is also a resource for drafting and negotiating legal agreements, such as confidentiality, material transfer, and licensing agreements, with business partners. In concert with the Center for Innovation, IPCED is seeking funding of entrepreneurial business ventures from corporate, public and private investors and is establishing an integrated vertical process to enhance commercial success.

**Grants and Contracts Administration**

The mission of Grants & Contracts Administration is to assist faculty and staff with proposal budget preparation, proposal review, award negotiation and financial administration of extramural support according to sponsor regulations. The financial administration of extramural support received by the University for research, service and instructional programs is the responsibility of the Grants and Contracts Administration office. As early as possible in the grant/proposal cycle, a specific grant officer from the Grants & Contracts Administration office is assigned to be involved in all aspects of the funding cycle for a particular award, including proposal preparation, award negotiation, monitoring, and reporting. The assignment of a grants officer is made based on the identity of the potential sponsor, i.e., federal, commercial, foundation, and the type of agreement cost reimbursable or fixed price, etc.

**Research on Human Subjects**

The University of North Dakota Policy and Principles on the Use of Human Subjects requires that any biomedical or behavioral research which involves the use of humans as subjects be reviewed and approved by the Institutional Review Board (IRB) prior to initiation of the project or activity. This policy applies to both faculty and student research. Forms and directions for submission of a project to the Institutional Review Board can be obtained from the Office of Research Development and Compliance. Note: Topic proposals involving human subjects will not be approved without notification of IRB approval. Collection of data may not begin until the topic proposal is approved.

**Research Involving Animals**

The University of North Dakota requires that any research involving vertebrate animals be reviewed and approved by the Institutional Animal Care and Use Committee (IACUC) prior to initiation of the project or activity. This policy applies to both faculty and student research. Forms and directions for submission of a project to the Institutional Animal Care and Use Committee can be obtained from the Office of Research Development and Compliance. Note: Topic proposals involving vertebrate animals will not be approved without notification of IACUC approval. Collection of data may not begin until the topic proposal is approved.

**Research Involving Radiation and Hazardous Materials**

The University of North Dakota Radiation Safety and Hazardous Materials Committee functions to ensure compliance with all federal, state, and University regulations and policies for radioactive materials, radiation producing machines, lasers, and hazardous, materials and substances. Research involving such materials must be approved prior to the initiation of the research. Students working with these agents must receive training through the Safety Office or be able to document prior training. Additional information is available through the Office of Research Development and Compliance. Note: Topic proposals involving radioactive and/or hazardous materials will not be approved without notification of Radiation Safety and Hazardous Materials Committee approval. Collection of data may not begin until the topic proposal is approved.

**Research Involving Biohazardous Materials**

The University of North Dakota Institutional Biosafety Committee (IBC) requires that any research, teaching, or other activities which utilize DNA, recombinant DNA, or involve the use of biohazardous research material be subject to a University Review Process and that these activities must be approved by the IBC prior to their initiation. The IBC is the only authorized University committee which can give approval to projects and activities involving recombinant DNA and biohazardous research material. The IBC will follow the NIH guidelines for recombinant DNA and biohazardous material research in determining the suitability of projects and activities and will provide an explanation of any decision not to approve a project or activity. Any project or activity not approved can be revised and resubmitted to the IBC for consideration. Additional information is available through the Office of Research Development and Compliance. Note: Topic proposals involving recombinant DNA and biohazardous material research will not be approved without notification of the IBC approval. Collection of data may not begin until the topic proposal is approved.

**Intellectual Property**

The University of North Dakota has detailed policies regarding intellectual property, patents, and copyrights. Students wishing more information about intellectual property rights are referred to the Office of Intellectual Property Commercialization and Economic Development.

**Thesis/Independent Study/ Scholarly Project or Dissertation**

**Thesis**

The student must submit a thesis to the School of Graduate Studies as partial fulfillment of the requirements for the degree. Credit will be given for the writing of the thesis and for the research completed and incorporated into the thesis. The amount of credit may vary from four to nine credits and will be determined by the major department. The thesis, prepared under the guidance of the student’s faculty advisor, must show sound method and demonstrate scholarship. All theses must be prepared in accordance with the Style and Policy Manual for Theses and Dissertations. The “Manual” is available on the School of Graduate Studies website.

The topic for a thesis must be approved by the student’s Faculty Advisory Committee. Approval is effected by the student’s completing a form entitled “Topic Proposal of Thesis,” then submitting the proposal to the Advisory Committee and the Dean of the School of Graduate Studies for their approval. The approved proposal is then filed in the School of Graduate Studies to become part of the record. The proposal must be approved the semester prior to the semester in which the student expects to graduate, and must be filed in the School of Graduate Studies before a student is advanced to candidacy for a master’s degree.

A preliminary draft of the thesis must be presented to the Advisory Committee sufficiently in advance of the preliminary approval deadline that the Advisory Committee may thoroughly evaluate the thesis. After the necessary corrections and changes have been made, the student should secure the committee members’ signatures on a form entitled Preliminary Approval of Theses and Dissertations, available on the School of Graduate Studies’ website, and file this form in the School of Graduate Studies. The Preliminary Approval, which indicates to the student that no major changes will be required in the final copy of the thesis, must be in the School of Graduate Studies no later than the deadline specified in the Academic Calendar, or the student will not be permitted to graduate that semester. Once a student has received the signed preliminary approval and has made all of the corrections from her/his committee, and before the final copy is printed, the thesis will need to be checked by the School of Graduate Studies for correct style and format.
Copies of the thesis in its final form must be prepared and presented to the student’s Faculty Advisory Committee in time that they may thoroughly read the thesis prior to the final examination. When the final version of the thesis has been approved by the Committee, it must be submitted electronically to ProQuest for publication and receive the signed approval of the Dean of the School of Graduate Studies by the deadline announced in the Academic Calendar (usually two weeks prior to commencement).

The final copy of the thesis will be printed and bound by ProQuest and cataloged in the University Library. The student must submit one copy to the major department and one to the advisor.

**Independent Study or Scholarly Project**

The independent study or scholarly project is designed to require the student independently to investigate a topic related to the major field of study. The study need not be an original contribution to knowledge but may be a presentation, analysis, and discussion of information and ideas already in the literature of the field. The requirement is to ensure that a student can investigate a topic and organize a scholarly report on the investigation. Independent studies are single author works; scholarly projects may be team projects.

The topic for an independent study or scholarly project must be approved by the student’s advisor. Approval is effected by the student’s completing a form entitled Topic Proposal of Independent Study, available from the School of Graduate Studies and on the School of Graduate Studies website, then submitting the proposal to the advisor for approval. The proposal, must be approved no later than the semester or prior to the one in which the student expects to graduate, and must be filed in the School of Graduate Studies to become part of the record before a student is advanced to candidacy for a master’s degree.

Students must prepare and secure the advisor’s approval of an independent study or scholarly project report. Three copies of the report (one each for the student, the advisor, and the department) must be accepted by the advisor who will certify completion by submission of the Final Report on Candidacy to the School of Graduate Studies by the deadline specified in the Academic Calendar and submit a grade for 987-Independent Study or 985-Scholarly Project to the Office of the Registrar.

**Dissertation**

Each candidate for the Doctoral degree must submit a dissertation to the School of Graduate Studies in partial fulfillment of the requirements for the degree. The dissertation is prepared with the guidance and advice of the student’s faculty advisor. However, all dissertations must be prepared in accord with the Style and Policy Manual for Theses and Dissertations. Copies are available on the School of Graduate Studies’ website. Any exceptions must be approved by the Dean of the School of Graduate Studies.

The topic for the dissertation must be approved in advance by the student’s Faculty Advisory Committee. Approval is effected by the student completing a form titled Topic Proposal of Dissertation, available on the School of Graduate Studies website, then submitting the proposal to the advisor and then to the Dean of the School of Graduate Studies for approval. The proposal must be approved in the semester before the degree is expected, but it must be completed before advancement to candidacy.

The draft of the dissertation should be presented to the Faculty Advisory Committee sufficiently in advance of the Preliminary Approval deadline that a thorough evaluation may be effected by the entire committee. The committee must be able to read the draft, suggest corrections and changes, and the student must be able to make the corrections, all in time for the committee to indicate its approval of the draft by signing a form titled Preliminary Approval of Dissertation. The student must deposit the approval form in the School of Graduate Studies by the deadline specified in the academic calendar (usually four weeks prior to commencement). The Preliminary Approval assures the student that no major changes will be required in the final copy of the dissertation. Copies of the dissertation in its final form must be presented to the Faculty Advisory Committee in time that they may thoroughly read the dissertation prior to the final examination. Once a student has received signed preliminary approval and has made all of the corrections from her/his committee, and before the final copy is submitted, the thesis will need to be checked by the School of Graduate Studies for correct style and format. When the final version of the dissertation has been approved by the Committee, it must be submitted electronically to ProQuest for publication in time to receive the approval of the Dean of the School of Graduate Studies by the deadline specified in the Academic Calendar (usually two weeks prior to commencement). The advisor and the major department must each be presented one copy of the dissertation. The final copy of the dissertation will be printed and bound by ProQuest and cataloged in the University Library.

**Transfer of Graduate Credits**

A limited amount of graduate work completed at a regionally accredited North American institution prior to, or after matriculation in the School of Graduate Studies at UND, may be applied toward a graduate degree at the University of North Dakota. Graduate work is considered for transfer only on an individual basis and only after the student has completed satisfactory work in residence at UND. Those transfer credits approved by the student’s advisory committee and the Dean of the School of Graduate Studies are included in the program of study for the UND graduate degree and only those transfer credits will be recorded on the UND transcript.

The basic purpose of the transfer policies is to ensure that transferred work is of comparable content, level, timeliness, and quality to that which would be taken at UND and included on the program of study for the degree. The following policies are generally applicable to the acceptance of the graduate work for transfer to UND:

- The work must have been taken at an accredited North American institution.
- The student must have been enrolled as a Graduate Student.
- The work must have received graduate credit at the institution where it was earned.
- The student must have earned a grade of B or better.
- The work must be less than seven years old at the time the UND degree is awarded with the exception of work that was part of a completed prerequisite degree.
- The amount of transfer credit that will be accepted toward the master’s degree is one-fourth (usually eight semester credits) of the credit hours required for the degree.
- The work credited toward a completed master’s degree may be accepted for a specialist’s diploma or doctoral degree.
- Work beyond the master’s degree must be post-master’s level and from an institution that offers post-master’s degrees in the discipline.
- Work beyond the master’s degree from an institution offering only master’s level work in the discipline may be applied to the minor or cognate areas.
- For the Ph.D., only 30 credits may be transferred beyond the credits allowed for the master’s degree, i.e., a total of 60 credits. If the other institution offers Ph.D. level courses in the same discipline,
- For the Specialist Diploma, only 15 credit hours will be transferred beyond the credits allowed for the master’s degree, i.e., a total of 45 credit hours.
- Courses transferred from another university to a certificate program must meet the conditions of the transfer policy as stated in the “Transfer of Graduate Credits” in the UND Graduate Catalog.

**UND Student Health Service Requirements**

UND Student Health Services requires each student to complete a medical history and immunization record. Please complete the Health History and Immunization Form and submit it to the University as soon as possible. You may pick up a Health History and Immunization Form at Student Health Services or download the form in PDF format from the UND Student Health Services website to be printed offline. If Graduate Academic Information you choose to print offline, the completed form may be mailed to Student Health Services, 100 McCannel Hall, Stop 9038, Grand Forks, ND 58202-9038, or faxed to 777-4855. All students should read the Student Health Privacy Policy Acknowledgement which is available on the Student Health Services website.
Required Immunizations
MMR: All students born after 1956 are required to provide documentation of two (2) administered doses of Measles, Mumps, and Rubella vaccine or provide documentation of titer proving immunity to each disease. UND will accept official copies of immunization records issued by local health departments, physician offices or school records. The first dose must have been given after your first birthday and the second dose must be at least a month apart from the first dose.

Recommended Immunizations
Tetanus/Diphtheria: One booster shot within the past ten years. Gardasil: For females and males between the ages of 9-26. Hepatitis B: Students in many Academic Health Programs are required to have this series. Meningococcal: Strongly recommended for freshmen planning to live in campus dormitories/residence halls. Hepatitis A: Two doses administered six months apart. Polio: Childhood series of four shots. One adult dose may be needed if traveling to foreign countries. Varicella: History of disease or vaccination (two doses) is acceptable. Pneumococcal: Per physician recommendation. Influenza: One dose yearly given in the fall.

If you have medical or religious reasons for not receiving the required vaccinations, please complete the Medical/Conscientious Exemption section of the Health, History and Immunization Form. A physician signature is required for the Medical Exemption and a Notary signature and seal must accompany a Conscientious Exemption.

Withdrawal from the University
A student wishing to withdraw from the University before the end of a semester must begin the withdrawal process by submitting a completed Withdrawal Form to the Office of the Registrar. Failure to do so will result in a grade of F in all classes and no refund of fees. If a student would like to completely withdraw from a degree program, he or she must complete a School of Graduate Studies Withdrawal Form available from the School of Graduate Studies or the School of Graduate Studies website.

Workshops
Graduate level workshops are short-term organized learning experiences which provide for active, hands-on participation or for concentrated study on a specialized topic. Students register as Continuing Education students and do not have to be formally admitted to the School of Graduate Studies. Graduate level workshops are offered by the graduate departments under the course number “900-Graduate Workshop.” For each workshop registration, a transcript entry will be made showing the title, credit, and grade for the workshop.

Since graduate level workshops are not designed for the purpose of being a part of a graduate degree program, their credit shall not be applied toward graduate degree requirements.

Financial Information
Assistantship and Award Policies and Procedures
Assistantships
Graduate Teaching Assistantships
Graduate Teaching Assistantships are university appointments that provide financial assistance to students qualified for teaching service in the department in which they take the major part of their graduate work. The purpose of these assistantships is to facilitate students working toward their degree while gaining teaching experience in the field of the degree. Appointments may be for one-fourth or one-half of full-time service. Most assistantships are half-time assistantships which require 15 to 20 hours of work per week and permit the student to carry a minimum of 6 credits of graduate work each semester (3 credits in a summer session). Graduate Teaching Assistants may be eligible for a School of Graduate Studies tuition waiver. Tuition waivers may be partial or full; the decision to offer a waiver and the amount of the tuition waiver is determined by the individual program. Students are responsible for any tuition not covered by the waiver and all other fees. Students must register for classes by the last day to add a full-term class in order to access their tuition waiver. Failure to register by the last day to add a full-term class may result in forfeiture of the waiver. A health insurance plan is also available. Graduate Teaching Assistantships are available in many departments offering a graduate degree.

Graduate Research Assistantships
Graduate Research Assistantships are offered in many of the departments of the University. These appointments usually carry a monthly stipend. The purpose of research assistantships is to provide degree-seeking students with research experience in their academic disciplines while assisting in an ongoing research project. Graduate Research Assistants may be eligible for a School of Graduate Studies tuition waiver. Tuition waivers may be partial or full; the decision to offer a waiver and the amount of the tuition waiver is determined by the individual program. Students are responsible for any tuition not covered by the waiver and all other fees. Students must register for classes by the last day to add a full-term class in order to access their tuition waiver. Failure to register by the last day to add a full-term class may result in forfeiture of the waiver. A health insurance plan is also available. Graduate Research Assistantships are available in many departments offering a graduate degree.

Graduate Service Assistantships
Graduate Service Assistantships are available for work in several units on campus, including but not limited to, the Division of Student Affairs, ITSS, and Athletic Department, and in many departments offering graduate degrees. Graduate students are employed half-time or quarter-time, for work in a particular service unit. Stipends vary with the time devoted to service work but usually are comparable to the stipends of graduate teaching assistants. Graduate Service Assistants may be eligible for a School of Graduate Studies tuition waiver. Tuition waivers may be partial or full; the decision to offer a waiver and the amount of the tuition waiver is determined by the individual program or unit making the appointment. Students are responsible for any tuition not covered by the waiver and all other fees. Students must register for classes by the last day to add a full-term class in order to access their tuition waiver. Failure to register by the last day to add a full-term class may result in forfeiture of the waiver. A health insurance plan is also available.

School of Graduate Studies Awards
Amy Hui-Mei Chen Hung Fellowship is awarded to a graduate of the National Taiwan Normal University (NTNU) who wishes to pursue doctoral studies at UND. The applicant must intend to return to NTNU upon graduation.

Neil C. MacDonald Memorial Scholarships of $1,000 are awarded on the basis of promise of high academic achievement and in accord with the ideals and purpose of the University of North Dakota to two graduate students, one of whom should be in History.

Summer Doctoral Fellowships of $5,000 plus a waiver of tuition for the summer session are available to doctoral students who have an approved Dissertation Proposal on file in the School of Graduate Studies and plan to work on their dissertation/research full time during the summer. Applications are due early in the Spring semester and will be evaluated on the basis of an application and recommendations from the advisor and the chairperson.

Doctoral Student Conference Travel Support: The School of Graduate Studies provides travel support of up to $500 for Ph.D. student travel to conferences for the purpose of presenting their work. Funds will be provided to Ph.D. students...
who are the presenting author at a conference and will be provided for only one conference per academic year. Requests for support will be considered once per semester and are made on an individual basis.

Doctoral Student Dissertation Research Support: The School of Graduate Studies provides support of up to $1,500 for Ph.D. student dissertation research. The purpose of this program is to provide funding for operational expenses required for the dissertation research. Allowable expenses include library fees, expendable research supplies, or other direct costs associated with the research. Major equipment purchases, e.g., computers, electronics, etc., are not allowed. Funds for travel to a research site cannot exceed 10% of the total requested amount. Requests for support will be considered once per semester and are made on an individual basis.

Tuition Waivers

Tuition waivers may be available to graduate students, including those students receiving an Assistantship. Tuition waivers may be partial or full; the decision to offer a waiver and the amount of the tuition waiver is determined by the individual program or unit making the appointment. Students are responsible for any tuition not covered by the waiver and all other fees. Students must register for classes by the last day to add a full term class in order to access their tuition waiver. Failure to register by the last day to add a full-term class may result in forfeiture of the waiver. Benefitted employees of UND are not eligible for School of Graduate Studies tuition waivers. The following policy applies to all School of Graduate Studies tuition waiver awards:

- Tuition waivers will be awarded independently of stipends. A student may receive a stipend, a tuition waiver, or both. Graduate Assistants receiving a stipend may or may not receive a waiver.
- The dollar amount of the tuition waivers awarded will be based on credit hour equivalents and may reflect a fraction of total tuition. (Dollar amount waived = credit hours x tuition rate by residency)
- Individual programs will be provided a waiver pool and be responsible for prioritizing and setting the amount of each waiver. Actual allocation to each program is at the individual College or School Dean's discretion.
- Tuition Waivers do not accumulate or carry over from semester to semester.
- In any given program, a student may not receive tuition waivers for more than the number of credits in their approved Program of Study. Changing a program of study for the purpose of increasing eligibility for tuition waivers is not allowed.
- In any one semester, the maximum dollar value of tuition waived may not exceed the total tuition billed.
- Only students in “Approved” or “Qualified” status are eligible for tuition waivers. Continuing enrollment (996) are not eligible for tuition waivers.
- Students will receive an email notification with their tuition waiver offer. The waiver will be applied to the student’s account unless The Graduate School receives notice that the student would like to decline the offer.

Questions regarding the tuition waiver policy should be emailed to questions@gradschool.und.edu.

Cultural Diversity Tuition Waivers may be available. Applications are available in the School of Graduate Studies or on the School of Graduate Studies’ website.

Degrees and Degree Requirements

Graduate Programs

The School of Graduate Studies offers programs of study leading to the doctoral degree in 26 fields. Fifty-four fields offer work leading to the master’s degree. Many combinations of major and minor or cognate work are available for the degrees mentioned. Thesis and non-thesis programs are available. Graduate certificate programs are also available in several areas.

Degrees Granted

The degrees conferred for graduate work are the Master of Arts (M.A.), Master of Physician Assistant Studies (M.P.A.S.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Business Administration (M.B.A.), Master of Engineering (M.Eng.), Master of Environmental Management (M.E.M.), Master of Fine Arts (M.F.A.), Master of Music (M.M.), Master of Occupational Therapy (M.O.T.), Master of Public Administration (M.P.A.), Master of Science in Applied Economics (M.S.A.E.), Master of Public Health (M.P.H.), Master of Social Work (M.S.W.), Doctor of Arts (D.A.), Doctor of Education (Ed.D.), Doctor of Philosophy (Ph.D.) and Doctor of Physical Therapy (D.P.T.). The Specialist Diploma is offered in Educational Leadership.

For information on graduate courses, prospective students should refer to the departmental statements in other parts of this Catalog. Updates may also be available on the School of Graduate Studies website. Courses with 500 and 900 series numbers are graduate courses and are normally open only to graduate students. Only courses listed in the School of Graduate Studies Section of this Catalog carry graduate credit. Courses numbered over 300 in the Undergraduate section of this Catalog may, in certain instances, be included in a cognate area. Exceptions may apply to language courses where lower level courses may be allowed for a cognate.

Certificate Programs

Some graduate programs offer certificate programs in addition to the degree programs. Certificate programs generally require a minimum of nine to twelve credit hours in approved graduate courses with the following requirements:

- A minimum grade point average of 3.00 is required to earn the certificate.

Degree seeking students may simultaneously be enrolled in a degree and certificate program but cannot double count credits. In such instances the certificate credit requirements are over and beyond the credits for the graduate degree. An exception is made for the Health Administration certificate and the M.P.A. degree (see M.P.A. degree requirements (p. 449).)

UND graduate certificate courses can be transferred to a degree program, up to one-fourth of the credits required for the degree.

Courses from a completed degree (Master’s or Doctoral) cannot be double counted in a certificate or another Master’s degree program.

Courses transferred from another university to a certificate program have to meet the conditions of the transfer policy as stated in the Transfer of Graduate Credits in this edition of the UND Graduate Catalog.

Combined Degrees

The University of North Dakota is currently offering combined degrees in Applied Economics, Business Administration, Chemistry, Counseling, Public Administration, Chemical, Mechanical, Civil and Electrical Engineering, and Computer Science. The intention of these programs is to allow qualified undergraduate students to complete requirements for both a baccalaureate degree and a master’s degree in a shorter period of time. This program allows students to designate two three-credit graduate courses to count for both degrees. The selected courses must have graduate course standing and be designated when a student requests admission to the program.

Students who qualify may be admitted to a Combined Program (undergraduate status) as noted for each of the following programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
<th>Admission Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>95</td>
<td>admitted to Combined Program</td>
</tr>
<tr>
<td></td>
<td>125</td>
<td>admitted to School of Graduate Studies</td>
</tr>
<tr>
<td>Applied Economics</td>
<td>90</td>
<td>admitted to Combined Program</td>
</tr>
<tr>
<td></td>
<td>125</td>
<td>admitted to School of Graduate Studies</td>
</tr>
<tr>
<td>Counseling</td>
<td>95</td>
<td>admitted to Combined Program</td>
</tr>
<tr>
<td></td>
<td>125</td>
<td>admitted to School of Graduate Studies</td>
</tr>
<tr>
<td>Chemistry</td>
<td>95</td>
<td>admitted to Combined Program</td>
</tr>
<tr>
<td></td>
<td>125</td>
<td>admitted to School of Graduate Studies</td>
</tr>
<tr>
<td>Computer Science</td>
<td>90</td>
<td>admitted to Combined Program</td>
</tr>
<tr>
<td></td>
<td>125</td>
<td>admitted to School of Graduate Studies</td>
</tr>
</tbody>
</table>
Public Administration
90 credits admitted to both Combined Program and School of Graduate Studies

Once a student is admitted to graduate status, all of the financial aid and billing will switch to graduate status. The student must be enrolled in six or more graduate credits to be eligible for federal financial aid. Once admitted to graduate status, students are no longer eligible for undergraduate financial aid, including Federal Pell Grants.

Students interested in these programs need to refer to the individual departments for admission and program requirements.

Applications must be completed by:
- August 15 for Fall Semester Admittance
- December 15 for Spring Semester Admittance
- April 15 for Summer Semester Admittance

Engineering Combined Degree Programs
To encourage undergraduate engineering students to extend their studies to include a graduate degree, the College of Engineering and Mines has a combined program, which permits students to earn both bachelors and master’s degrees in an engineering discipline. This program allows students to designate two three-credit graduate courses to count for both degrees. The selected courses must have graduate course standing and be designated when a student requests admission to the program.

Students may be admitted to the engineering combined degree program after the completion of 95 credit hours towards the bachelor’s degree with a GPA of at least 3.0 and before completion of the bachelor’s degree. The student is admitted to the School of Graduate Studies upon completion of 125 credit hours with a GPA of 3.0 or higher.

The two three-credit hour courses designated for both degrees must not have been completed at the time of application and they must have graduate course standing with a GPA of 3.0 or higher.

Continuing Education
Master and Doctoral Degrees Offered at a Distance
The University of North Dakota School of Graduate Studies, through the Division of Continuing Education, offers master’s degrees and doctoral degrees at a distance to North Dakota citizens as well as to students located throughout the United States and internationally. Many of the degree programs are delivered through videoconferencing utilizing the North Dakota Interactive Video Network (IVN). Other distance delivery methods are available, depending on the program. Students wishing to enroll in these programs must apply and gain admission to the School of Graduate Studies and are subject to all School of Graduate Studies policies and procedures. Graduate Degree programs currently being offered include:

**Master’s Degree Programs:**
- Adult Gerontological Nursing (CNS or NP)
- Advanced Public Health Nursing
- Applied Economics
- Aviation
- Business Administration (MBA)
- Counseling with a K-12 School Emphasis
- Early Childhood Education
- Educational Leadership
- Elementary Education
- English Language Learners (ELL) Education
- Family Nurse Practitioner (FNP)
- Forensic Psychology (M.A.)
- Higher Education
- Instructional Design & Technology
- Master of Public Health
- Nurse Educator
- Psychiatric and Mental Health Nursing (CNS or NP)
- Public Administration (MPA)

Departmental Programs:
Social Work (MSW for BSW Students)
Social Work (MSW for non-BSW Students)
Space Studies
Special Education

**Doctoral Degree Programs:**
- Educational Leadership (PK-12 Emphasis)
- Nursing

The University is always looking to expand distance degree programming. For more information and a current list of degree programs and/or courses offered at a distance, please contact the UND School of Graduate Studies or Division of Continuing Education.

Degree Requirement
It is the student’s responsibility to be familiar with the requirements for a degree. The student may receive guidance fulfillment of the requirements for the degree. The dissertation is prepared with the guidance and advice of the student’s faculty advisor. All dissertations must be prepared in accord with the Style and Policy Manual for Theses and Dissertations. Copies are available on the School of Graduate Studies website.

Students should refer to the section of this catalog titled “Departmental Programs” for additional admission, degree, examination, and course requirements unique to each department.

Dissertation
Each candidate for the Doctor of Education degree must submit a dissertation to the School of Graduate Studies in partial fulfillment of the requirements for the degree. The dissertation is prepared with the guidance and advice of the student’s faculty advisor. All dissertations must be prepared in accord with the Style and Policy Manual for Theses and Dissertations. Copies are available on the School of Graduate Studies website.

The topic for the dissertation must be approved in advance by the student’s Faculty Advisory Committee. Approval is effected by the student’s completing the Topic Proposal form, available on the School of Graduate Studies website, then submitting the proposal to the committee and the Dean of the School of Graduate Studies for approval. The approved proposal must be filed in the School of Graduate Studies for approval. The proposal should be approved the semester before the degree is expected, but it must be completed before advancement to candidacy.

The draft of the dissertation should be presented to the Faculty Advisory Committee sufficiently in advance of the Preliminary Approval deadline so that a thorough evaluation may be effected by the entire committee. The committee must be able to read the draft, suggest corrections and changes, and the student must be able to make the corrections, all in time for the committee to indicate its approval of the draft by signing a form titled Preliminary Approval of Dissertation. The student must deposit the approval form in the School of Graduate Studies by the deadline specified in the academic calendar (usually four weeks prior to commencement). The Preliminary Approval assures the student that no major changes will be required in the final copy of the dissertation. Copies of the dissertation in its final form must be presented to the Faculty Advisory Committee in time that they may thoroughly read the dissertation prior to the final examination. Once a student has received signed preliminary approval and has made all of the corrections from their committee, and before the final copy is submitted, the thesis will need to be checked by the School of Graduate Studies for correct style and format. When the final version of the dissertation has been approved by the Committee, it must be submitted electronically to ProQuest for publication in time to receive the approval of the Dean of the School of Graduate Studies by the deadline specified in the Academic Calendar (usually two weeks prior...
requirements have been fulfilled:

Students in Approved status may be advanced to candidacy when the following

**Comprehensive Examination**

All students seeking a Doctor of Education degree must take a written comprehensive examination after a substantial portion of the coursework has been completed. At the option of the department, an oral examination may also be given. The content of the examination will be determined by the Graduate Faculty of the departments concerned, and the examination will be given at times announced by the departments. The examination must be extensive and searching and cover in depth the field or fields of knowledge in which the degree is taken. This examination must be completed before advancement to candidacy for the degree but cannot be undertaken until the scholarly tool requirements have been completed. Students must apply for permission to take the comprehensive examination on a form available from the School of Graduate Studies. After checking the record to ensure that the student is eligible for the examination (most of the work completed, Approved status attained, Program of Study approved, scholarly tool requirements completed), the School of Graduate Studies will certify eligibility and will forward an examination report form to the chairperson of the student’s Faculty Advisory Committee. The student may not take the examination until such certification has been provided. Comprehensive examinations which are failed may be repeated only with prior approval of the advisory committee, the department, and the dean, but in no event earlier than at the next regularly scheduled offering.

**Candidacy for the Degree**

A student must fulfill all of the requirements for and be advanced to candidacy prior to the beginning of the semester or summer session in which he/she expects to receive a degree.

Students in Approved status may be advanced to candidacy when the following requirements have been fulfilled:

1. A five-member Faculty Advisory Committee has been appointed. Students should complete the form titled “Request for New Advisor or Committee appointment”. The form requires the signatures of the proposed committee members and the signature of the Graduate Director of the program. Submit the completed form to the Office of Graduate Studies for the final approval of the Dean of the School of Graduate Studies. Four of the committee members represent the major and any minor areas of study. The fifth member, who is the Member-at-Large, is appointed by the Dean of the School of Graduate Studies and represents the Graduate Faculty. The chairperson of the Committee, who serves as the student’s major and dissertation advisor, must be a Full member of the Graduate Faculty. An associate member may chair a doctoral student’s faculty advisory committee and direct the dissertation research if approved by the Dean of the School of Graduate Studies; a mentor will be appointed. Until the appointment of the committee, the department chairperson, or designee, acts as the student’s temporary advisor, who is appointed upon admission to the program. Teaching and Learning has four-member Faculty Advisory Committees.

2. A Program of Study, outlining the requirements for the degree as developed by the student and the Committee, has been approved by the student, the committee, and the Dean of the School of Graduate Studies. The “Program of Study” form should be approved no later than the beginning of the second semester of study.

3. Departmental examination requirements have been completed.

4. A substantial portion of the coursework for the degree has been completed with a GPA of no less than 3.00 for all work attempted.

5. The scholarly tool requirement has been completed.

6. The comprehensive examination has been successfully completed.

7. The “Topic Proposal” form of your dissertation research has been approved by your committee and the Dean of the School of Graduate Studies. Before the proposal can be approved by the Dean, you must have an approved Program of Study, and IRB approval, if needed.

8. When all the above requirements have been met, the student will be advanced to candidacy. The student and the advisor will be sent a status sheet indicating Advancement to candidacy.

**Final Examination/Dissertation Defense**

The final examination must be scheduled two weeks in advance of the scheduled date by the committee through the School of Graduate Studies and must be completed and the results reported by the deadline specified in the Academic Calendar. The student’s academic advisor must complete the “Notice of Defense” form and secure the necessary signatures. This Notice of Defense along with the Preliminary Approval (if not previously submitted) must be received at the School of Graduate Studies two weeks in advance of your defense. Your entire committee must be physically present at your defense. If a member of the committee is not able to be present at the defense, prior approval must be granted from the Dean of the School of Graduate Studies for a committee member to participate by telephone and Skype. The committee should make the request by sending a memo to the School of Graduate Studies Dean stating the circumstances. The entire committee must be in agreement by signing the memo.

The final examination is conducted by the candidate’s full Faculty Advisory Committee in the presence of the dean of the School of Graduate Studies and such other members of the Graduate Faculty as elect to attend. The final examination will include an oral examination but also may include written portions. The examination will cover the dissertation but need not be limited thereto. Committee members must have had adequate opportunity to examine the final copy prior to the examination, and will indicate their approval by signing the Approval Page of the dissertation and the Final Report on Candidate. Final examinations which are failed may be repeated only with the prior approval of the advisory committee and the dean.

What is included in the defense varies from department to department. Some departments have students present their dissertation research in a presentation with a question/answer period following. Your advisor should be able to help you prepare. Your examination will be conducted by your Faculty Advisory Committee. It is also open to the other members of the Graduate Faculty and the academic community.

A student may only repeat a failed examination with the consent of her/his committee and the Dean of the School of Graduate Studies. The results of the defense must be certified by the committee on a form titled “Final Report on Candidate” by the deadline specified on the Academic Calendar.

A student may pass the Doctoral comprehensive and/or Final Examination with one dissenting vote. The dissenter must submit a written report on his/her decision to the School of Graduate Studies. Four signatures will be accepted on the final copy of the dissertation.

Ed.D. candidates will be required to complete a National Research Council demographic survey form and an agreement with University Microfilms International before graduation.

**Doctor of Philosophy**

The Doctor of Philosophy (Ph.D.) degree is awarded in recognition of the highest degree of creative scholarship and research in a field of study. The recipient of this degree must have demonstrated proficiency in a broad area of learning and the ability to critically evaluate work in the discipline. The degree is not awarded solely for completing a prescribed number of courses, but for having undertaken and completed independent work in the discipline leading to an original contribution to knowledge.

**Admission Requirements**

Generally, students may undertake work that will lead to a Doctor of Philosophy degree only after they have received a master’s degree, usually in the same academic discipline, from this or another accredited institution; however, in some disciplines it is possible to be admitted directly to the Ph.D. program. In certain disciplines students who have completed the equivalent of the coursework for the master’s degree may be readmitted to work toward the Ph.D. directly, thereby bypassing the master’s degree (see department section). Each student must have:

1. attained an overall GPA of at least 3.00 for all graduate work,
2. completed the necessary undergraduate preparation,
3. completed any departmental examination(s) or other requirements,
4. presented scores on tests required by the department, and
5. been recommended for doctoral work by the department.

Acceptance of a student for doctoral work on the basis of the above criteria does not imply or guarantee advancement of the student to candidacy for the degree.

Program Requirements

The Ph.D. degree requires the completion of a program of 90 semester credits of graduate work beyond the bachelor's degree, including acceptable master’s degree work (30 maximum credits), and the submission of an acceptable dissertation. The program will include enrollment in courses and/or seminars which are designed to:

1. advance the student’s knowledge in the discipline,
2. provide competence in the scholarly tools (languages, mathematics, etc.) required for study and research in the discipline, and
3. provide competence in the research methods of the discipline, e.g., courses in bibliography or historiography, a research minor in education, courses dealing with current research topics, etc.

With the approval of the student’s Faculty Advisory Committee, up to one-half of the work beyond the master’s degree may be transferred from another institution. The Program of Study will include work in one major department and should include work in one or more related departments, i.e., either a minor or cognate area, but at least one-half of the work must be in the major field. The credits for the dissertation (typically 6-18 credits), and the research on which it is based, should comprise a substantial portion of the 90 credits for the degree and should be included in the major part of the program.

Students should refer to the section of this catalog titled “Departmental Programs” for additional admission, degree, examination, and course requirements unique to each department.

Residence Requirements

Students should contact the program or the School of Graduate Studies for current residency requirements

Scholarly Tools

Candidates for the Ph.D. degree may have to demonstrate competence in scholarly tools required for study and research in the discipline. Each department offering the Ph.D. degree has specified the nature of these tools (languages, mathematics, statistics, computer programming, etc.). See the “Departmental Programs (https://currprocess.und.edu/graduateacademicinformation/departmentalcoursesprograms)” section for more information. This requirement must be completed before the student is permitted to take the comprehensive examination for the degree or become a candidate for the degree.

Foreign Language Exam

Students required to demonstrate a reading knowledge of a foreign language may do so by one of two procedures: Standardized tests (Graduate Student Foreign Languages Tests - GSFLT) prepared by the Educational Testing Service are available in French, German, Russian, and Spanish and are given by the Counseling Center upon student request. The Languages Department will administer a Reading Test in French, German, Russian, or Spanish. This test is offered three times a year: on Reading and Review day at the end of the fall and spring semesters, and on registration day for the fall semester. Students must sign up for the examination with the department secretary, no later than one week before the examination date. Students may take the examination a maximum of three times at the Languages Department.

Students needing to demonstrate a reading knowledge in a language other than those mentioned above should, together with their Advisory Committee, petition the Dean of the School of Graduate Studies for approval of the use of the language and the proposed examination mechanism.

Dissertation

A dissertation is required in partial fulfillment of the requirements for the Ph.D. degree. It must represent an original and independent investigation in the major field of study. Through the dissertation, and the research leading to it, each candidate clearly must have made a significant contribution to the advancement of knowledge in the field. Credit is given for the dissertation and for the research on which it is based, the amount being determined in advance by the student’s Faculty Advisory Committee in accord with the limits established by the major department.

A dissertation is prepared with the guidance and advice of the student’s faculty advisor and the Committee. However, all dissertations must be prepared in accord with the Style and Policy Manual for Theses and Dissertations. The “Manual” is available on the School of Graduate Studies website. Any exceptions will require approval of the Dean of the School of Graduate Studies, the students advisor, and the advisory committee members.

The topic for the dissertation must be approved in advance by the student’s Faculty Advisory Committee and the Dean of the School of Graduate Studies. Approval is effected by the student’s completing the Topic Proposal form from the School of Graduate Studies and on the website, then submitting the proposal to the committee for approval. The approved proposal is then submitted to the School of Graduate Studies for the Dean’s approval, and then is filed in the School of Graduate Studies. The proposal should be approved the semester before the degree is expected, but it must be approved before advancement to candidacy.

The draft of the dissertation should be presented to the Faculty Advisory Committee sufficiently in advance of the Preliminary Approval deadline so that a thorough evaluation may be effected by each committee member. The Committee must be able to read the draft, suggest corrections and changes, and the student must be able to make the corrections, in time for the Committee to approve the dissertation and sign a form titled Preliminary Approval of Dissertation. Once a student has received signed preliminary approval and has made all of the corrections from their committee, and before the final copy is submitted, the dissertation will need to be checked by the School of Graduate Studies for correct style and format. The student must deposit the Approval Form in the School of Graduate Studies by the deadline specified in the academic calendar (usually four weeks prior to commencement). Unless this deadline is met, the student will not be permitted to graduate at the upcoming graduation. The Preliminary Approval assures the student that no major changes will be required in the final copy of the dissertation.

Copies of the dissertation in its final form must be presented to the Faculty Advisory Committee in time that they may thoroughly read the dissertation prior to the final examination. When the final version of the dissertation has been approved by the committee, it must be submitted electronically to ProQuest for publication in time to receive the approval of the Dean of the School of Graduate Studies by the deadline specified in the Academic Calendar (usually two weeks prior to graduation). The advisor and the major department must each be presented one copy of the dissertation. The final copy of the dissertation will be printed and bound by ProQuest and cataloged in the University Library.

Comprehensive Examination

All students seeking a Doctor of Philosophy degree must take a written comprehensive examination after a substantial portion of the coursework has been completed. At the option of the department, an oral examination may also be given. The content of the examination will be determined by the Graduate Faculty of the departments concerned, and the examination will be given at times announced by the departments. The examination must be extensive and searching and must cover in depth the field or fields of knowledge in which the degree is taken. This examination must be completed before advancement to candidacy but cannot be undertaken until the scholarly tool requirements have been completed. Comprehensive examinations which are failed may be repeated once with the prior approval of the Faculty Advisory Committee, the department, and the Dean, but in no event earlier than at the next regularly scheduled offering.

Students must apply for permission to take the comprehensive examination on a form available at the School of Graduate Studies. After checking the record to ensure that the student is eligible for the examination (most of the work completed, Approved status attained, Program of Study approved, scholarly tool requirements completed), the School of Graduate Studies will certify eligibility and will forward an examination report form to the chairperson of the student’s Faculty Advisory Committee. The student may not take the examination until such certification has been provided.
Candidacy for the Degree

Advancement to candidacy is granted only after the completion of specified academic requirements and upon the recommendation of the Faculty Advisory Committee. Candidates for a doctoral degree will not be allowed to graduate in the same semester or summer session in which they become a candidate for the degree.

Students in Approved status may be advanced to candidacy when the following requirements have been fulfilled:

1. A five-member Faculty Advisory Committee has been appointed. Students should complete the form titled “Request for New Advisor or Committee appointment”. The form requires the signatures of the proposed committee members and the signature of the Graduate Director of the program. The completed form must be submitted to the Office of School of Graduate Studies for the final approval of the Dean of the School of Graduate Studies. Four of the committee members represent the major and any minor areas of study. The fifth member, who is the Member-at-Large, is appointed by the Dean of the School of Graduate Studies and represents the Graduate Faculty. The chairperson of the Committee, who serves as the student’s major and dissertation advisor, must be a Full member of the Graduate Faculty. An associate member may chair a doctoral student’s faculty advisory committee and direct the dissertation research if approved by the Dean of Graduate Studies, a mentor will be appointed. Until the appointment of the committee, the department chairperson, or designate, acts as the student’s temporary advisor, who is appointed upon admission to the program. "Teaching and Learning has four-member Faculty Advisory Committees.

2. A Program of Study, outlining the requirements for the degree as developed by the student and the Committee, has been approved by the student, the committee, and the Dean of the School of Graduate Studies. The "Program of Study" form should be approved no later than the beginning of the second semester of study.

3. Departmental examination requirements have been completed.

4. A substantial portion of the coursework for the degree has been completed with a GPA of no less than 3.00 for all work attempted.

5. The scholarly tool requirement has been completed.

6. The comprehensive examination has been successfully completed.

7. The "Topic Proposal" form for the dissertation research has been approved by the committee and the Dean of School of Graduate Studies. Before the proposal can be approved by the Dean, an approved program of study, and IRB approval, if needed, must be submitted for approval by the Dean of the School of Graduate Studies.

8. When all the above requirements have been met, the student will be advanced to candidacy. The student and the advisor will be sent a status sheet indicating Advancement to candidacy.

Final Examination

The final examination must be scheduled two weeks in advance by the Committee through the School of Graduate Studies and must be completed and the results reported by the deadline specified in the Academic Calendar.

The final examination for the doctoral degree is conducted by the candidate’s full Faculty Advisory Committee in the presence of the dean of the School of Graduate Studies and such other members of the Graduate Faculty as elect to attend. The final examination must include an oral examination but also may include written portions. The examination must cover the dissertation but need not be limited thereto. Committee members must have had adequate opportunity to examine the final copy prior to the examination and will indicate their approval by signing the “Approval Page” of the dissertation and the “Final Report on Candidate.” Final examinations which are failed may be repeated once with the prior approval of the Advisory Committee and the Dean.

A student may pass the Doctoral Comprehensive and/or Final Examination with one dissenting vote. The dissenter must submit a written report on his/her decision to the School of Graduate Studies. Four signatures will be accepted on the final copy of the dissertation.

**In lieu of the comprehensive examination, students in Chemistry will take cumulative examinations which begin in the second semester of School of Graduate Studies.**

**Doctor of Physical Therapy**

(See Physical Therapy (p. 436) under Departmental Programs)

**Joint JD-MBA**

(See Business Administration (p. 298))

**Joint JD-MPA**

(See Public Administration (p. 449))

**Joint M.D. - Ph.D. Program**

Through the cooperation of the School of Graduate Studies and the School of Medicine, students may concurrently pursue the Doctor of Philosophy degree in a medical science field (Anatomy and Cell Biology, Biochemistry and Molecular Biology, Microbiology and Immunology, Pharmacology, Physiology, and Therapeutics) and the Doctor of Medicine degree. The minimum time required to complete the joint program is six years of full-time academic study.

Students interested in the joint M.D.- Ph.D. program should first obtain admission to the School of Medicine and Health Sciences to the M.D. degree program, following the normal application process and meeting the selection criteria. A student admitted to the M.D. program may apply to School of Graduate Studies as soon as he/she has selected a graduate program, which may occur before matriculation in Medical School but not later than the end of the first year of Medical School.

Final admission requirements for the M.D./Ph.D. program include:

1. Satisfactory performance in the first two years of the medical education curriculum with passing scores on all required assessment tools.
2. Successful completion of the USMLE Step 1 examination.
3. Satisfactory scores achieved on General and Subject GRE examination or MCAT scores.
4. All other UND School of Graduate Studies admission requirements listed in the UND Academic Catalog.

If admission to a Ph.D. program is granted, the student should apply to the School of Medicine and Health Sciences to the M.D. degree program, following the normal application process and meeting the selection criteria. A student admitted to the M.D. program may apply to School of Graduate Studies as soon as he/she has selected a graduate program, which may occur before matriculation in Medical School but not later than the end of the first year of Medical School.

Final admission requirements for the M.D./Ph.D. program include:

1. Performance of original research of a quality suitable for publication in refereed, professional journals.
2. Pass final examination which includes preparation and oral defense of a satisfactory dissertation.
3. Completion of BIMD 513 Seminars in Biomedical Science.
4. A minimum of 90 credit hours, including research and dissertation.
5. Successful completion of a scholarly tool (Note: May be specified by a department.)
6. Completion of the first two years of the medical education curriculum, transferred as 44 credits toward the Ph.D.
7. Passing comprehensive examinations covering coursework in the major area.

Students are expected to complete the following general requirements for the Ph.D. degree in a medical science field:

1. Performance of original research of a quality suitable for publication in refereed, professional journals.
2. Pass final examination which includes preparation and oral defense of a satisfactory dissertation.
3. Completion of BIMD 513 Seminars in Biomedical Science.
4. A minimum of 90 credit hours, including research and dissertation.
5. Successful completion of a scholarly tool (Note: May be specified by a department.)
6. Completion of the first two years of the medical education curriculum, transferred as 44 credits toward the Ph.D.
7. Passing comprehensive examinations covering coursework in the major area.

A student may pass the Doctoral Comprehensive and/or Final Examination with one dissenting vote. The dissenter must submit a written report on his/her decision to the School of Graduate Studies. Four signatures will be accepted on the final copy of the dissertation.

**Joint M.D. - Ph.D. Program**

Through the cooperation of the School of Graduate Studies and the School of Medicine, students may concurrently pursue the Doctor of Philosophy degree in a medical science field (Anatomy and Cell Biology, Biochemistry and Molecular Biology, Microbiology and Immunology, Pharmacology, Physiology, and Therapeutics) and the Doctor of Medicine degree. The minimum time required to complete the joint program is six years of full-time academic study.

Students interested in the joint M.D.- Ph.D. program should first obtain admission to the School of Medicine and Health Sciences to the M.D. degree program, following the normal application process and meeting the selection criteria. A student admitted to the M.D. program may apply to School of Graduate Studies as soon as he/she has selected a graduate program, which may occur before matriculation in Medical School but not later than the end of the first year of Medical School.

Final admission requirements for the M.D./Ph.D. program include:

1. Satisfactory performance in the first two years of the medical education curriculum with passing scores on all required assessment tools.
2. Successful completion of the USMLE Step 1 examination.
3. Satisfactory scores achieved on General and Subject GRE examination or MCAT scores.
4. All other UND School of Graduate Studies admission requirements listed in the UND Academic Catalog.

If admission to a Ph.D. program is granted, the student should apply to the School of Medicine and Health Sciences to the M.D. degree program, following the normal application process and meeting the selection criteria. A student admitted to the M.D. program may apply to School of Graduate Studies as soon as he/she has selected a graduate program, which may occur before matriculation in Medical School but not later than the end of the first year of Medical School.

Final admission requirements for the M.D./Ph.D. program include:

1. Satisfactory performance in the first two years of the medical education curriculum with passing scores on all required assessment tools.
2. Successful completion of the USMLE Step 1 examination.
3. Satisfactory scores achieved on General and Subject GRE examination or MCAT scores.
4. All other UND School of Graduate Studies admission requirements listed in the UND Academic Catalog.

If admission to a Ph.D. program is granted, the student should apply to the School of Medicine and Health Sciences to the M.D. degree program, following the normal application process and meeting the selection criteria. A student admitted to the M.D. program may apply to School of Graduate Studies as soon as he/she has selected a graduate program, which may occur before matriculation in Medical School but not later than the end of the first year of Medical School.

Final admission requirements for the M.D./Ph.D. program include:

1. Satisfactory performance in the first two years of the medical education curriculum with passing scores on all required assessment tools.
2. Successful completion of the USMLE Step 1 examination.
3. Satisfactory scores achieved on General and Subject GRE examination or MCAT scores.
4. All other UND School of Graduate Studies admission requirements listed in the UND Academic Catalog.

If admission to a Ph.D. program is granted, the student should apply to the School of Medicine and Health Sciences to the M.D. degree program, following the normal application process and meeting the selection criteria. A student admitted to the M.D. program may apply to School of Graduate Studies as soon as he/she has selected a graduate program, which may occur before matriculation in Medical School but not later than the end of the first year of Medical School.
Master of Arts and Master of Science

These degrees are available with a thesis option in most fields. A non-thesis option is available in selected fields.

Thesis Option

Course Requirements: A minimum of 30 semester credits is required in a program of study for the M.A. or M.S. degree in a major field. This includes the credits granted for the thesis and the research leading to the thesis. At least one-half of the credits must be at or above the 500-level. A maximum of eight semester credits may be transferred from another institution. Workshop credits are not accepted on the program of study.

The program may include just the major, the major and a minor, or the major and a cognate area. The major must include 20 credits from the major department, and a minor area must include at least nine credits. A cognate must include at least 6 credits. Students should refer to the section of this catalog entitled “Departmental Programs” for program specific admission, degree examination, and course requirements.

Residence Requirements: Students should contact the program or the School of Graduate Studies for current residency requirements.

Thesis: The student must submit a thesis to the School of Graduate Studies as partial fulfillment of the requirements for the degree. Credit will be given for the writing of the thesis and for the research completed and incorporated into the thesis. The amount of credit may vary from four to nine credits and will be determined by the major department. The thesis, prepared under the guidance of the student’s faculty advisor, must show sound method and demonstrate scholarship. All Theses must be prepared in accordance with the Style and Policy Manual for Theses and Dissertations. The “Manual” is available on the School of Graduate Studies website.

The topic for a thesis must be approved by the student’s Faculty Advisory Committee. Approval is effected by the student’s completing a form entitled “Topic Proposal of Thesis,” available with instructions from the School of Graduate Studies, then submitting the proposal to the Advisory Committee and the Dean of the School of Graduate Studies for its approval. The approved proposal is then filed in the School of Graduate Studies to become part of the record. The proposal must be approved during the second semester of enrollment. After the formation of a Faculty Advisory Committee, the student and the Committee should formulate a Program of Study for the degree on a form available on the School of Graduate Studies website. The program should be developed early in the second semester of enrollment.

A preliminary draft of the thesis must be presented to the Advisory Committee sufficiently in advance of the preliminary approval deadline that the Advisory Committee may thoroughly evaluate and correct the thesis. After the necessary corrections and changes have been made, the student should secure the committee members’ signatures on a form entitled Preliminary Approval of Theses and Dissertations, available on the School of Graduate Studies’ Website, and file this form in the School of Graduate Studies. The Preliminary Approval, which indicates to the student that no major changes will be required in the final copy of the thesis, must be in the School of Graduate Studies no later than the deadline specified in the Academic Calendar, or the student will not be permitted to graduate that semester. Once a student has received signed preliminary approval and has made all of the corrections from their committee, and before the final copy is submitted, the thesis will need to be checked by the School of Graduate Studies for correct style and format.

Copies of the thesis in its final form must be prepared and presented to the student’s Faculty Advisory Committee in time that they may thoroughly read the thesis prior to the final examination. When the final version of the thesis has been approved by the Committee, it must be submitted electronically to ProQuest for publication and receive the signed approval of the Dean of the School of Graduate Studies by the deadline announced in the Academic Calendar (usually two weeks prior to commencement).

The final copy of the thesis will be printed and bound by ProQuest and cataloged in the University Library. The student must submit one copy to the major department and one to the advisor.

Thesis Option

Course Requirements: A minimum of 30 semester credits is required in a program of study for the M.A. or M.S. degree in a major field. This includes the credits granted for the thesis and the research leading to the thesis. At least one-half of the credits must be at or above the 500-level. A maximum of eight semester credits may be transferred from another institution. Workshop credits are not accepted on the program of study.

The program may include just the major, the major and a minor, or the major and a cognate area. The major must include 20 credits from the major department, and a minor area must include at least nine credits. A cognate must include at least 6 credits. Students should refer to the section of this catalog entitled “Departmental Programs” for program specific admission, degree examination, and course requirements.

Residence Requirements: Students should contact the program or the School of Graduate Studies for current residency requirements.

Thesis: The student must submit a thesis to the School of Graduate Studies as partial fulfillment of the requirements for the degree. Credit will be given for the writing of the thesis and for the research completed and incorporated into the thesis. The amount of credit may vary from four to nine credits and will be determined by the major department. The thesis, prepared under the guidance of the student’s faculty advisor, must show sound method and demonstrate scholarship. All Theses must be prepared in accordance with the Style and Policy Manual for Theses and Dissertations. The “Manual” is available on the School of Graduate Studies website.

The topic for a thesis must be approved by the student’s Faculty Advisory Committee. Approval is effected by the student’s completing a form entitled “Topic Proposal of Thesis,” available with instructions from the School of Graduate Studies, then submitting the proposal to the Advisory Committee and the Dean of the School of Graduate Studies for its approval. The approved proposal is then filed in the School of Graduate Studies to become part of the record. The proposal must be approved during the second semester of enrollment. After the formation of a Faculty Advisory Committee, the student and the Committee should formulate a Program of Study for the degree on a form available on the School of Graduate Studies website. The program should be developed early in the second semester of enrollment.

A preliminary draft of the thesis must be presented to the Advisory Committee sufficiently in advance of the preliminary approval deadline that the Advisory Committee may thoroughly evaluate and correct the thesis. After the necessary corrections and changes have been made, the student should secure the committee members’ signatures on a form entitled Preliminary Approval of Theses and Dissertations, available on the School of Graduate Studies’ Website, and file this form in the School of Graduate Studies. The Preliminary Approval, which indicates to the student that no major changes will be required in the final copy of the thesis, must be in the School of Graduate Studies no later than the deadline specified in the Academic Calendar, or the student will not be permitted to graduate that semester. Once a student has received signed preliminary approval and has made all of the corrections from their committee, and before the final copy is submitted, the thesis will need to be checked by the School of Graduate Studies for correct style and format.

Copies of the thesis in its final form must be prepared and presented to the student’s Faculty Advisory Committee in time that they may thoroughly read the thesis prior to the final examination. When the final version of the thesis has been approved by the Committee, it must be submitted electronically to ProQuest for publication and receive the signed approval of the Dean of the School of Graduate Studies by the deadline announced in the Academic Calendar (usually two weeks prior to commencement).

The final copy of the thesis will be printed and bound by ProQuest and cataloged in the University Library. The student must submit one copy to the major department and one to the advisor.

Candidacy for the Degree

Admission of a student to the School of Graduate Studies as a Degree Student in Approved status implies only that the student has met the minimal entrance requirements and will be permitted to take graduate courses which normally will lead to a degree. The student has not been admitted as a candidate for a degree. Advancement to candidacy is a formal procedure and cannot be granted except after the student has met certain requirements. To become a candidate for the Master of Arts or Master of Science (thesis options), the following requirements must be met in approximately the following sequence:

1. Completion of 12 graduate credits at UND.
2. A GPA of at least 3.00 for all work attempted.
3. The appointment of a Faculty Advisory Committee. The Faculty Advisory Committee is appointed by the dean upon the recommendation of the chairperson, or designate, of the student’s major department and normally will consist of three members, but may consist of four. The form for Committee appointments is available on the School of Graduate Studies website. If the student intends to include a minor on the program of study, one committee member must be chosen to represent the minor field. The chairperson of the Committee normally must be a Full Member of the Graduate Faculty but may be an Associate Member under certain conditions. The chairperson must represent the student’s area of interest, and must serve as the thesis advisor. The Committee is responsible for program advisement, thesis advise, and examination of the student.
4. Approval of a Program of Study. Until such time as a student selects a thesis advisor, the department chairperson, or designate, will act as a temporary advisor for the selection of courses. After the formation of a Faculty Advisory Committee, the student and the Committee should formulate a Program of Study for the degree on a form available on the School of Graduate Studies website. The program should be developed early in the second semester of enrollment. After the program has been signed by the student and the Committee, it is submitted to the School of Graduate Studies for the approval of the Dean.
5. Approval of a Topic Proposal. A proposal for a thesis research project must be submitted to the student’s advisory committee and the Dean of the School of Graduate Studies for approval. The proposal is submitted on a form available on the School of Graduate Studies website. This proposal, when approved by the Faculty Advisory Committee and the Graduate Dean is deposited in the School of Graduate Studies and indicates acceptance of a topic for the thesis research project. The proposal must be filed at the School of Graduate Studies the semester prior to the one in which the student expects to graduate.

Students and their advisors will receive a status sheet when advanced to candidacy. Students must complete all requirements for advancement to candidacy prior to the semester in which they plan to graduate.

Final Examinations. Students are required to present themselves for a final examination before their full Faculty Advisory Committee. The examination will be written and/or oral and will include defense of the thesis, but also may include examination over the course of study for the degree. The “Notice of Defense” form, found on the School of Graduate Studies Web page, must be completed and submitted to the School of Graduate Studies at least one week prior to the final examination. The results must be reported to the School of Graduate Studies, on the Final Report on Candidate form, by the deadline specified in the Academic Calendar. The Committee members must have had an opportunity to examine the final copy of the thesis prior to the examination and will indicate their approval by signing the approval page of the thesis. Final examinations which are failed may be repeated only with the prior approval of the Advisory Committee and the Dean of the School of Graduate Studies.

Non-Thesis Option

The degrees Master of Arts and Master of Science without a thesis are available in selected fields. Except as noted below, the requirements are the same as those listed under the thesis option.

Course Requirements: A minimum of 32 semester credits is required for the degree. This includes 2 credits in the major for an independent study report for which the student registers for the course numbered 997 or 995. The program may include just the major, the major and a minor, or the major and a cognate area. The major must include at least 22 credits from the major
department and a minor must include at least nine credits. A cognate must include at least six credits.

Students should refer to the section of this catalog entitled Departmental Programs for additional admission, degree, examination, and course requirements unique to each department.

Residence Requirement. Students should contact the program or the School of Graduate Studies for current residency requirements.

Independent Study or Scholarly Project. The independent study or scholarly project is designed to require the student independently to investigate a topic related to the major field of study. The study need not be an original contribution to knowledge but may be a presentation, analysis, and discussion of information and ideas already in the literature of the field. The requirement is to ensure that a student can investigate a topic and organize a scholarly report on the investigation. Independent studies are single author works; scholarly projects may be team projects.

The topic for an independent study or scholarly project must be approved by the student’s advisor. Approval is effected by the student’s completing a form entitled Topic Proposal, available on the School of Graduate Studies website, then submitting the proposal to the advisor and Dean of the School of Graduate Studies for approval. The proposal, which must be approved no later than the semester prior to the one in which the student expects to graduate, must be filed in the School of Graduate Studies to become part of the record before a student is advanced to candidacy for a master’s degree.

Three copies of the report (one each for the student, the advisor, and the department) must be accepted by the advisor who will certify completion by submission of the Final Report on Candidate to the School of Graduate Studies by the deadline specified in the Academic Calendar and submit a grade for 997-Independent Study or 995-Scholarly Project to the Office of the Registrar.

Candidacy for the Degree. The requirements for advancement to candidacy under the non-thesis option are the same as those listed under the thesis option with the following exceptions:

1. Advisor. Students must obtain the appointment of an advisor from the major department. The advisor, must be a member of the Graduate Faculty, and will be appointed by the Dean of the School of Graduate Studies, upon the written recommendation of the chairperson, or designate, of the student’s major department. The advisor is responsible to the department and to the School of Graduate Studies for the supervision of the student’s work.

2. Program of Study. Students must submit a Program of Study for School of Graduate Studies approval which will have been developed in consultation with the advisor and signed by the departmental chairperson (or designate). If a minor is declared, the program also must be signed by the chairperson of the minor department. The Program of Study should be developed early in the second semester and submitted to the School of Graduate Studies.

3. Topic Proposal of Independent Study or Scholarly Project. Students must obtain approval of a topic for the independent study or scholarly project. The advisor approves the Topic Proposal, and the student submits the form to the School of Graduate Studies for approval to become part of the record. The topic proposal must be filed prior to the semester or session in which the student expects to graduate.

Final Examinations. Those advanced to candidacy for non-thesis master’s degrees must pass written final comprehensive examinations covering the major field but may, at the advisor’s discretion, draw upon or cover the supporting areas. Such examinations generally will be given and evaluated by the major department. The results of the final examination will be certified to the School of Graduate Studies by the advisor and the Department Chairperson on the form entitled “Final Report on Candidate” by the deadline specified in the Academic Calendar. The appropriate comprehensive examination(s) will be arranged by the advisor and administered by the department no earlier than the semester preceding the semester in which the candidate intends to graduate. Comprehensive examinations which are failed may be repeated only once with the prior approval of the advisor, the department, and the Dean of the School of Graduate Studies, but in no event earlier than at the next regularly scheduled offering.

Candidates may not take the final comprehensive examination(s) unless they have been advanced to candidacy for the degree, and are in satisfactory academic standing.

Master of Business Administration

(See Business Administration (p. 298) under Departmental Programs)

Master of Education

The Master of Education degree (M.Ed.) is designed for those who wish to prepare for careers as teachers, specialists, administrators, or supervisors in elementary or secondary schools. To be eligible for the degree, a student must meet the undergraduate requirements in Education, i.e., eighteen semester credits in Education, including student teaching, and must be offered admission to the degree program by the Dean of the School of Graduate Studies.

The Master of Education degree is available for those doing major work either within or outside of the College of Education and Human Development. The areas of concentration available are: Educational Administration, Elementary Education, Special Education, and Reading Education. The degree also is available in departments offering a secondary teaching major.

Course Requirements. A minimum of 32 semester credits is required for the M.Ed. degree, of which at least one-half must be at or above the 500 level. No less than 12 credits, including 2 for the Independent Study Report (997), must be in a single field or an area of concentration (major). At least 6 credits must be in an area or cognate to the area of concentration. At least 6 credits must be in the Foundations of Education. A total of 16 credits may be taken off-campus.

Residence Requirement. Students should contact the program or the School of Graduate Studies for current residency requirements.

Transfer of Credit. A maximum of eight graduate credits may be transferred from another institution.

Independent Study. The independent study is designed to enable the student independently to investigate a topic related to the major field of study. The study may be a presentation, analysis, or discussion of information and ideas already in the literature of the field. The requirement is designed to ensure that a student can investigate a topic and organize and present a scholarly report on the investigation.

The topic for an independent study must be approved by the student’s advisor and the Dean of the School of Graduate Studies. The independent study proposal must be approved no later than the semester prior to the one in which the student expects to graduate, and must be filed in the School of Graduate Studies before a student is advanced to candidacy for a master’s degree. The student must prepare and secure the advisor’s approval of an independent study report. Three copies of the report (one each for the student, the advisor, and the department) must be accepted by the advisor who will certify completion of the report to the School of Graduate Studies by the deadline specified in the Academic Calendar and submit a grade for 997-Independent Study to the Office of the Registrar.

Candidacy for the Degree. To become a candidate for the Master of Education degree the following requirements must be met in approximately the following sequence:

1. Completion of 12 graduate credits at UND.
2. A GPA of at least 3.00 for all work attempted.
3. Appointment of an advisor from the major department. The advisor, who must be a member of the Graduate Faculty, will be appointed by the Dean of the School of Graduate Studies upon recommendation of the chairperson of the student’s major department. The form for advisor appointment is available on the School of Graduate Studies website. The advisor is responsible to the department and the School of Graduate Studies for the supervision of the student’s work.
4. Approval of a Program of Study on a form available from the School of Graduate Studies website. The Program of Study should be prepared in consultation with the advisor early in the second semester, and
must bear the signature of the student, the advisor, and the Graduate Program Director and must be submitted to the Dean of the School of Graduate Studies for approval by the designated deadline.

5. Approval of a topic for the independent study by having the advisor sign the Topic Proposal of Independent Study form and submitting the Proposal to the School of Graduate Studies for the Dean’s signature.

The student and the advisor will be notified in writing of the advancement to candidacy. Students must complete all requirements for advancement to candidacy prior to the semester in which they plan to graduate.

Final Examinations. Candidates for the Master of Education degree must pass written final comprehensive examinations which must cover the major field but may, at the advisor’s discretion, draw upon or cover the supporting areas. Candidates may not take the final comprehensive examination(s) unless they have been advanced to candidacy for the degree, and are in satisfactory academic standing.

The appropriate comprehensive examination(s) will be arranged for by the advisor and given by the department no earlier than the semester preceding the semester in which the candidate intends to graduate. Such examinations generally will be given and evaluated by the major department. The results of the final examination will be certified to the School of Graduate Studies by the advisor and the department chairperson by submitting the Final Report on Candidate form by the deadline specified in the Academic Calendar. Comprehensive examinations which are failed may be repeated only with the prior approval of the advisor, the department, and the Dean of the School of Graduate Studies, but in no event earlier than at the next regularly scheduled offering.

Master of Engineering

The Master of Engineering (M. Engr.) is a professional degree with a program designed to provide a strong emphasis toward the practice of engineering in industry, business, or government. The focus of the program is on the development of competency in the area of engineering design, with the goal of developing the student as a practitioner capable of solving complex problems within a given field. It is available in Chemical, Civil, Electrical, and Mechanical Engineering.

The graduate degree program includes a minimum of one-third year of design, and may include another one-third year of mathematics, basic science, and engineering design. A part of each program is the successful completion of a design project appropriate to the field.

Students should refer to the section of this catalog titled “Departmental Programs” for the admission, degree, examination, and course requirements unique to each department.

Course Requirements. The program of study for the M. Engr. degree must contain at least 30 credits, including at least 15 credits at the 500 level. An engineering design project must be completed and registered for through ENGR 595 for 3-6 credits. A written report on this project is required. All major department courses must be at the 400 level or above and approved for Graduate Credit. No courses numbered below 300 may be included in the program.

Candidacy for the degree. Admission of a student to the School of Graduate Studies as a degree student in Approved status implies only that the student has met minimum entrance requirements and will be permitted to take graduate courses which may be expected to lead to a degree. The student has not been admitted as a candidate for a degree. Advancement to candidacy is granted only after the student has met the following requirements in approximately the following sequence:

1. Completion of the equivalent of 12 semester credits.
2. Attainment of a GPA of at least 2.75 for all work attempted.
3. The appointment of an advisor from the major department. The advisor must be a member of the Graduate Faculty and will be appointed by the Dean of the School of Graduate Studies upon the recommendation of the chairperson of the student’s major department and the Dean of the College of Engineering and Mines. The advisor is responsible to the department and the School of Graduate Studies for the supervision of the student’s work.

4. Approval of a Program of Study on a form available from the School of Graduate Studies or from the School of Graduate Studies website. The Program of Study should be developed in consultation with the advisor early in the second semester and must be signed by the student, the advisor, the Graduate Program Director, and the Dean of the College of Engineering and Mines, and must be submitted to the Dean of the School of Graduate Studies for approval.

5. Approval of a topic for the design project by having the advisor, Graduate Program Director, and Dean of Engineering sign the Proposal of Design Project and submitting the Proposal to the School of Graduate Studies for approval. The student and the advisor will be sent a status sheet notifying them of the advancement to candidacy. Students must complete all requirements for advancement to candidacy prior to the semester in which they plan to graduate.

Final Examination. Candidates for the Master of Engineering degree must pass written final comprehensive examination(s) which must cover the course material in the field of study. The appropriate comprehensive examination(s) will be arranged by the advisor and given by the department no earlier than the semester preceding the semester in which the candidate intends to graduate. Such examinations generally will be given and evaluated by the major department. The results must be certified to the School of Graduate Studies by the advisor and the Graduate Program Director on the form Final Report on Candidate by the deadline specified in the Academic Calendar. Comprehensive examinations which are failed may be repeated only with the prior approval of the advisor, the department, and the Dean of the School of Graduate Studies, but in no event earlier than at the next regularly scheduled offering.

Master of Environmental Management

(See Earth System Science and Policy (p. 325) under Departmental Programs)

Master of Fine Arts

(See Art & Design (p. 280) under Departmental Programs)

Master of Music

(See Music (p. 409) under Departmental Programs)

Master of Physician Assistant Studies

(See Physician Assistant Studies (p. 439) under Departmental Programs)

Master of Public Administration

(See Public Administration (p. 449) under Departmental Programs)

Master of Science in Applied Economics

(See Economics, Applied (p. 329) under Departmental Programs)

Master of Social Work

(See Social Work (p. 455) under Departmental Programs)

Specialist Diploma

(See Educational Leadership (https://currprocess.und.edu/graduateacademicinformation/departmentalcoursesprograms/education))
Departmental Courses, Programs

The following graduate degree and certificate programs are offered through the UND School of Graduate Studies. Updates to this list may be found on the UND School of Graduate Studies website.

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Graduate Program Summaries

Accountancy

Degree Granted: Master of Accountancy (MAcc)

The Master of Accountancy (MAcc) degree is a professional graduate degree for individuals with an accounting background seeking advanced study in the discipline of accounting and broader aspects of business. Specifically, the primary goal of the MAcc is to assist in the preparation of professional accountants. Three supporting objectives of the Program are:

1. To assist students in dealing with unstructured problems and complex decision making in accounting and business environments;
2. To assist students in improving their communications skills in a professional setting; and
3. For those who choose to pursue the CPA designation as part of their professional development, assist in their preparation for the CPA examination.

The Program is intended to fulfill expectations of the public accounting profession by providing a graduate option to fulfilling the 150-hour requirement currently in effect in most public accounting jurisdictions, including North Dakota and Minnesota. While primarily intended for individuals entering public accounting, the MAcc may also serve those who wish to pursue careers in industrial and governmental/nonprofit accounting. Additionally, this Program would prepare those wishing to pursue further study in a doctoral program.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Anatomy and Cell Biology

Degrees Granted: Master of Science (M.S.), Doctor of Philosophy (Ph.D.) and Combined Ph.D./M.D.

The Department of Anatomy and Cell Biology offers graduate programs leading to the degrees of Master of Science and Doctor of Philosophy. The programs are designed to prepare scholars for academic teaching and research, or for careers in a variety of organizations that conduct research and development in biologically or medically related areas. The research interests of departmental faculty include cancer biology, cell and molecular biology of intracellular signaling, cell biology of extracellular matrix in diabetes, and neurobiology.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Art and Design

Degree Granted: Master of Fine Arts (M.F.A.)

The Master of Fine Arts degree program in Visual Arts is a strongly studio-oriented professional preparation in the major emphasis areas of ceramics,
drawing, metal smithing, painting, printmaking, sculpture, and mixed media art. Within and outside the visual arts areas there are many opportunities for balanced study in art history, graphic design, fibers, photo, time-based media and supporting disciplines.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

### Atmospheric Sciences

**Degrees Granted: Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)**

The Department of Atmospheric Sciences offers graduate programs leading to the degrees of Master of Science and Doctor of Philosophy. The Master of Science program is intended to develop chosen interests in the atmospheric sciences generally. The Doctor of Philosophy program is intended to prepare students for leadership roles in academia, government, and private industry. Within the context of the broader university community, the Department of Atmospheric Sciences serves to create an academic and intellectual climate that appreciates and respects diversity, values creativity, and supports the academic potential of each graduate student.

Our vision is to offer premier atmospheric sciences graduate programs serving our students and the broader scientific community. In striving to achieve this distinction, the Department of Atmospheric Sciences maintains graduate programs that are socially relevant, serve as an advocate for graduate education campus-wide, provide resources that support graduate student research, and foster interdisciplinary programs.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

### Aviation

**Degree Granted: Master of Science (M.S.)**

The Aviation Department offers a graduate program leading to the Master of Science degree. The M.S. in Aviation degree provides the necessary educational background for aviation industry professionals to solve problems within the field of aviation including the airlines, corporate aviation, general aviation, and airport management. Graduates will gain an understanding of the various complexities facing the industry through a breadth of aviation industry related courses. In addition, graduates will gain an understanding of statistics and research methods, and how they may be applied to research and solving problems within the aviation industry. The program will provide graduates with the knowledge and skills that prepare them for the aviation industry, aviation related government positions and for further research and development in the field of aviation.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

### Biochemistry and Molecular Biology

**Degrees Granted: Master of Science (M.S.), Doctor of Philosophy (Ph.D.) and Combined M.D./Ph.D.**

The department of Biochemistry and Molecular Biology offers graduate programs leading to the M.S. and, Ph.D., degrees. All programs are research-oriented and students begin research work during their first year. These graduate programs prepare scholars for a variety of careers including academic teaching and research, and research associated careers in various governmental, industrial, and private research laboratories.

The department is housed within the Edwin C. James Medical Research Facility of the University of North Dakota School of Medicine and Health Sciences. Research is conducted in the areas related to cell signaling, epigenetics, protein/protein interactions, and proteomics. Joint faculty from the Department of Pathology (UND School of Medicine and Health Sciences) provides additional research opportunities for graduate students in our program in the areas of heavy metal toxicology, tumorogenesis and cancer biomarkers.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

### Business Administration

**Degree Granted: Master of Business Administration (M.B.A.)**

The Master of Business Administration (M.B.A.) is a professional degree with a program designed to prepare persons for general management responsibilities.
at the executive level. The program is accredited by the Association to Advance
College Schools of Business International (AACSB). The recipient of the program
must have demonstrated critical, analytical, and decision-making abilities in the broad area of management and also must have demonstrated an ability to study and write in one specialized area. The M.B.A. degree program is designed for individuals who have an undergraduate background in a field other than business, as well as for those with undergraduate training in business.

The M.B.A. program is available as part of a combined program resulting in both an undergraduate degree in a business area plus an M.B.A. degree in five years.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Chemistry

Degrees Granted: Master of Science (M.S.)
and Doctor of Philosophy (Ph.D.)

The Department of Chemistry offers graduate programs leading to the degrees of Master of Science and Doctor of Philosophy with majors in inorganic chemistry, organic chemistry, physical chemistry, and analytical chemistry. The department offers a B.S./M.S. program (using the non-thesis M.S. option) for students who meet the admission criteria listed below. Current areas of research specialization are synthetic and structural Organometallic Chemistry, Photochemistry, Theoretical Chemistry, Environmental Chemistry, Electroanalytical Chemistry, X-ray Crystallography, Synthetic Inorganic and Organic Chemistry, Optical Spectroscopy, Analytical Instrumentation, Inorganic Compounds for Materials Science, Carbohydrate Chemistry, Physical Biochemistry and Biocatalysis, Theoretical Biophysical Chemistry and Bionanotechnology.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Communication

Degrees Granted: Master of Arts (M.A.)
and Doctor of Philosophy (Ph.D.)

The Communication Program offers graduate programs leading to the Master of Arts and the Doctor of Philosophy degrees. The Masters program in Communication strikes a purposeful balance between specialization and integration among the various approaches to the study of human communication. The Ph.D. program in Communication and Public Discourse provides the opportunity for specialized study in a variety of aspects of communication. Both the Masters and Ph.D. programs provide a flexible array of advanced coursework and research. For Ph.D. students, the program culminates in the doctoral dissertation. Both the Masters and Ph.D. programs offer the opportunity for students to develop a broad range of professional and scholarly competencies. The Masters program expands the professional options for graduates as well as prepares them for more advanced study. The Ph.D. program prepares graduates for positions in the academic, industry, and government. The student’s plan of study is prepared and directed in cooperation with the student’s adviser and faculty committee.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Communication Sciences and Disorders

Degrees Granted: Master of Science (M.S.)
and Doctor of Philosophy (Ph.D.)

The Department of Communication Sciences and Disorders offers graduate programs leading to the Master of Science and the Doctor of Philosophy in Communication Sciences and Disorders.

The master’s degree program has been accredited by the Council on Academic Accreditation in Speech-Language Pathology and Audiology. A graduate degree is required for students planning a career in speech-language pathology and audiology. It is anticipated that graduates with a master’s degree will meet the academic and practicum requirements for the Certificate of Clinical Competence of the Boards of Examiners in Speech-Language Pathology and Audiology. The Master of Science degree with thesis or without thesis is available with a major emphasis in Speech-Language Pathology and with supporting work in Audiology.

The doctoral program provides a background of study in normal and disordered speech, language and hearing. This program prepares the student for employment in a variety of settings including university teaching and research, clinical services and research, and/or research and consultation in industry.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Computer Science

Degrees Granted: Master of Science (M.S.)
and Doctor of Philosophy (Ph.D.)

The Department of Computer Science offers graduate study leading to the Master of Science degree, thesis and non-thesis options, a combined degree, and the Doctor of Philosophy in Scientific Computing (emphasizing the development of software, the science and the technology required to support Computational Science). The department is a part of the John D. Odegard School of Aerospace Sciences, which provides unique opportunities for research by faculty and graduate students. There is strong interest within the department in areas of artificial intelligence, computer security, database, image processing, internet applications, networks, object oriented design, operating systems, simulation, software engineering, and theoretical computer science.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Counseling Psychology and Community Services

Degrees Granted: Master of Arts (M.A.)
and Doctor of Philosophy (Ph.D.)

The Department of Counseling Psychology and Community Services offers graduate programs leading to the Master of Arts in Counseling and Doctor of Philosophy in Counseling Psychology. The Doctor of Philosophy in Counseling Psychology is accredited by the American Psychological Association (APA). Graduates of the M.A. program are eligible to apply for licensure as a school Counselor in North Dakota as well as other states. Completion of the M.A. program partially fulfills requirements for certification as a School Counselor or certification as a Certified Rehabilitation Counselor or licensure as an Addiction Counselor in North Dakota. The Ph.D. in Counseling Psychology provides preparation for licensure as a Psychologist in North Dakota, as well as other states.

To encourage students who are majoring in Rehabilitation and Human Services to extend their studies to include a graduate degree, the Department offers a Combined Program in Counseling with a Rehabilitation Emphasis. The Combined Program allows students to earn a bachelor’s degree in Rehabilitation and Human Services and a master’s degree in Counseling with a Rehabilitation Emphasis in approximately five years. This would be a year less than is typically required to complete these degrees separately.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Criminal Justice

Degree Granted: Doctor of Philosophy
(Ph.D.)

The Department of Criminal Justice at the University of North Dakota in partnership with the Department of Criminal Justice at Minot State University offers a graduate program of study leading to the degree of Doctor of
Philosophy in Criminal Justice. The program is designed to prepare students for academic teaching and research, research in government service, and higher-level administrative positions in criminal justice agencies.

While retaining a traditional core of research and study on national and international issues in the administration of criminal justice systems, this program places special emphasis on the operation and administration of criminal justice agencies and systems in rural and American Indian Tribal jurisdictions. The program also offers a specialized program of study for those individuals holding a Juris Doctorate and wishing to meet educational requirements for teaching and research positions in criminal justice higher education programs.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Earth System Science and Policy

Degrees Granted: Master of Science (M.S.), Master of Environmental Management (M.E.M.), and Doctor of Philosophy (Ph.D.)

The graduate program in Earth System Science and Policy is organized around the field of environmental sustainability and offers three degrees: Master of Environmental Management, Master of Science, and Doctor of Philosophy. Sustainability science has emerged as an intellectually exciting, growing discipline that is a driving concept for major international scientific and environmental policy efforts. By bridging theory with practice, global and local perspectives, and scientific and social disciplines, sustainability science seeks to meet the needs of society while sustaining the life support systems of the planet.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Economics (Applied)

Degree Granted: Master of Science in Applied Economics (M.S.A.E.)

The Master of Science in Applied Economics (MSAE) reflects the current state of knowledge and skills used by professional economists. It is characterized by strong foundational courses in economic theory, mathematical economics and applied statistical methods.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Education

Degrees Granted: Master of Science (M.S.), Master of Education (M.Ed.), Specialist Diploma (Spec. Dip.), Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.)

Graduate programs in Education are housed in three departments of the College of Education and Human Development. Faculty in the Departments of Educational Foundations and Research, Educational Leadership, and Teaching and Learning work closely together in design and delivery of the graduate programs described in this section. The graduate programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) through 2015, and those leading to teacher licensure or endorsement or to an advanced educator credential are approved by the North Dakota Education Standards and Practices Board and the North Dakota Department of Public Instruction as appropriate.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Educational Foundations and Research

Degree Granted: Doctor of Philosophy (Ph.D.)

The Department of Educational Foundations and Research provides programs for educators and other professionals interested in educational foundations, educational evaluation, and/or educational research. The department is committed to the encouragement of interdisciplinary efforts and to increased understanding of our multicultural society.

The Department cooperates with the Department of Teaching and Learning in offering an M.S. in Education—General Studies. See the descriptions under Teaching and Learning for the details related to their program. Students are admitted to these programs following procedures established by the college.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Educational Leadership

Degrees Granted: Master of Science in Higher Education (M.S.), Master of Education (M.Ed.), Specialist Diploma (Ed.S.), Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.)

The Department of Educational Leadership prides itself on being a leader in the field with an internationally recognized academic program that combines theory and practice to provide a scholar-practitioner educational model. Our innovative and responsive curriculum fosters intellectual vitality and facilitates the development of our world-class students and faculty.

The academic experience is designed to provide our students with an understanding of basic concepts and advanced knowledge of educational leadership. The academic offerings apply to leadership positions in the elementary, middle, secondary, and higher education levels as well as for the non-profit sector.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Early Childhood Education

Degree Granted: Master of Science (M.S.)

The focus of the M.S. program in Early Childhood Education is on the advanced preparation of teachers and leaders in the field of Early Childhood Education. The program addresses the education of children age 3 through grade 3 by concentrating on the study of children ages 3-8 and the implications such study holds for educational practice. This degree does not lead to initial teacher licensure. Those pursuing this program will be prepared as professional teachers/leaders in a variety of early childhood settings, including public and private schools (Pre-K-grade 3), Head Start programs, child development and child care centers, and college and University settings.

The Early Childhood education program is administered through the Department of Teaching & Learning in the College of Education and Human Development (EHD) and the UND School of Graduate Studies. The programs follow the policies of Early Childhood Education, the Department of Teaching & Learning, EHD, UND, UND School of Graduate Studies and NDUS.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.
Elementary Education

Degrees Granted: Master of Science (M.S.) and Master of Education (M.Ed.)

The Master of Science (MS) and the Master of Education (M.Ed) degrees are offered by the Department of Teaching and Learning in the College of Education and Human Development. These two Elementary Education Master Programs strive for excellence in education for all learners. The Programs are dedicated to the professional development of responsive teachers as learners, active agents of learning, and articulate visionaries. We provide high quality educational experiences that emphasize inquiry, reflection, and collaboration. In order to be accessible to our graduate students we offer Programs in a variety of formats including campus based and distance degrees.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

English Language Learners (TESOL)

Degree Granted: Master of Education (M.Ed.)

The Graduate Certificate in ELL Education and the M.Ed. in ELL Education are designed to provide licensed teachers and other professionals with depth and specialized knowledge in teaching K-12 and adult English language learners in the U.S. and abroad. Both programs are offered on-line; on-campus options are also available. Both programs require a field experience. Note: K-12 licensure is not required for admission; however, these programs do not lead to initial teacher licensure, which is required for North Dakota ELL teacher endorsement. Educators from other states seeking ELL teacher endorsement should check to determine whether the Graduate Certificate program or the Masters degree program best meets their state requirements.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Education: General Studies

Degree Granted: Master of Science (M.S.)

This M.S. degree program (thesis and non-thesis) is designed for both the licensed secondary or middle level teacher who seeks a major in education with a cognate or a minor in another field (Track I), or for those who wish to pursue a graduate degree in education that broadly will inform their own professional practice (Track II). Track I requires a teaching license; Track II does not require, nor does it lead to, teacher licensure.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Instructional Design and Technology

Degrees Granted: Master of Science (M.S.), Master of Education (M.Ed.) and Graduate Certificates

The Instructional Design and Technology (IDT) program is a collaboration between the College of Education and Human Development, the College of Arts and Sciences, and the John D. Odegard School of Aerospace Sciences. The designers believe the program benefits from the expertise of a diverse faculty, the various resources of the different organizational units, and a collaborative decision-making structure among the three units. The IDT program is administered through the College of Education and Human Development (EHD) and follows the IDT, EHD, UND, UND School of Graduate Studies, and NDUS rules and policies. The IDT program currently offers a Master of Science, a Master of Education, a Certificate in K-12 Technology Integration, a Certificate in eLearning, and a Certificate in Corporate Training and Performance. IDT also offers a doctorate through the Teaching and Learning Ph.D. program, in which IDT is an area of emphasis (see Teaching and Learning in the graduate catalog).

The IDT master’s and certificate programs are available for on-campus and distance delivery, making it possible to attain these degrees via distance delivery, on-campus attendances, or a combination of both. Online students and on-campus students are peers in the same class sessions and experience the same educational opportunities. Courses typically have a few synchronous (live) class sessions, where students may attend on-campus in the actual classroom or they may participate through our distance delivery system. In this manner, class lectures, discussion, presentation, and collaboration are done seamlessly, in a nearly identical fashion to traditional classes.

Asynchronous sessions (those done at the time and place of the students’ choosing each week) are handled through a course management system. Students use these tools to read material loaded by the teacher, turn in assignments, communicate through message boards, participate in discussions through threaded discussion tools, take tests, and receive their grades. There are assignments and participation activities every week, whether the class meets live or not. In this way, students get the best of both worlds: the flexibility of online learning and the personal contact and connection of face-to-face instruction.

Details pertaining to admission requirements, degree requirements, and courses offered can be found in the Degree section.

Reading Education

Degrees Granted: Master of Science (M.S.) and Master of Education (M.Ed.)

The Reading Education programs are designed for educators or other professionals interested in the study of individual readers and writers, reading/language arts instruction in the classroom and/or in the reading specialist setting, reading/language arts curriculum and assessment. A unique feature of these programs is that students become engaged in teaching literacy in a supervised practicum experience. With careful planning, licensed teachers can take course work that meets the requirements for obtaining the North Dakota Reading Credential.

Certified teachers with a bachelor’s degree in education may pursue either the Master of Education or the Master of Science. Non-certified individuals who have earned a bachelor’s degree in a field of study other than education may only pursue the Master of Science.

The Reading Education programs are administered through the Department of Teaching & Learning in the College of Education and Human Development (EHD) and the UND School of Graduate Studies. The programs follow the policies of Reading Education, the Department of Teaching & Learning, EHD, UND, UND School of Graduate Studies, and NDUS. The Reading programs are approved by the North Dakota Education Standards and Practices Board.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Special Education

Degrees Granted: Master of Science (M.S.) and Master of Education (M.Ed.)

The Special Education Program offers graduate coursework leading to a Master of Science or Master of Education degree in Special Education in the specialization areas of: Developmental/Cognitive Disabilities; Early Childhood; Emotional Disturbance; Learning Disabilities; Strategist; Visual Impairment; and Autism Spectrum Disorder.

The Special Education programs are designed for educators or other professionals interested in the study of children, adolescents, and/or adults with disabilities. Certified teachers with a bachelor’s degree in any area of education may pursue either the Master of Education or the Master of Science in any of the specialization areas. The Master of Education degrees have a foundation of education focus, whereas the Master of Science degrees have an assessment and research focus. Non-certified individuals who have earned a bachelor’s degree in a field of study other than education may only pursue the Master of Science. The Special Education programs are administered through the
Department of Teaching and Learning in the College of Education and Human Development (EHD) and the UND School of Graduate Studies.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Teaching and Learning

Degrees Granted: Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.)

The Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) programs in Teaching and Learning are designed to prepare individuals for leadership and teaching positions in schools, colleges and universities, and public or private agencies. The doctoral program in Teaching and Learning offers three areas of emphasis:

- Higher Education (preparation to be a college or university professor of an academic discipline and all of its responsibilities).
- Teacher Education (preparation to be an educator of teachers in a college or university setting and/or as a person providing consultation and in-service to teachers in pre-K-12 schools).
- Instructional Design and Technology (preparation to be researchers and scholars. The focus is on understanding various areas in instructional design, human learning, and the integration of technology).

Coursework for all areas of emphasis is offered by faculty from the department of Teaching and Learning. Faculty members are able to serve as advisors to doctoral students.

Students are specifically admitted to the Ed.D. or the Ph.D. program.

- The Ed.D. degree emphasizes professional practice and educational foundations and theory.
- The Ph.D. degree emphasizes research, creative scholarship, and educational theory.

The doctoral student and advisory committee design the doctoral program of study to meet individual needs within the framework of guidelines set by the School of Graduate Studies and by the program faculty. School of Graduate Studies requirements for the Ph.D. and the Ed.D. are stated in the Degree Requirements section.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Engineering

The College of Engineering and Mines offers the Master of Engineering and the Master of Science degree with majors in chemical engineering, civil engineering, electrical engineering, environmental engineering, and mechanical engineering. The Master of Science degree is offered with majors in chemical engineering, electrical engineering, environmental engineering, geology, and mechanical engineering. The Doctor of Philosophy degree is offered with majors in engineering and geology, and the Doctor of Philosophy in chemical, civil, electrical, geological, and mechanical engineering, and the multi-disciplinary focal areas of energy and environmental engineering is also offered.

Degree Granted: Doctor of Philosophy (Ph.D.)

The Doctor of Philosophy in Engineering program provides a student with specialized training customized to meet his or her specific interests and goals. Faculty advisors work with each student to structure a graduate program consisting of traditional engineering study, complementary multidisciplinary studies, strong interaction between fellow engineering students, and high quality research. The program is based upon the research strengths of faculty, and includes studies in the major engineering disciplines. Students receive a Ph.D. of Engineering with a specified track of: Chemical Engineering, Civil Engineering, Electrical Engineering, Energy Engineering, Environmental Engineering, Geological Engineering, or Mechanical Engineering.

The program includes a significant research component characterized by substantial interaction between the student and their adviser. Research topics are determined based upon the mutual interest of the student and research adviser. Students develop a strong research methodology and apply this research method to a specific engineering problem as directed by their adviser. Student’s attendance is required at a weekly seminar. This seminar is used to enhance the research methodology, by allowing students to present their research during various stages of development. The seminar also serves the important role of providing exposure of all students to a diverse range of multidisciplinary work.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Chemical Engineering

Degrees Granted: Master of Science (M.S.), Master of Engineering (M.Engr.) and Doctor of Philosophy (Ph.D.)

The Chemical Engineering graduate program, administered from the Department of Chemical Engineering, offers the Master of Science with thesis and non-thesis options, the Master of Engineering, and the Doctor of Philosophy degrees. The department also sponsors the Energy, Environmental, and Interdisciplinary Engineering tracks of the College of Engineering and Mines Ph.D. Engineering program, administers the Sustainable Energy Engineering masters program and participates in the multidisciplinary Environmental Engineering masters program. The M.S. and Ph.D. degrees are the most common options and financial aid is provided to the vast majority of students working towards these degrees. The M.S. or M.Engr. degree is typically completed in 18-24 months of full time study by students holding an accredited baccalaureate degree in chemical engineering.

The department also offers a combined program including a Bachelor of Science in Chemical Engineering (B.S.Ch.E.)/Master of Science in Chemical Engineering (M.S.Ch.E.) or a B.S.Ch.E./Master of Engineering (M.Engr.). The intent of the combined program is to allow qualified students to complete requirements for both degrees in one year beyond that required to receive the baccalaureate degree. Students may apply for this program upon completion of 95 credits toward the Bachelor’s degree.

Research interests in the department include: coal and bio-based fuels and chemicals; energy technologies, processes, and policies; heterogeneous catalysis; photocatalytic oxidation; polymer reaction engineering, synthesis, and rheology; organic aerosol formation and partitioning; mathematical modeling of multicomponent aerosols; polymeric membranes and composite materials; biocomposite, nanocomposite, and nanobiocomposite materials; organic photovoltaic materials; environmental impact of heavy metals and particulate matter; and development of carbon from waste material sources. Projects are often conducted through our interdisciplinary Sustainable Energy Research, Infrastructure and Supporting Education (ND SUNRISE) research program or in collaboration with the Energy and Environmental Research Center (EERC).

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Civil Engineering

Degrees Granted: Master of Science (M.S.) and Master of Engineering (M.Engr.)

The Department of Civil Engineering offers graduate programs leading to the Master of Engineering degree and the Master of Science degree. The Master of Engineering degree permits specialization in the following options: soils-structures engineering, environmental engineering, water resources engineering, and general civil engineering. The Master of Engineering degree program is designed to provide an opportunity for engineers to achieve formal education beyond the Baccalaureate level with a strong and directed emphasis toward the practice of engineering. The focus of the program is on the development of competency in the area of engineering design. The goal of the program is development of the student as a practitioner capable of systematically solving complex problems of society within his or her field.

The Master of Science degree in Civil Engineering prepares students for careers in research, practice and further studies toward a Ph.D. degree in a
specialty area of civil engineering. The M.S. degree is typically completed in 18-24 months of full-time study for students holding a bachelor’s degree in civil engineering from an accredited school. The M.S. degree requires independent research for a thesis in the student’s area of interest. The faculty research interests are in the broad areas of environmental, geotechnical, pavements, structural engineering and mechanics, and water resources engineering. Graduate students are encouraged to explore various topics for their M.S. theses depending on the mutual interest between them and the faculty. The Department offers combined Bachelor of Science in Civil Engineering/Master of Engineering, and Bachelor of Science in Civil Engineering/Master of Science degree programs. The intention of the combined program is to allow qualified students to complete requirements for both a baccalaureate degree and a master’s degree in 12 to 18 months beyond the time required to complete the baccalaureate degree. See Combined Degree Program under the School of Engineering and Mines (p. 486) section for additional details.

The Department of Civil engineering also participates in an interdisciplinary Ph.D. Engineering Program. See Ph.D. Program under the School of Engineering and Mines (p. 486) section or contact the Civil engineering Department.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Electrical Engineering

Degrees Granted: Master of Science (M.S.) and Master of Engineering (M.Engr.)

The Department of Electrical Engineering offers graduate programs leading to either a Master of Science (M.S.) or a Master of Engineering (M.Engr.) degree. The M.S. degree is offered with both the thesis and non-thesis options. The non-thesis M.S. degree requires completion of an independent study. The M.Engr. degree is an engineering practice-oriented degree that requires the completion of an engineering design project.

The Department also offers combined programs, including a Bachelor of Science in Electrical Engineering (BSEE)/Master of Science in Electrical Engineering (M.S.E.E.) and a B.S.E.E./M. Engr. The intent of the combined programs is to allow qualified students to complete requirements for both degrees in one year beyond that required to receive the baccalaureate degree. Students may apply for this program upon completion of 95 credits toward the Bachelor’s degree.

The Department of Electrical Engineering maintains strong research emphases in aerospace payload and sensor development, applied electromagnetics, biomedical signal and image processing, control systems and robotics, embedded systems, renewable energy systems, systems engineering, and wireless communications. Additionally, the department participates in the school-wide Ph.D. in Engineering program. The research programs, laboratory facilities, close student-faculty interaction, and strong mentoring and academic advising facilitate an environment of scholarly activity and prepare students for corporate and government positions in research and development.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Environmental Engineering

Degrees Granted: Master of Science (M.S.) and Master of Engineering (M.Engr.)

The Environmental Engineering graduate program combines those aspects of Chemical, Civil, and Geological Engineering most applicable to environmentally related problems. This program is, to our best knowledge, unique in the combination of these three disciplines for the training of graduate students in environmental engineering. These interdisciplinary M.S., M.Engr., and Certificate programs provide high-quality education and skill development opportunities, preparing students to be professionally successful, to be life-long learners, and to be knowledgeable, contributing members of a multicultural, global society. The faculty of the three participating departments and participating UND Energy and Environmental Research Center (EERC) personnel represent a tremendous wealth of environmental expertise based on past and current field and laboratory research, consulting experience, professional organization involvement, and formal continuing education and technical training. They also have strong working relationships with personnel from a wide variety of industries, municipalities, consulting firms, governmental agencies, and research-funding organizations. These relationships will provide many opportunities for collaboration and research, which will be beneficial to all stakeholders of the programs.

The program is oriented primarily towards a Master of Science (M.S.) degree. A research project, culminating in a master’s thesis is a major part of this program. The program emphasizes a multidisciplinary approach to Environmental Engineering from Chemical, Civil, and Geological perspectives and includes the three major environmental areas relating to the mitigation of environmental impacts: gaseous, liquid, and solid-phase emission sources. Students benefit from the interactions between the proposed programs and the EERC. The EPA-certified laboratories, pilot processes, research specialists, and ongoing research opportunities at the EERC are phenomenal assets.

In addition, a number of on-campus laboratory facilities, including the multi-disciplinary Environmental Analytical Research Laboratory (Leonard Hall), Civil Engineering Environmental and Hydraulics Laboratories, and Chemical Engineering Laboratories are well equipped and fully available to the proposed programs. Enhanced research opportunities and additional analytical laboratory expertise will be available through established off-campus relationships with numerous state agencies, industries, consulting firms and communities.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Geological Engineering

Degree Granted: Master of Science (M.S.)

The Master of Science in Geological Engineering is designed to develop students into highly qualified engineers capable of conducting research and solving complex problems related to petroleum/geothermal energy, geo-environmental concerns and natural hazards. The program offers both thesis and non-thesis options. Students completing the non-thesis option will be highly qualified professionals capable of working in applied engineering fields. Students completing the thesis option will possess the necessary research skills to pursue a terminal degree, such as the Ph.D. in Engineering offered at UND.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Mechanical Engineering

Degrees Granted: Master of Science (M.S.) and Master of Engineering (M.Engr.)

The Department of Mechanical Engineering offers graduate programs leading to either the Master of Science (M.S.) or Master of Engineering (M.Engr.) degrees. The M.S. degree is a research-oriented degree that is available in either thesis or non-thesis options. The non-thesis M.S. degree requires completion of an independent study. The M. Engr. degree is an engineering practice-oriented degree that requires completion of an engineering design project.

The Department offers combined B.S./Master’s programs that allow a student to complete a master’s degree in as little as one year beyond the bachelor’s degree. The master’s degree may be either an M.S. or M. Engr. See “Combined Degree Program” under the College of Engineering and Mines (p. 486) section for additional details.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.
Sustainable Energy Engineering

Degrees Granted: Master of Science (M.S.) and Master of Engineering (M.Engr.)

Responding to climate change, rising energy costs, and security issues facing society, the College of Engineering and Mines offers Master of Science and Master of Engineering degrees in Sustainable Energy Engineering. These degree programs continue UND’s tradition as a world leader in energy-related research and education. The Sustainable Energy Engineering program educates graduate students in the growing field of sustainable energy engineering which includes the absorption and conversion of wind energy; geothermal energy conversion; renewable fuels and chemicals; hydrogen production, storage, distribution, and utilization; energy efficiency; the environmentally acceptable use of coal; the absorption and conversion of solar energy and other technologies. Coursework is designed to help students develop a broad background in the technical, economic, and societal factors needed to develop sustainable energy. Research projects provide focused, experiential learning in areas of sustainable energy engineering. Projects are often conducted through our interdisciplinary Sustainable Energy Research, Infrastructure and Supporting Education (ND SUNRISE) research initiative, the Petroleum Research, Education and Entrepreneurship Center of Excellence (PREEC) or in collaboration with the Energy and Environmental Research Center.

This program is designed to equip students for careers associated with sustainable energy technologies as well as to conduct research and development activities or to pursue advanced studies associated with technologies that will provide sustainable sources of energy in the future. Coursework will be designed to help students develop a broad background in the technical, economic, and societal factors needed to develop sustainable energy. Graduates from this program are expected to find employment in the emerging renewable energy economic sector as well as in the coal-fired utilities industry and supporting engineering companies. The M.S. degree is the most common option in the Sustainable Energy Engineering program and financial aid is provided to the vast majority of students working towards this degree.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

English Language and Literature

Degrees Granted: Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.)

The University of North Dakota Department of English offers a varied program of studies in English and American literature, writing, and the English language. The academic atmosphere is intimate, class size for graduate courses is small, and students are encouraged to work closely with members of the graduate faculty. The curriculum varies from year to year and includes courses in genres, periods, specific authors, critical theory, rhetoric/composition, interdisciplinary study, creative writing, cinema/film theory, linguistics, and research methods. Faculty in the Department also work in interdisciplinary areas such as American Studies, Peace Studies, Composition Studies, American Indian Studies, and Women Studies. The Department works closely with the University’s College of Education and Human Development in the area of English Education. In all areas of work, students are encouraged to utilize a variety of critical and theoretical approaches.

The Department sponsors an annual week-long writers conference that gives graduate students a chance to hear contemporary writers read their work and discuss the writing process. Visitors have included Salman Rushdie, Czeslaw Milosz, Louise Erdrich, Larry McMurtry, Leslie Silko, James Welch, August Wilson, Luisa Valenzuela, Peter Matthiessen, Tim O’Brien, Ursula Hegi, Barry Lopez and Mary Gaitskill.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Geography

Degrees Granted: Master of Science (M.S.), Master of Arts (M.A.) and Certificate in Geographic Information Science

The Geography Department graduate program includes both thesis and non-thesis options leading to the M.S. and M.A. degrees. The principle areas of concentration are community and urban development, environmental geography, geographic education, and geospatial techniques (cartography, GIS, and remote sensing of the environment). The graduate programs provide close student-faculty interaction, easy access to current computer technology and field equipment, a broad liberal arts academic setting, and an abundant number of research topics within the American Great Plains and Canadian Prairie Provinces. In addition, the department offers an array of courses in geospatial technologies to allow students to build expertise in GIS, remote sensing, cartography and spatial analysis. Prospective graduate students are encouraged to apply by February 1 (for Fall enrollment) and October 15 (for Spring enrollment) of each year to receive fullest consideration for acceptance and funding.

The M.S. option in environmental geography reflects a geographic focus on land use, and land-use change, climateology, water resources, human impact, biogeography, geomorphology, and landscape ecology. Students follow a sequence of required and elective courses that reflect an environmental emphasis. The M.S. program prepares students for doctoral study or a professional career in government, industry, or education in a wide variety of environmentally related fields. Students also must take cognate or minor courses in biology, geology, atmospheric sciences, or other related fields.

The M.A. option in community and urban development emphasizes the background education students need to enter careers in community development, local economic development, land use planning, federal government service, historic preservation, and travel and tourism. This option also provides the background for those students wishing to pursue a doctoral degree in human geography. Students in the M.A. option take a selection of courses in population, economic, social, urban, cultural, historical, and regional geography. They also can take minor or cognate courses in business and public administration, international relations, anthropology and archaeology, sociology, languages, and other fields appropriate to their goals.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Geology

Degrees Granted: Master of Science (M.S.), Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.)

The Department of Geology and Geological Engineering offers programs of study leading to the degrees Master of Arts, Master of Science, and Doctor of Philosophy. Research emphasis is currently in the following areas:

1. hydrogeology and environmental geology;
2. economic geology of petroleum and coal;
3. sedimentology, stratigraphy, and paleontology;
4. glacial geology, geomorphology, and soils;
5. petrology and geochemistry;
6. geophysics and tectonics;
7. engineering geology and;
8. interdisciplinary geological projects involving several research areas including integrated basin analysis, ecohydrology, climate change, carbon sequestration, remote sensing, and underground coal gasification.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.
History

Degrees Granted: Master of Arts (M.A.), Master of Education (M.Ed.), Doctor of Arts (D.A.) and Doctor of Philosophy (Ph.D.)

The Department of History offers programs leading to the Master of Arts degree, the Master of Education degree, the Doctor of Arts degree, and the Ph.D. degree. The M.Ed. degree is also available for students who wish to complete an education degree with an area of concentration in History. See the M.Ed. requirements in the Degree Requirements (p. 256) section for further information. The program advisor for the M.Ed. will be in the Department of History, but students planning to take this option should also consult an advisor in the College of Education and Human Development.

Some Teaching Assistantships, providing stipends and waivers of tuition, are available. Applications for assistantships should be submitted by March 1, but later applications will be considered. M.A. students are eligible for four semesters of assistantships and doctoral students are eligible for six semesters of assistantships.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Kinesiology and Public Health Education

Degree Granted: Master of Science (M.S.)

The Department of Kinesiology and Public Health Education offers individualized programs of study that lead to the Master of Science (thesis or non-thesis option) with a major in Kinesiology. The program provides students with opportunities to study the scientific foundations of kinesiology as well as several of its professional applications. Faculty and students work together to develop programs of study to meet the M.S. degree requirements (see below), to assist with students' academic and professional goals, and to contribute to the Department mission.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Linguistics

Degree Granted: Master of Arts (M.A.) and Graduate Certificate in Community-Based Literacy as Applied Linguistics

The graduate program in Linguistics provides graduate education in linguistics, with a particular focus on theoretically-informed descriptive linguistics in preparation for careers involving minority-language communities and lesser-studied languages. It is particularly appropriate for students anticipating careers in language development, documenting endangered languages, language survey, translation, and literacy.

It is a cooperative program between UND and SIL International, and operates primarily during a nine-week summer session every year. Students are initially accepted into the program only in the summer session when the program's faculty members are on campus.

Students may take the linguistics courses without applying to a degree or certificate program. U.S. citizens who wish to take linguistics courses (whether in a degree/certificate program or not) should apply directly to SIL each year, preferably by April 1. International students should start their applications by February 15. In addition, if people want to enter the M.A. program in a given summer, they must complete all UND application requirements by March 1; for entering the certificate program, the deadline is May 1.

Application and other information is available at: http://arts-sciences.und.edu/summer-institute-linguistics/ or call 1-800-292-1621. The director of the linguistics program is Albert Bickford, SIL-UND, 16131 N. Vernon Dr., Tucson, AZ 85739 (director_silund@sil.org) and the director of graduate studies is John Clifton (john.clifton@und.nodak.edu). Information is also available from the SIL office on campus when the courses are in session during the summer (777-0575).

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Mathematics

Degrees Granted: Master of Science (M.S.) and Master of Education (M.Ed.)

The Department offers courses leading to the M.S. (thesis and non-thesis) and M.Ed. degrees with a major in mathematics. The Department also offers a graduate minor in statistics.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Medical Laboratory Science

Degree Granted: Master of Science (M.S.)

The Department of Pathology Medical Laboratory Science Program offers a graduate program leading to the Master of Science degree in Medical Laboratory Science (CLS), non-thesis option. The course of study enhances the student’s knowledge and skills in several major categorical areas of medical laboratory science. The curriculum is designed to prepare students for careers as administrative laboratory directors, clinical laboratory consultants, technical supervisors or laboratory educators. Students are required to attend a one-week laboratory course within the first 18 months of enrollment and a one-week capstone course within the last 18 months of enrollment on campus.

The courses are offered through online WEB based learning. Students participating in online coursework are required to have Internet access. Specific computer requirements are available from the MLS program. A limited number of teaching and research assistantships are available for students wishing to study on campus.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section and at: med.und.edu/cls.

Microbiology and Immunology

Degrees Granted: Master of Science (M.S.), Doctor of Philosophy (Ph.D.) and Ph.D./M.D.

The Department of Microbiology and Immunology offers graduate programs leading to the M.S., Ph.D., and Ph.D/M.D degrees. Graduate study is available in a number of subdisciplines including cell biology, pathogenic microbiology, genetics, immunology, immunogenetics, autoimmunity, microbial physiology, molecular biology, and virology. The goals of the program are to provide scientific training and experience for careers in research and teaching in universities, clinical and research laboratories and in fields of related employment. Additional background is available in disciplines such as biochemistry, computer sciences, statistics and electron microscopy in other departments in the School of Medicine and the University.

Core requirements for M.S. and Ph.D. degrees include courses in biochemistry, microbiology, molecular biology, immunology, statistics and graduate seminars. For both the M.S. and Ph.D. degrees, students are expected to carry out original research suitable for publication in a professional journal.

Master’s degree candidates are required to write a thesis and defend their research in a final oral examination. Doctoral candidates are required to successfully complete both a written and oral comprehensive examination as well as to write a dissertation and defend their research in a final oral examination.

A new, modern science building and an adjacent bioinformation learning resources center which house the research laboratories, library and teaching facilities of the School of Medicine were constructed in 1994. These facilities provide a state-of-the-art environment for teaching and research. The
Department of Microbiology and Immunology occupies the fourth floor of the research building. Other basic science departments in this facility include the Departments of Anatomy and Cell Biology, Biochemistry and Molecular Biology, and Pharmacology, Physiology and Therapeutics. Additional resources include the Department of Pathology, the Energy and Environmental Research Center, the USDA Human Nutrition Center and the Computer Center. The proximity of these departments and facilities provides the opportunity for cooperative and collaborative research and training in the basic sciences.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

**Music**

**Degrees Granted: Master of Music (M.M.) and Doctor of Philosophy (Ph.D.)**

The Music Department offers graduate programs leading to the Master of Music degree with specializations in Music Education, Performance, Pedagogy, Composition, Choral Conducting and Instrumental Conducting; and the Doctor of Philosophy degree in Music Education.

The mission of the University of North Dakota Department of Music is to inspire our students and community through education, performance, scholarship, and human relationships in music. Our professional and liberal arts degrees provide rigorous courses of study that cultivate the highest degree of artistic performance, innovative teaching, thorough professionalism, and critical inquiry. The University of North Dakota is an accredited institutional member of the National Association of Schools of Music.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

**Nursing**

**Degrees Granted: Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)**

The College of Nursing and Professional Disciplines offers graduate programs leading to the Ph.D. or the Master of Science (M.S.) degree with a major in nursing. Information on any newly approved programs of study since the printing of this catalog will be available on the College of Nursing and Professional Disciplines website at: www.nursing.und.edu/.

There are currently six Master of Science tracks, six post-master’s certifications, and a Doctor of Philosophy in Nursing offered in the graduate nursing program. Capstone projects include the thesis or non-thesis independent study options at the master’s level and the comprehensive examination and dissertation in the doctoral program. For the majority of the master’s tracks, a nationally based certification examination is available, including Family Nurse Practitioner, Nurse Anesthesia, Psychiatric Mental Health Nursing-Clinical Nurse Specialist (CNS), Psychiatric Mental Health Nursing-Nurse Practitioner (NP), Gerontological CNS, Gerontological NP, Advanced Public Health Nurse, and Nurse Educator.

The Master of Science degree in nursing is targeted to prepare advanced practice nurses in areas of clinical specialization, as nurse practitioners or nurse educators, and to expand the scientific knowledge for nursing practice through research. The entire program is accredited by the Commission on Collegiate Nursing Education (CCNE). The course of study for Nurse Anesthesia is accredited by the Council on Accreditation (COA) for Nurse Anesthesia Education Programs.

The Master of Science program offers eight areas of specialization:

1. Advanced Public Health Nurse
2. Family Nurse Practitioner (FNP)
3. Gerontological Nursing Clinical Nurse Specialist or Gerontological Nursing Nurse Practitioner
4. Nurse Anesthesia
5. Nurse Education
6. Psychiatric Mental Health Nursing Clinical Nurse Specialist or Psychiatric Mental Health Nursing Nurse Practitioner

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

**Occupational Therapy**

**Degree Granted: Master of Occupational Therapy (M.O.T.)**

The Occupational Therapy Department offers a five-year entry level Master of Occupational Therapy (MOT) Degree. Occupational Therapy as a profession is based on the belief that occupation, including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and elicit maximum adaptation. For information regarding the program, the website is: http://www.ot.und.edu/index.html.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). For information regarding accreditation, contact ACOTE at (301) 652-2682, or 4720 Montgomery Lane, PO Box 31220, Bethesda, MD, 20824-1220. All basic professional programs must comply with the Standards for an Accredited Educational Program for the Occupational Therapist. Graduates of the program will be able to sit for the national entry-level certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT), 800 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150; phone 301-990-7979. After successful completion of this examination the graduate will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice; state licenses may be based on the results of the NBCOT certification examination.

A satellite professional level MOT program, also accredited by ACOTE, is available at Casper College, Casper, WY. Tuition and other information regarding the program are available by contacting the Occupational Therapy Department at Casper College, Casper, WY, telephone 307-268-2613.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

**Pharmacology, Physiology and Therapeutics**

**Degrees Granted: Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)**

The Pharmacology, Physiology and Therapeutics provides coursework and research opportunities leading to the M.S. and Ph.D. The research interests of our faculty cover a wide range of topics including aging, neurodegenerative disease, neurotoxicology, synaptic transmission, lipid metabolism, cardiovascular physiology, renal physiology and molecular pharmacology. Active participation in Departmental activities such as journal discussion groups and seminars is an integral part of training and is expected of students.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

**Physical Therapy**

**Degree Granted: Doctor of Physical Therapy (Ph.D.)**

The Department of Physical Therapy offers the clinically-oriented, entry-level Doctor of Physical Therapy (DPT) degree. Students interested in the physical therapy program at UND should stay in contact with the PT department to keep informed of the pre-professional and professional curriculum. Our website address is: http://www.med.und.edu/depts/pt/.

Physical therapists provide services to patients who have impairments, functional limitations, and disabilities. Physical therapists assist patients in restoring health; alleviating pain; examining, evaluating, and diagnosing changes in physical function and health status resulting from injury, disease, or other causes. Physical therapists are also involved with intervention,
prevention, and the promotion of health, wellness, and fitness. They are employed by hospitals, outpatient clinics, rehabilitation centers, skilled nursing facilities, home care, school systems, industrial settings, athletic facilities, and in private practice.

The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Physician Assistant Studies

Degree Granted: Master of Physician Assistant Studies (M.P.A.S.)

The Department of Family and Community Medicine offers a Master of Physician Assistant Studies. This 24-month graduate program is accredited by the Accreditation Review Commission on Education for Physician Assistants, Inc. (ARC-PA). Enrollment is limited to licensed healthcare professionals with a minimum of three years professional experience. A minimum of a baccalaureate degree is required. Graduates are eligible to take the national certification test administered by the National Commission on Certification of Physician Assistants, Inc. (NCCPA). For additional information, or to begin the application process, go to our website at: http://www.med.und.nodak.edu/physicianassistant.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Physics and Astrophysics

Degrees Granted: Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)

The Department of Physics and Astrophysics offers graduate programs leading to the Master of Science and Doctor of Philosophy degrees. Current research in the department emphasizes solid-state physics, materials science, astrophysics, and health physics. Departmental facilities permit both theoretical and experimental research investigations.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Psychology

Degrees Granted: Master of Science (M.S.), Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.)

The Psychology Department in the College of Arts and Sciences at the University of North Dakota offers graduate degrees in Forensic Psychology (M.A. and M.S.), General/Experimental Psychology (Ph.D.), and Clinical Psychology (Ph.D.). The Clinical Psychology program is accredited by the American Psychological Association. The Psychology Department does not admit students who wish to earn only a Master of Arts degree in general psychology without continuation on to the Ph.D. degree in either clinical or general-experimental psychology. Students are admitted directly into the Ph.D. program in clinical or general-experimental psychology and will be awarded a Master of Arts degree in general psychology upon completion of the following requirements:

• Completion of “Scholarly Tool” coursework to develop skills in PSYC 543 Experimental Design as well as PSYC 541 Advanced Univariate Statistics and PSYC 542 Multivariate Statistics for Psychology;
• Completion of an empirical PSYC 998 Thesis, 6 credits);
• Completion of a minimum of 20 elective PSYC course credits at the 500-level or above which are approved by the respective advisory committee and documented in the Program of Study. A maximum of eight credits may be transferred from another institution. Fifteen credits must be completed on campus through UND.

A list of all programs offered, including admission requirements, degree requirements and courses offered can be found in the Degree section.

Public Administration

Degree Granted: Master of Public Administration (M.P.A.)

The purposes of the M.P.A. program are to prepare students for positions in the public service, non-profit, and health sectors and to increase the skills of persons already in those areas. The program achieves these purposes through a multidisciplinary curriculum that requires the students to have a basic understanding of the American political system, instructs the students on the fundamental concepts of public administration, and prepares the students to apply basic administrative principles in public management. The department offers a joint MPA/JD with the School of Law, three certificate programs, a multidisciplinary Certificate in Social Entrepreneurship, and a combined BSPA/MPA or a BA/MPA program for students who meet the admission criteria.

A list of all programs offered, including admission requirements, degree requirements and courses offered can be found in the Degree section.

Public Health

Degree Granted: Master of Public Health (M.P.H.)

The Department of Public Health offers a graduate program leading to the Master of Public Health with specializations in Health Management and Population Health Research and Evaluation. The MPH program will prepare individuals to carry out the broad public health functions in local, state, national, and international settings. Goals of the MPH program:

1. Students will be knowledgeable in the core discipline areas of biostatistics, epidemiology, environmental health, social and behavioral sciences, and health policy and management.
2. Students will be able to demonstrate competence in communication, informatics, diversity and cultural awareness, bio-medical skills, professionalism/leadership, and systems thinking.
3. Students will be able to apply relevant competencies to meet public health needs.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Social Work

Degree Granted: Master of Social Work (M.S.W.)

The Department of Social Work offers the following degrees: a Bachelor of Science in Social Work and a Master of Social Work. The mission of the Department of Social Work at the University of North Dakota is to prepare entry-level and advanced generalist Social Workers within the region to function at every level of society. The program achieves these purposes through a multidisciplinary curriculum that requires the students to have a basic understanding of the American political system, instructs the students on the fundamental concepts of public administration, and prepares the students to apply basic administrative principles in public management. The department offers a joint MPA/JD with the School of Law, three certificate programs, a multidisciplinary Certificate in Social Entrepreneurship, and a combined BSPA/MPA or a BA/MPA program for students who meet the admission criteria.

A list of all programs offered, including admission requirements, degree requirements and courses offered can be found in the Degree section.
• Apply knowledge of human behavior and the social environment to work with individuals, groups, families, organizations, and communities.

• Identify themselves as professional social workers and act accordingly.

Social Work courses were first offered at the University of North Dakota in 1905; the Social Work program was formally established in 1939. The Council on Social Work Education (2002) states, “The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.”

The Master of Social Work program at the University of North Dakota is accredited by the Council on Social Work Education. All MSW students must complete both Foundation and Advanced Generalist Concentration social work courses. Foundation courses are not offered through the Campus Program; instead, students who have a bachelor’s degree in a related field may apply to the Fast Track BSSW Program. Advanced Generalist Concentration courses may be completed through the Campus Program, or the part-time Distance Program. The Campus Program can be completed in three semesters, and the Distance Program can be completed in two years for students with a BSW, or as few as three years for students without a BSW.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Sociology

Degree Granted: Master of Arts (M.A.)

Thirty graduate credits, including thesis work, are required for a Master of Arts degree. The program of study is divided into four components: scholarly tools, core curriculum, cognate, and thesis. The core courses include sociological thought, social theory, research design, and analytical methods. Courses in the scholarly tools component include one course in statistics and other courses in research methods. The cognate includes nine credits in a minor or cognate; and thesis is comprised of four credits.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Space Studies

Degree Granted: Master of Science (M.S.)

The Department of Space Studies offers graduate studies leading to the Master of Science degree. Non-thesis and thesis options are available. The all-embracing nature of space exploration requires people who possess broad backgrounds that link policy, business, law, science and engineering. The Department of Space Studies seeks to train this vital segment of the community through the non-thesis option. The goal is to integrate, rather than separate, traditional disciplines related to space. Specialized training is also an essential part of the space community and this is achieved through the thesis option that gives students the opportunity to specialize in an area of faculty research.

Our programs are designed to prepare students for futures in the academic, commercial, and governmental sectors of the rapidly growing field of space exploration and development.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Technology

Degree Granted: Master of Science (M.S.)

The Department of Technology offers two program options (thesis and non-thesis) leading to the Master of Science. The program for the degree is designed on an individual basis to serve students who desire to go on to college, technical institute, or secondary level teaching, administration, or to technical/managerial careers in business, government or industry.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Theatre Arts

Degree Granted: Master of Arts (M.A.)

The Department of Theatre Arts offers graduate study leading to a Master of Arts degree. The Master of Arts program is designed to prepare students for either a Master of Fine Arts degree or a Ph.D. The program is individualized so that the student may select a special area of emphasis such as acting, directing, design and technical theatre, playwriting, dramatic literature, feminist theatre, cultural studies, or history. Coursework emphasizes both the practical and theoretical aspects of the discipline. An active production schedule provides students with opportunities in all areas.

The Master of Arts program has been designated a Western Regional Graduate Program by the Western Interstate Commission on Higher Education (WICHE) because of its uniqueness and strength. It is, therefore, open to residents of the thirteen western states at resident tuition rates.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Accountancy

The Master of Accountancy Program has been suspended and no new applications are being accepted at this time.

http://business.und.edu/accountancy/

FACULTY: Beard, Byars, Campbell, Carlson, DeMagalhaes, Dosch, Ellingson, Hansen, Loyland and Wilde

Degree Granted: Master of Accountancy (MAcc)

The Master of Accountancy (MAcc) degree is a professional graduate degree for individuals with an accounting background seeking advanced study in the discipline of accounting and broader aspects of business. Specifically, the primary goal of the MAcc is to assist in the preparation of professional accountants. Three supporting objectives of the Program are:

1. To assist students in dealing with unstructured problems and complex decision making in accounting and business environments;
2. To assist students in improving their communications skills in a professional setting; and
3. For those who choose to pursue the CPA designation as part of their professional development, assist in their preparation for the CPA examination.

The Program is intended to fulfill expectations of the public accounting profession by providing a graduate option to fulfilling the 150-hour requirement currently in effect in most public accounting jurisdictions, including North Dakota and Minnesota. While primarily intended for individuals entering public accounting, the MAcc may also serve those who wish to pursue careers in industrial and governmental/nonprofit accounting. Additionally, this Program would prepare those wishing to pursue further study in a doctoral program.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degrees section.
2. Completion of the Graduate Management Admission Test (GMAT) with a score that equals or exceeds an overall score of 500. In certain circumstances, applicants may substitute the GRE or LSAT for the GMAT.

3. An overall grade point average of at least 3.00 in the undergraduate degree program (based on 4.00 scale), or a 3.25 GPA, or equivalent, for the last two years.

4. Command of the MAcc foundation (see description below).

Applicants who meet the first three requirements listed above, but who have not met the coursework requirements of the MAcc foundation, may be admitted to Qualified Status.

Applicants who fail to meet the minimum grade point or GMAT requirements, but who otherwise show high potential for success may be considered for admission to Provisional Status with the approval of the Program Director and the Department Chair.

Combined Admission

Individuals at UND currently completing their junior year (90 credits) towards an accounting undergraduate degree may apply to the MAcc under combined admission. Combined admission to the MAcc program may be granted to accounting students with a minimum of 90 credits completed and an overall grade point average of 3.25 (based on a 4.00 scale) and 3.25 GPA average for all courses taken with an accounting prefix completed to the date of application and admission. The GMAT score requirements for combined admission are the same as that required for other MAcc students.

Combined admission allows students to more effectively manage their course load. By taking a combination of undergraduate and graduate courses, the student can effectively take a larger course load than by taking only graduate courses. Under combined admission, the applicant will be exempted from his/her undergraduate program. The MAcc Program under combined admission will require a minimum of two years of study.

Individuals being admitted to the MAcc under combined admission are considered graduate students, and are eligible for privileges accorded graduate students. Individuals entering the MAcc under combined admission also receive their undergraduate and graduate degrees in the semester when they complete the requirements of both degrees.

The MAcc Foundation

Applicants must demonstrate command of a core undergraduate curriculum in accounting and business. Command may be demonstrated by the successful completion of the foundation coursework with a 3.0 average GPA (based on a 4 point scale), for all foundation courses completed or attempted, and a grade of ‘C’ or better in each individual foundation course completed. The following courses are required, or may be waived by the MAcc Program Director.

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Total Credits 36

Degree Requirements

The MAcc degree is an accounting program including graduate courses in most of the functional areas of the accounting discipline. The MAcc Program Director is responsible for coordinating all aspects of the program. The MAcc degree program course requirements are:

1. A minimum of 32 semester credits of academic work must be completed. The GPA for all courses listed on the Program of Study must be an average of 3.00 or higher. The Program includes 20 semester credits of required coursework, including the ACCT 997 Independent Study (2 credits), and sufficient electives to total 32 semester credits. The required courses are:

   2. ACCT 501 Seminar in Financial Accounting 3
   3. ACCT 504 Seminar in Auditing 3
   4. ACCT 508 Fraud Examination 3
   5. ACCT 509 Accounting Information for Decision and Control 3
   6. FIN 501 Managerial Finance 3
   7. ISBC 517 Advanced Accounting Systems 3
   8. ACCT 997 Independent Study 2

Total Credits 20

3. Twelve credits of elective courses are required. At least six credits of these electives must be at the 500 level. Other courses may be substituted by approval of the MAcc Director. Those 300- and 400-level courses taken for graduate credit must be approved for graduate credit by the Graduate Committee, and have a graduate level component included to be considered part of the Program of Study.

4. All MAcc students will be required to complete (receive a passing score) a comprehensive final examination, covering the MAcc core curriculum, excluding ACCT 997 Independent Study. The comprehensive final exam must be taken during the semester the student is graduating. The comprehensive final exam will be offered each semester, including summer session. The timing of the comprehensive final will be determined and announced to all MAcc candidates within the first four weeks of each semester. Students will be allowed two attempts to pass the comprehensive final examination. The second attempt will normally be at the next regularly scheduled comprehensive final, but may be at an alternate time established by the Program Director.

Students who have already completed courses similar to those in the MAcc curriculum may be required to choose substitutes from graduate credit offerings listed in the catalog. Substitutions require prior approval of the MAcc Director and the Graduate Dean.

Students can measure progress towards completion of the degree by attaining the following criteria:

1. Maintain and complete the degree with a 3.00 or greater cumulative GPA.
2. Satisfactory progress towards completion of 32 credit hours contained in the Program of Study.
4. Satisfactorily complete the Comprehensive Final Examination.

Courses

ACCT 501. Seminar in Financial Accounting. 3 Credits.
Addresses current issues in financial accounting and develops appropriate professional judgment by understanding theory, concepts, and issues underlying the financial accounting and reporting process.

ACCT 504. Seminar in Auditing. 3 Credits.
Expands understanding of the auditing function and provides a framework for analyzing contemporary auditing and assurance issues. Prerequisite: Satisfactory evidence of academic training or practical experience.

ACCT 507. Advanced Managerial Accounting. 3 Credits.
Functional uses of accounting in management of the enterprise.

ACCT 508. Fraud Examination. 3 Credits.
Focuses on understanding types of fraud as well as collecting and evaluating evidence relating to preventing and detecting frauds. Evidence gathering methods will include the examination of documents, publicly available information, and standard practices for interviews and interrogations. Prerequisite: ACCT 405 or equivalent.

ACCT 509. Accounting Information for Decision and Control. 3 Credits.
Management accounting concepts and their application in internal planning, control, and decision-making. Prerequisites: ACCT 200, ACCT 201, MATH 146, and ECON 210.
ACCT 575. Special Topics. 3 Credits.
Specific topic will vary from offering to offering at the discretion of the department. Prerequisites and/or corequisites may be required depending upon the special topic selected. Course may be repeated up to a total of nine credits with permission of department. Departmental permission will be required for enrollment.

ACCT 590. Contemporary Readings in Accounting. 2 Credits.
Review of outstanding monographs and other writings in the field of accounting.

ACCT 591. Accounting Research. 1-6 Credits.
Individual student projects designed to develop skills in accounting research.

ACCT 592. Research in Federal Tax. 1-4 Credits.
Research in Federal Income Tax with emphasis on corporations and shareholders. Prerequisite: ACCT 411 or equivalent.

ACCT 593. Research in Business Law. 1-4 Credits.
Individual projects designed to develop basic skills in legal research.

ACCT 996. Continuing Enrollment. 1-12 Credits.

ACCT 997. Independent Study. 2 Credits.
The independent study requires the student to investigate a topic in accounting and to prepare a formal report satisfactory to the MAcc Program Director.

ACCT 998. Thesis. 1-15 Credits.

Undergraduate Courses for Graduate Credit

ACCT 309. Accounting Information Systems. 3 Credits.
The application of systems design and use from the accountant’s perspective. Coverage includes computerized and manual accounting systems, elements of internal control, flowcharting, and the interface of accounting and management information systems. Prerequisites: ACCT 301 and Junior or Senior Standing; declared CoBPA majors only.

ACCT 312. Fund Accounting. 3 Credits.
Financial accounting, control, and reporting for governmental and not-for profit entities. Prerequisites: ACCT 201 and ACCT 218; Junior or Senior Standing; declared CoBPA majors only.

ACCT 401. Advanced Accounting. 3 Credits.
Special problems in accounting including consolidated statements, partnerships, and foreign exchange. Prerequisites: ACCT 302; Junior or Senior Standing; declared CoBPA majors only.

ACCT 403. Contemporary Accounting Theory. 3 Credits.
A study of the emerging issues and the problems facing the accounting profession with special emphasis on the authoritative pronouncements as designated by the American Institute of CPAs and the Financial Accounting Standards Board. S-U grading not allowed. Prerequisite or Corequisite: ACCT 401 or consent of instructor; declared CoBPA majors only.

ACCT 405. Assurance Services. 3 Credits.
Explores methods of improving the quality of information or its context for decision makers. Examples include assurances on the reliability of financial statements, the processes and controls used to manage and operate businesses, assertions and agreements made to third parties, and regulatory compliance. Prerequisites: ACCT 302, ACCT 309, ECON 210; Junior or Senior Standing; declared CoBPA majors only.

ACCT 406. Independent Assurance. 3 Credits.
Auditing and assurance theory as applied by independent accountants. Prerequisites: ACCT 405 or consent of instructor; declared CoBPA majors only.

ACCT 410. Federal Individual Income Tax. 3 Credits.
Federal income tax relating to individuals to include the more complex tax situations. A computerized individual income tax preparation is used as a part of the course. Prerequisites: ACCT 201; Junior or Senior Standing; declared CoBPA majors only.

ACCT 411. Business Income Taxation. 3 Credits.
Federal income tax relating to corporations and partnerships. Introduction to estate and gift tax and fiduciary income tax. Prerequisites: ACCT 302; Senior Standing; declared CoBPA majors only.

ACCT 416. Advanced Business Law. 3 Credits.
Advanced topics and contemporary issues in business law including ethics, legal representation in business, and the impact of selected governmental regulations on businesses. Prerequisites: ACCT 315 and Senior Standing; declared CoBPA majors only.

Aerospace Sciences
(See Aviation (https://currprocess.und.edu/graduateacademicinformation/departmentalcoursesprograms/aviation/#degreetext): Aerospace Sciences)

Anatomy and Cell Biology

http://www.med.und.edu/anatomy-cell-biology

FACULTY: Carlson, Carr, Dunlevy (Graduate Director), Geiger (Interim Department Chair), Grove, Jackson, Meyer, Nechaev, Ruit, Tessema, and Watt

Degrees Granted: Master of Science (M.S.), Doctor of Philosophy (Ph.D.) and Combined Ph.D./M.D.

The Department of Anatomy and Cell Biology offers graduate programs leading to the degrees of Master of Science and Doctor of Philosophy. The programs are designed to prepare scholars for academic teaching and research, or for careers in a variety of organizations that conduct research and development in biologically or medically related areas. The research interests of departmental faculty include cancer biology, cell and molecular biology of intracellular signaling, cell biology of extracellular matrix in diabetes, and neurobiology.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The Department of Anatomy and Cell Biology masters program exists to prepare students for life-long learning and careers in research and teaching in the anatomical and cell biological sciences. The program provides a quality academic curriculum that emphasizes training, mentoring, and practical experience in state-of-the-art research and in teaching.

Goal 1: Students will possess and be capable of applying knowledge and understanding of the anatomical and cell biological sciences as they encounter new or unfamiliar problems in broader contexts related to their field of study.

Goal 2: Students will demonstrate the ability to develop and apply ideas in a research context.

Goal 3: Students will possess communication skills necessary to relate the results of their scholarly work clearly and convincingly to others, and to teach effectively the anatomical and cell biological sciences.

Goal 4: Students will recognize and adhere to ethical principles, exhibit professional behavioral standards, and fulfill their professional responsibilities to their institution, the scientific community and society in general.

Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

The Department of Anatomy and Cell Biology doctoral program exists to prepare students for self-directed, life-long learning and careers as independent scientists in the anatomical and cell biological sciences. The program provides a quality academic curriculum that emphasize training, mentoring, and practical experience in state-of-the-art research and in teaching.

Goal 1: Students will possess and be capable of applying systematic knowledge and understanding of the anatomical and cell biological sciences in their scholarly endeavors as independent, self-directed, life-long learners.

Goal 2: Students will demonstrate the ability to conceive, design, implement and adapt work in research with scholarly integrity and originality.

Goal 3: Students will possess communication skills necessary to relate the results of their scholarly work clearly and convincingly to others, and to teach effectively the anatomical and cell biological sciences.
Goal 4: Students will recognize and adhere to ethical principles, exhibit professional behavioral standards, and fulfill their professional responsibilities to their institution, the scientific community, and society in general.

Combined M.D./Ph.D.

Through the cooperation of the School of Graduate Studies and the School of Medicine, students may concurrently pursue the Doctor of Philosophy degree in a medical science field (Anatomy and Cell Biology, Biochemistry and Molecular Biology, Microbiology and Immunology, Pharmacology, Physiology and Therapeutics) and the Doctor of Medicine degree. The minimum time required to complete the joint program is seven years of full-time academic study.

Students interested in the joint M.D./Ph.D. program should first obtain admission to the School of Medicine and Health Sciences to the M.D. degree program, following the normal application process and meeting the selection criteria. A student admitted to the M.D. program may apply to the School of Graduate Studies as soon as he/she has selected a graduate program, which may occur before matriculation in Medical School but typically not later than the end of the first year of Medical School.

Final admission requirements for the M.D./Ph.D. program include:

1. Satisfactory performance in the first two years of the medical education curriculum with passing scores on all required assessments.
2. Successful completion of the USMLE Step 1 examination.
3. Satisfactory scores achieved on General GRE examination or MCAT scores.
4. All other UND School of Graduate Studies admission requirements listed in the UND Academic Catalog.

If admission to a Ph.D. program is granted, the student should apply to the School of Medicine and Health Sciences Medical Student Academic Performance Committee for a "modification of original program," which will allow the student to pursue the M.D. degree and Ph.D. degree concurrently. The student also must request the Office of Student Affairs to certify to the School of Medicine and Health Sciences Medical Student Academic Performance Committee for a "modification of original program," which will allow the student to pursue the M.D. degree and Ph.D. degree concurrently. The student also must request the Office of Student Affairs to certify to the School of Graduate Studies his/her satisfactory completion of the first two years of the M.D. program.

Students are expected to complete the following general requirements for the Ph.D. degree in a medical science field:

1. Performance of original research of a quality suitable for publication in refereed, professional journals.
2. Pass final examination which includes preparation and oral defense of a satisfactory dissertation.
3. Completion of.
4. A minimum of 90 credit hours, including research and dissertation.
5. Successful completion of a scholarly tool (Note: May be specified by a department.)
6. Completion of the first two years of the medical education curriculum, transferred as 44 credits toward the Ph.D.

Master of Science (M.S.)

Admission Requirements

The application process occurs through the School of Graduate Studies. Information and forms are available from the UND School of Graduate Studies website (http://www.und.edu/dept/grad/).

If further advice or help would be beneficial to an applicant's decision-making process, we encourage her or him to contact our Director of Graduate Education, who can be reached by email, telephone, FAX or letter.

The applicant must meet the School of Graduate Studies current minimum general admission requirements as published in the graduate catalog.

1. Completion of a four-year degree from a recognized university. For U.S. degrees, accreditation must be by one of the six regional accrediting associations.
2. Coursework: Admission into any of the graduate programs offered through our department is dependent upon the applicant’s demonstration of effective academic skills and appropriate undergraduate training.

Minimally, the applicant will have completed successfully the following coursework:

- General Biology or Zoology (one-year sequence)
- General Chemistry (one-year sequence)
- Organic Chemistry
- College Algebra
- Microbial Genetics

Preference for admission will be given to applicants who have completed coursework in at least one of the following areas: Cell Biology, Human Anatomy, Comparative Anatomy, Histology, Developmental Biology/Embryology or Biochemistry.

Coursework in Physics, Molecular Biology, or Genetics is highly recommended.

Applicants must have a cumulative undergraduate GPA of at least 3.00, and a cumulative GPA of 3.50 in graduate level coursework, if applicable.

3. Graduate Record Examination Scores: Applicants must submit Graduate Record Examination (General Test) scores. Preference for admission will be given to applicants whose test scores fall at or above the reported national averages or 50th percentiles.

4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

5. Admission to the Anatomy and Cell Biology graduate program can be made either through the M.S. degree program or by application directly to the Ph.D. degree program.

6. Students who elect to begin the M.S. degree program and later decide they wish to pursue the Ph.D. degree may choose to attempt to bypass the M.S. degree by taking the comprehensive examination. Such an examination is administered by a departmental committee and consists, in part, of the preparation of a written research proposal by the student, with an oral defense of that proposal. By passing it and by meeting other requirements, such as a GPA of 3.5 or higher in graduate level coursework, a student may be admitted to the Ph.D. program without completing the M.S. program. Otherwise, a student admitted to the M.S. program must complete the degree as listed.

Degree Requirements

Students seeking the Master of Science degree through the Department of Anatomy and Cell Biology at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Department of Anatomy and Cell Biology.

Coursework:

1. Minimum of 37 semester hours of graduate credit.
2. Completion of the following core graduate level courses (31 Total required number of credits):
   3. BIMD 500 Cellular and Molecular Foundations of Biomedical Science 6
   4. BIMD 510 Basic Biomedical Statistics 2
   5. BIMD 513 Seminars in Biomedical Science 1
   6. BIMD 516 Responsible Conduct of Research 1
   7. ANAT 505 Seminar in Anatomy and Cell Biology (1 semester for each year in the program, excluding year one) 16
   8. ANAT 593 Research in Anatomy and Cell Biology 4
   9. ANAT 998 Thesis 2

Total Credits 31

4. Completion of a minimum of 6 credits selected from the graduate level courses listed below. (37 Total minimum number of credits)
   5. ANAT 513 Gross Anatomy 6
   6. ANAT 517 Principles of Histology 3
   7. ANAT 521 Principles of Developmental Biology 3
   8. ANAT 522 Neuroscience 6
   9. ANAT 591 Special Topics in Anatomy and Cell Biology 1-3
   10. BMB 533 Advanced Topics 1-3
   11. MBIO 501 Molecular Virology 2
   12. MBIO 504 Microbial Physiology 2
   13. MBIO 508 Microbial Pathogenesis 2
   14. MBIO 509 Immunology 3
   15. MBIO 512 Microbial Genetics 2
Other graduate level courses may be selected if approved by the graduate student’s Faculty Advisory Committee. Elective courses chosen should be appropriate to the student’s area of interest.

5. A thesis written on an independent research problem.

Doctor of Philosophy (Ph.D.)

Admission Requirements

The application process occurs through the School of Graduate Studies. Information and forms are available from the UND School of Graduate Studies website (http://www.und.edu/dept/grad/).

If further advice or help would be beneficial to an applicant’s decision-making process, we encourage her or him to contact our Director of Graduate Education, who can be reached by email, telephone, FAX or letter.

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Completion of a four-year degree from a recognized university. For U.S. degrees, accreditation must be by one of the six regional accrediting associations.

2. Coursework: Admission into any of the graduate programs offered through our department is dependent upon the applicant’s demonstration of effective academic skills and appropriate undergraduate training. Minimally, the applicant will have completed successfully the following coursework:
   - General Biology or Zoology (one-year sequence)
   - General Chemistry (one-year sequence)
   - Organic Chemistry
   - College Algebra

Preference for admission will be given to applicants who have completed coursework in at least one of the following areas: Cell Biology, Human Anatomy, Comparative Anatomy, Histology, Developmental Biology/Embryology or Biochemistry.

Coursework in Physics, Molecular Biology, or Genetics is highly recommended.

Applicants must have a cumulative undergraduate GPA of at least 3.00, and a cumulative GPA of 3.50 in graduate level coursework, if applicable.

3. Graduate Record Examination Scores: Applicants must submit Graduate Record Examination (General Test) scores. Preference for admission will be given to applicants whose test scores fall at or above the reported national averages or 50th percentiles.

4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

The graduation requirements for the Ph.D. degree in the Department of Anatomy and Cell Biology consist of required and elective coursework, research leading to the preparation of a dissertation, teaching in major courses, and scholarly tools (minimum of 90 semester hours of graduate credit).

Coursework:

1. A minimum of 90 semester hours of graduate credit.

2. Completion of the following core graduate level courses (81 Total required number of credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBIO 519</td>
<td>Advanced Immunology</td>
<td>2</td>
</tr>
<tr>
<td>PPT 500</td>
<td>Principles of Physiology and Pharmacology</td>
<td>6</td>
</tr>
<tr>
<td>PPT 511</td>
<td>Biochemical and Molecular Mechanisms of Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 525</td>
<td>Advanced Renal Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 526</td>
<td>Advanced Respiratory Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 527</td>
<td>Advanced Neurophysiology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 528</td>
<td>Advanced Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 529</td>
<td>Adv Cardiovascular Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 530</td>
<td>Advanced Neurochemistry</td>
<td>3</td>
</tr>
<tr>
<td>PPT 535</td>
<td>Mechanisms of Neurodegenerative Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PPT 540</td>
<td>Molecular Neuropharmacology</td>
<td>3</td>
</tr>
</tbody>
</table>

Other graduate level courses may be selected if approved by the graduate student’s Faculty Advisory Committee. Elective courses chosen should be appropriate to the student’s area of interest.

5. A thesis written on an independent research problem.

6. Students must serve as a Teaching Assistant by:
   - A. Teaching and directing two semesters of ANAT 204 Anatomy for Paramedical Personnel, Laboratory; or
   - B. Other equivalent teaching experience as approved by the ACB Graduate Advisory Committee

7. The Ph.D. degree in Anatomy and Cell Biology requires completion of a dissertation based on the results of a research project completed by the graduate student under the guidance of a faculty advisor. The project must represent an original and independent investigation by the student. It is expected that the results of the research will be published in a refereed scientific journal. The dissertation prepared by the candidate must make a significant contribution to the advancement of knowledge in the field and must be presented and defended before the student’s faculty advisory committee and the Anatomy and Cell Biology graduate faculty.

BIMD Courses
BIMD 500. Cellular and Molecular Foundations of Biomedical Science. 6 Credits.
A series of lectures and discussion groups with emphasis on interrelated themes in basic biochemistry, cell biology and molecular biology. Lectures will include current and emerging areas of research, while discussion will center on methods, techniques and expansion of lecture topics. Prerequisites: (a) a year of organic chemistry or (b) one semester of organic chemistry plus a course in either biochemistry or cell biology, or (c) permission of the course director.

BIMD 510. Basic Biomedical Statistics. 2 Credits.
A series of lectures, demonstrations and exercises to provide students with the basic rationales for the use of statistics in the assessment of biomedical data and a selected set of the most common and useful statistical tests. Prerequisite: BIMD 500 or permission of course director.

BIMD 513. Seminars in Biomedical Science. 1 Credit.
A series of presentations on original research conducted by UND faculty members as well as extramural leaders in academic and industrial research in the biomedical sciences. Students will participate through assigned reading and writing exercises related to the presentations.

BIMD 515.† Steps to Success in Graduate School. 1 Credit.
A series of lectures and discussion sessions covering topics related to the development of skills and experience important for successful completion of graduate training and transition to post graduate training and employment. Students will examine a variety of issues including choosing an advisor and research topic, charting their course through graduate school, the importance of productivity, how to give a scientific presentation and write a scientific publication, applying for predoctoral grants, and planning for their careers.

BIMD 516.† Responsible Conduct of Research. 1 Credit.
A series of lectures and discussion sessions covering topics related to responsible conduct in research. Students will examine a variety of issues including introduction to ethical decision making, the experience of conflict, laboratory practices, data management, reporting of research, conflict of interest, and compliance. Examples and case studies will be drawn primarily from the biomedical sciences.

† Available to students registering in graduate degree programs in the biomedical sciences or by permission of the instructor.

ANAT Courses

ANAT 501. Biomedical Information Retrieval. 1 Credit.
This course integrates electron information retrieval techniques with biomedical research education to develop the student’s ability to augment traditional learning and research. Electronic techniques covered include data base searching and internet resources.

ANAT 505. Seminar in Anatomy and Cell Biology. 1 Credit.
This course provides students an opportunity to organize and orally present scientific information to an audience in a forum conducive to the development of their skills in effective communication. Seminars delivered by students, UND faculty, and other invited speakers present current advancements in biomedical research that promote student learning of principles of biomedical sciences.

ANAT 513. Gross Anatomy. 6 Credits.
Gross Anatomy will be an intensive one semester course that will use a regional approach to enhance the understanding of the structural and functional relationships as well as organization of the adult human body. Lectures will be reinforced with complete cadaver dissection and multiple clinical imaging modalities to strengthen problem solving and critical thinking skills. Prerequisites: ANAT 204L and permission of the instructor.

ANAT 517. Principles of Histology. 3 Credits.
Principles of Histology is a laboratory and discussion based course that involves a strong self-study component through the use of virtual slides as well as lecture and laboratory orientation videos. By the end of the course the student will have demonstrated a significant knowledge base of tissue microanatomy sufficient for understanding and applying the principles to a wide range of research projects. The student will also have sufficient knowledge of histology to be capable of teaching this material to medical, professional, graduate, and undergraduate students.

ANAT 521. Principles of Developmental Biology. 3 Credits.
This is a student driven course designed to provide the student with a firm understanding of the concepts in developmental biology. Students will be using a wide range of materials from textbooks to the internet to gain a graduate level understanding including how to apply this knowledge to research applications. Student presentations will address advanced principles of developmental mechanisms and underlying human embryology.

ANAT 522. Neuroscience. 6 Credits.
Faculty-guided inquiry and discussion of readings, student presentations, and neuroanatomy laboratory work introduce students to study of the structure and function of the nervous system. Topics address neural signaling and aspects of developmental, sensorimotor, regulatory and cognitive neurobiology. Relevant experimental and clinical applications serve as preparation for further, more advanced study of the nervous system.

ANAT 590. Readings in Anatomy and Cell Biology. 1-3 Credits.
Students may elect to do a readings.

ANAT 591. Special Topics in Anatomy and Cell Biology. 1-3 Credits.
A series of lectures, discussions and/or laboratory experiences developed around a specific topic in the anatomical or cell biological sciences. Permission of instructor is required.

ANAT 593. Research in Anatomy and Cell Biology. 1-15 Credits.
Research is offered in the specialty fields of the faculty of the department, and involves a variety of problems and research tools in morphology and cell biology.

Art and Design Visual Arts
http://www.und.edu/dept/art/

FACULTY: Fink, Ganje, Gonzalez-Smith, Hebert, Jones (Chair), Jonientz, Luber, Monsebroten (Graduate Program Director), Smith and Widmer

Degree Granted: Master of Fine Arts (M.F.A.)
The Master of Fine Arts degree program in Visual Arts is a strongly studio-oriented professional preparation in the major emphasis areas of ceramics, drawing, metal smithing, painting, printmaking, sculpture, and mixed media art. Within and outside the visual arts areas there are many opportunities for balanced study in art history, graphic design, fibers, photo, time-based media and supporting disciplines.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Fine Arts (M.F.A.)

Mission Statement and Program Goals

The mission of the Department of Art and Design’s graduate M.F.A. program is to provide quality educational experiences to the students that promote critical thinking and creative visual skills based upon the history of art, contemporary trends and theories, and technical skills in the fine art disciplines. Graduates will be prepared to be active artist/researchers who are engaged in a dialogue, which critically examines the larger culture of which the visual arts play an integral role. Graduates will be prepared to enter the professional art world as self-directed practitioners/artists, educators, or occupations in art museums and galleries. These goals are accomplished through a curriculum that includes hands-on studio experience and academic seminars as a vehicle for the investigation into visual expression.

Goal 1: Students will refine technical skills, with materials, techniques, and equipment specific to the production of their visual art.

Goal 2: Students will refine oral and written skills as a means to communicate the conceptual basis of their visual research and to demonstrate their knowledge and understanding of the cultural, theoretical, and rhetorical issues in the history of art.
Goal 3: Students will develop skills to refine their critical thinking and the conceptual basis for their art work and contextualize their work within the history of art and/or contemporary trends and theories. 

Goal 4: Students hone professional skills as artists needed to promote their creative research and to advance within their chosen careers.

Master of Fine Arts (M.F.A.)

Admission Requirements

Applicants who are seeking admission to the School of Graduate Studies must meet all of the minimum general School of Graduate Studies admission requirements identified in the graduate catalog. In addition, the prospective students must fulfill the requirements for admission to the graduate program in Visual Arts.

1. Admission to Approved Status requires a BA or BFA degree with at least 63 semester hours in studio courses plus a minimum of 12 semester hours in art history from a regionally accredited college or equivalent. 
2. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A= 4.00). 
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog. 
4. Image portfolio of twenty (20) clearly identified images representative of the student’s recent work and/or documentation in cd/dvd format. Images should be submitted at 72 dpi with the longest side not to exceed 1280 pixels in length. The work samples should be submitted to the Department of Art and Design’s Graduate Committee and accompanied by a list containing the viewing sequence, titles, date of completion, dimension (duration), and media. 
5. Artist Statement supporting the image portfolio or other documentative application information in cd/dvd format. 
6. For students who have earned graduate credit in art or hold an MA degree, a maximum of 15 credits may be accepted towards the MFA degree. Of those 15 credits, up to 6 credits in Art History may be accepted towards the 9-credit art history requirement. 

The graduate program in visual arts operates on a rolling admissions basis. Applicants are advised to apply by March 1 for fall admission or October 1 for spring admission. Acceptance as well as financial support is considered pending availability of resources.

Degree Requirements

Students seeking the Master of Fine Arts degree at the University of North Dakota must satisfy all general degree requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Department of Art and Design.

1. The program consists of 60 credits in the following areas:
2. Major Emphasis Area (Ceramics, Painting, Drawing, Metalsmthng, Printmaking, Mixed Media, or Sculpture) 30
3. Art History and Theory (See #6 under Admission Requirements) 9
4. Electives (including at least 12 credits in art) 18
5. Professional Exhibition 3
6. Total Credits 60

3. At least one-half of the credits must be at or above the 500-level. 
4. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution. 
5. A critique of each MFA candidate’s work will be conducted by the entire faculty at the end of their first and second semesters in the program. MFA candidates in subsequent years of the program are expected to attend and participate. 
6. After the formation of the candidate’s graduate thesis committee two formal reviews of the MFA candidate’s work will be conducted. See candidacy for degree requirements. 
7. Prerequisites to graduation include: 
   A. Preparation and presentation of a Professional Exhibition, which will be a formal presentation of creative work.
   B. Supplementary exhibition materials including artist’s statement and exhibition announcements. 
   C. An image portfolio and/or documentation in cd/dvd format of the Professional Exhibition must be submitted to the Department of Art and Design for its permanent files. Images should be submitted at 72 dpi with the longest side not to exceed 1280 pixels in length.
   D. Successful completion of ART 510 Art History: Issues in Contemporary Art.

Residence Requirement

The MFA degree requires at least two semesters, or one semester and two summer sessions taken within a three-year period, in residence.

Professional Exhibition and Artist Lecture

All MFA candidates are required to register for ART 599 Professional Exhibition (three credits). The intention is to give candidates a summary experience as they near the end of their formal training, which will serve as a benchmark in their career development. The presentation and format of the catalog may vary with what the candidate and committee deem appropriate and complimentary to the work to be presented in the exhibition. The artist’s statement may include such things as a critical statement on the candidate’s work, its development, its cultural, philosophical and historical context, and/or reference to the artist’s procedures and techniques. The candidate will present an Artist Lecture that will be open to the public. The candidate’s graduate thesis committee will then examine and evaluate the student’s performance in the Professional Exhibition and Artist Lecture, and report the results to the School of Graduate Studies on the form titled “Final Report on Candidate” by the deadline specified in the academic calendar. The advisor and department chairperson will certify receipt of a copy of the Exhibition Catalog and an image portfolio of the Exhibition.

M.F.A. Candidate Recommended Timetable for Completion of Program

While the program is normally completed in three years, it is possible to achieve the degree in two years.

| First Year | Fall Semester | Full Faculty Critique |
| Second Year | Spring Semester | Full Critique |
| Second Year | Fall Semester | Form Thesis Committee |
|            | Spring Semester | First Committee Review |
|            | Fall Semester | Turn in Program of Study to School of Graduate Studies for approval |
|            | Spring Semester | ART 599: Professional Exhibition and Artist Lecture |

Candidacy for the Degree

Admission of a student to the School of Graduate Studies as a degree student in Approved Status implies only that the student has met the minimum entrance requirements and will be permitted to take graduate courses that normally may be expected to lead to a degree. The student has not been admitted as a candidate for a degree. Advancement to candidacy is granted only after the completion of specific requirements and upon the recommendation of the faculty advisory committee. Candidates for the MFA degree will not be permitted to graduate in the same semester or summer session in which they are advanced to candidacy.

Students in Approved Status may be advanced to candidacy for a MFA degree when they have satisfied the following requirements in approximately the following sequence:

1. Completion of the first comprehensive review by the candidate’s graduate thesis committee. During the course of study, all MFA students will be evaluated twice and recommendations will be made regarding continuation in the degree program. The first review, held near the end of the second semester or the beginning of the third, is conducted by a graduate thesis committee of three members from the Graduate
Faculty of the Department of Art and Design. After formal review of the student’s work, the committee prepares a written summary of the results of the evaluation and a recommendation regarding the continuance of the student. A copy of the evaluation is sent to the School of Graduate Studies.

2. Program of Study should normally be approved no later than the beginning of the third semester of enrollment.

3. Completion of a substantial portion of the course work for the degree with an overall GPA of no less than 3.00.

4. Completion of the second committee review prior to the end of the semester preceding the semester in which the student expects to graduate (normally the third or the beginning of the fourth semester in residence). The evaluation will be conducted by the student’s graduate thesis committee and will consist of a review of the student’s progress toward completion of degree requirements, and a review of plans for the professional exhibition and Artist Lecture. The results of the evaluation will be filed with the School of Graduate Studies and will include a recommendation regarding advancement to candidacy for the MFA degree.

5. Recommendation to the Dean of the School of Graduate Studies for advancement to candidacy by the graduate thesis committee.

Final Evaluation

The graduate thesis committee will examine and evaluate the student’s performance in the Professional Exhibition and Artist Lecture, and report the results to the School of Graduate Studies on the form titled "Final Report on Candidate" by the deadline specified in the Academic Calendar. The advisor and department chairperson will certify receipt of a copy of the student’s Progress Catalog and an image portfolio and/or documentation in cd/dvd format of the Exhibition.

Courses

ART 501. Sculpture. 1-6 Credits. Extensive work and study in three dimensional form, media, and methods. Repeatable to 30 credits. Permission of instructor is required.

ART 510. Art History: Issues in Contemporary Art. 3 Credits. Examines issues in contemporary art relevant to practicing artists. Addresses current intellectual debates around the work of contemporary artists and issues relevant to artists working in a regional setting. Examines the institutional context of contemporary art practice, such as exhibitions venues and funding for professional artists.

ART 520. Painting. 1-6 Credits. Individual research and experimentation in painting. Repeatable to 30 credits. Permission of instructor is required.

ART 530. Drawing. 1-6 Credits. Experimentation and elaboration to drawing skills and techniques, both innovative and traditional. Emphasis on individual exploration. Repeatable to 30 credits. Permission of instructor is required.

ART 537. Graduate Cooperative Education. 1-4 Credits. An elective opportunity in the VA graduate program toward the MFA to participate in an apprentice experience in one’s selected field of concentration. Graduate standing and approval of Departmental Advisor/Coordinator are the prerequisites.

ART 540. Printmaking. 1-6 Credits. Individual research and experimentation in printmaking. Repeatable to 30 credits. Permission of instructor is required.

ART 550. Ceramics. 1-6 Credits. Individual instruction and experimentation in Ceramics. Repeatable to 30 credits. Permission of instructor is required.

ART 560. Metalsmithing: Jewelry and Small Sculpture. 1-6 Credits. Exploration of historical, traditional, and innovative jewelry and small sculpture techniques using non-ferrous metals, gems, and other materials. Repeatable to 30 credits. Permission of instructor is required.

ART 570. Mixed Media. 1-6 Credits. Individual instruction and experimentation in mixed media. Repeatable to 30 credits. Permission of instructor is required.

ART 573. Time Based Media Arts. 1-6 Credits. Individual research and experimentation in time-based media art practice through video, animation, media installation, performance, and/or interdisciplinary art. Repeatable to 30 credits.

ART 581. Workshop. 1-6 Credits. Permission of instructor is required.

ART 590. Individual Research. 1-9 Credits. Research and creative experiences within a specific area of interest in Visual Arts and emphasis on refinements of aesthetic applications of techniques and media. Repeatable to twenty-two credits. Permission of instructor is required.

ART 599. Professional Exhibition. 3 Credits. Artist statement, preparation, design, installation, and catalog of solo show. Permission of student’s Graduate Committee is the prerequisite.

ART 996. Continuing Enrollment. 1-12 Credits.

Undergraduate Courses for Graduate Credit

ART 410. History of Art: Selected Topics. 1-4 Credits. Study of varied topics in the history of art and architecture. May be repeated as title changes.

ART 413. History of Graphic Design. 3 Credits. Study of the political, cultural, aesthetic and technological influences of graphic design including the creative innovators who established graphic design as a profession. Prerequisites or Corequisites: ART 210, ART 211, Junior or Senior Standing, or instructor consent.

ART 416. History of Art: Renaissance and Baroque. 3 Credits. Study of European art and architecture from the fourteenth to the eighteenth century. Prerequisites: ART 210 and ART 211.

ART 417. History of Art: Museum Studies Practicum. 3 Credits. Experience working in an art exhibition setting involving practical experience, research, a written paper and presentation. Prerequisites: ART 210 and ART 211.

ART 419. History of Art: Late 18th through the 19th Century Art. 3 Credits. Study of the major artists and artistic movements from the French Revolution to Impressionism. Prerequisites: ART 210 and ART 211.

ART 423. History of Art: 20th and 21st Century. 3 Credits. Study of artists, concepts, subjects, styles, media, and artistic processes from c. 1900 to the present. Prerequisites: ART 210 and ART 211.

ART 424. History of Art: Non-Western Traditions. 3 Credits. Study of art outside European traditions. Course topics will rotate to include the art of Asia, Africa, Oceania, and Native arts of the Americas. Prerequisites: ART 210 and ART 211.

ART 490. Special Projects/ Independent Research. 1-6 Credits. Advanced independent study within a specific art discipline outside of subject areas normally covered within regularly scheduled courses in studio art, graphic design, art history and art education. Formal contract must be signed with professor of record. Repeatable, no more than 6 credits in each discipline area. Senior standing and permission of instructor are the prerequisites.

Arts and Sciences

The College of Arts and Sciences offers one non-departmental course at the graduate level, A&S 599 Special Topics. This course provides for on-demand courses in areas of particular relevance when students or faculty members wish to initiate them; it can also provide special-interest courses for particular groups of students and it can also serve as a curricular laboratory for experimental courses which may later be established as regular offerings within departments or programs. A&S 599 Special Topics may also be used for Special Topics courses which are cross-disciplinary or multi-disciplinary in nature. Students and faculty members wishing to initiate course offerings under A&S 599 Special Topics should present their proposals in writing to the Dean of the College. See the Arts and Sciences website (http://arts-sciences.und.edu/faculty-staff/) for the appropriate A&S course request forms.

Courses

A&S 599. Special Topics. 1-4 Credits.
Atmospheric Sciences

http://www.atmos.und.edu/

FACULTY: Askelson, Delene, Dong, Gilmore, Osborne (Graduate Director), Mullendore, Poellot (Chair), Xi and Zhang

Degrees Granted: Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)

The Department of Atmospheric Sciences offers graduate programs leading to the degrees of Master of Science and Doctor of Philosophy. The Master of Science program is intended to serve those who are interested in continuing studies at the doctoral level as well as those seeking advanced knowledge for professional work in the atmospheric sciences in general. The Doctor of Philosophy program is intended to prepare students for leadership roles in academia, government, and private industry in the field of atmospheric science by enabling graduates to fill critical roles in leading research efforts, guiding science policy, educating future scientists, and creating opportunities in private industry.

Our vision is to offer premier atmospheric sciences graduate programs serving our students and the broader scientific community. In striving to achieve this distinction, the Department of Atmospheric Sciences maintains graduate programs that are socially relevant, serve as an advocate for graduate education campus-wide, provide resources that support graduate student research, and foster interdisciplinary programs. Within the context of the broader university community, the Department of Atmospheric Sciences serves to create an academic and intellectual climate that appreciates and respects diversity, values creativity, and supports the academic potential of each graduate student.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The mission of the Department of Atmospheric Sciences master’s program is to provide quality educational experiences to students to promote critical thinking and foster an intellectual environment conducive to exemplary research, scholarship, and creativity among graduate students and faculty.

Goal 1: Students will develop a comprehensive understanding of atmospheric sciences in a changing world.

Goal 2: Students will develop critical thinking skills through research activities or focused project activities.

Goal 3: Students will develop skills to analyze, interpret, and synthesize scientific data and communicate the results in an effective and professional manner.

Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

The mission of the Department of Atmospheric Sciences doctoral program is to provide an educational environment that deepens student knowledge of the atmospheric sciences and related disciplines, enables growth of student skill sets (analytical, technical, and communication), and emphasizes leadership, research, and innovation among its students and faculty.

Goal 1: Students will develop deep knowledge in particular atmospheric sciences sub-disciplines through their research activities while also broadening their knowledge base through coursework.

Goal 2: Students will enhance their analytical, technical, and communication skills through their research activities and course work and will develop the ability to carry out independent and original scientific research.

Goal 3: Students will develop skills that will enable them to fill critical roles in leading research efforts, guiding science policy, educating future scientists, and creating opportunities in industry.

Master of Science (M.S.)

Admission Requirements

1. A four-year bachelor’s degree from a recognized college or university. For U.S. degrees, accreditation must be by one of the six regional accrediting associations.

2. Completion of a minimum of 20 semester credits of appropriate undergraduate work, e.g., physics, mathematics, chemistry, engineering, and/or atmospheric science.

3. A cumulative GPA of at least 2.75 for all undergraduate work or a GPA of at least 3.00 for the last two years.

4. Scores on the general portion of the Graduate Record Examination (GRE).

5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as listed in the graduate catalog.

Applicants will be evaluated on an individual basis and those with limited backgrounds in the aforementioned areas (physics, mathematics, chemistry, and atmospheric science) but with a distinguished record in other disciplines may be accepted on a qualified basis with the understanding that deficiencies would be remedied early in the program.

Degree Requirements

Students seeking the Master of Science degree through the Department of Atmospheric Sciences at the University of North Dakota must satisfy all general degree requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Department of Atmospheric Sciences.

The Master of Science program requires that students complete a minimum of 30 credit hours for the thesis option or a minimum of 32 credit hours for the non-thesis option. Approval of the thesis option will be granted based upon alignment of research interests with departmental faculty’s research interests and faculty availability. The non-thesis option requires the student to independently investigate a topic related to the major field and successfully complete a written comprehensive examination. This study need not be an original contribution to knowledge, but may be a presentation, analysis, and discussion of ideas already in the literature of the field. This non-thesis requirement ensures that students can investigate a topic and organize a scholarly report.

Required Courses: All students are required to complete at least one course from each of the core areas listed below in addition to completing ATSC 500 Introduction to Atmospheric Research. Non-thesis option students must also complete two credits of ATSC 597 Independent Study Report (Non-Thesis Option), and thesis option students must also complete 4-9 credits of ATSC 998 Thesis.

ATSC 500 Introduction to Atmospheric Research 1
Select one of the following (Dynamics): 3
ATSC 505 Advanced Atmospheric Dynamics
ATSC 518 Advanced Synoptic Meteorology
ATSC 548 Advanced Mesoscale Dynamics
Select one of the following (Physical): 3
ATSC 450 Introduction to Cloud Physics Meteorology
ATSC 520 Atmospheric Chemistry
ATSC 525 Atmospheric Radiation
ATSC 555 Advanced Surface Transportation Weather
ATSC 560 Boundary Layer Meteorology
ATSC 565 Air Quality
Select one of the following (Climate Systems): 3
ATSC 510 General Circulation
ATSC 515 Advanced Climatology
ATSC 545 Hydrometeorology
ATSC 550 Tropical Meteorology

Degrees Granted: Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)

The Department of Atmospheric Sciences offers graduate programs leading to the degrees of Master of Science and Doctor of Philosophy. The Master of Science program is intended to serve those who are interested in continuing studies at the doctoral level as well as those seeking advanced knowledge for professional work in the atmospheric sciences in general. The Doctor of Philosophy program is intended to prepare students for leadership roles in academia, government, and private industry in the field of atmospheric science by enabling graduates to fill critical roles in leading research efforts, guiding science policy, educating future scientists, and creating opportunities in private industry.

Our vision is to offer premier atmospheric sciences graduate programs serving our students and the broader scientific community. In striving to achieve this distinction, the Department of Atmospheric Sciences maintains graduate programs that are socially relevant, serve as an advocate for graduate education campus-wide, provide resources that support graduate student research, and foster interdisciplinary programs. Within the context of the broader university community, the Department of Atmospheric Sciences serves to create an academic and intellectual climate that appreciates and respects diversity, values creativity, and supports the academic potential of each graduate student.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The mission of the Department of Atmospheric Sciences master’s program is to provide quality educational experiences to students to promote critical thinking and foster an intellectual environment conducive to exemplary research, scholarship, and creativity among graduate students and faculty.

Goal 1: Students will develop a comprehensive understanding of atmospheric sciences in a changing world.

Goal 2: Students will develop critical thinking skills through research activities or focused project activities.

Goal 3: Students will develop skills to analyze, interpret, and synthesize scientific data and communicate the results in an effective and professional manner.

Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

The mission of the Department of Atmospheric Sciences doctoral program is to provide an educational environment that deepens student knowledge of the atmospheric sciences and related disciplines, enables growth of student skill sets (analytical, technical, and communication), and emphasizes leadership, research, and innovation among its students and faculty.

Goal 1: Students will develop deep knowledge in particular atmospheric sciences sub-disciplines through their research activities while also broadening their knowledge base through coursework.

Goal 2: Students will enhance their analytical, technical, and communication skills through their research activities and course work and will develop the ability to carry out independent and original scientific research.

Goal 3: Students will develop skills that will enable them to fill critical roles in leading research efforts, guiding science policy, educating future scientists, and creating opportunities in industry.

Master of Science (M.S.)

Admission Requirements

1. A four-year bachelor’s degree from a recognized college or university. For U.S. degrees, accreditation must be by one of the six regional accrediting associations.

2. Completion of a minimum of 20 semester credits of appropriate undergraduate work, e.g., physics, mathematics, chemistry, engineering, and/or atmospheric science.

3. A cumulative GPA of at least 2.75 for all undergraduate work or a GPA of at least 3.00 for the last two years.

4. Scores on the general portion of the Graduate Record Examination (GRE).

5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as listed in the graduate catalog.

Applicants will be evaluated on an individual basis and those with limited backgrounds in the aforementioned areas (physics, mathematics, chemistry, and atmospheric science) but with a distinguished record in other disciplines may be accepted on a qualified basis with the understanding that deficiencies would be remedied early in the program.

Degree Requirements

Students seeking the Master of Science degree through the Department of Atmospheric Sciences at the University of North Dakota must satisfy all general degree requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Department of Atmospheric Sciences.

The Master of Science program requires that students complete a minimum of 30 credit hours for the thesis option or a minimum of 32 credit hours for the non-thesis option. Approval of the thesis option will be granted based upon alignment of research interests with departmental faculty’s research interests and faculty availability. The non-thesis option requires the student to independently investigate a topic related to the major field and successfully complete a written comprehensive examination. This study need not be an original contribution to knowledge, but may be a presentation, analysis, and discussion of ideas already in the literature of the field. This non-thesis requirement ensures that students can investigate a topic and organize a scholarly report.

Required Courses: All students are required to complete at least one course from each of the core areas listed below in addition to completing ATSC 500 Introduction to Atmospheric Research. Non-thesis option students must also complete two credits of ATSC 597 Independent Study Report (Non-Thesis Option), and thesis option students must also complete 4-9 credits of ATSC 998 Thesis.

ATSC 500 Introduction to Atmospheric Research 1
Select one of the following (Dynamics): 3
ATSC 505 Advanced Atmospheric Dynamics
ATSC 518 Advanced Synoptic Meteorology
ATSC 548 Advanced Mesoscale Dynamics
Select one of the following (Physical): 3
ATSC 450 Introduction to Cloud Physics Meteorology
ATSC 520 Atmospheric Chemistry
ATSC 525 Atmospheric Radiation
ATSC 555 Advanced Surface Transportation Weather
ATSC 560 Boundary Layer Meteorology
ATSC 565 Air Quality
Select one of the following (Climate Systems): 3
ATSC 510 General Circulation
ATSC 515 Advanced Climatology
ATSC 545 Hydrometeorology
ATSC 550 Tropical Meteorology
Doctor of Philosophy (Ph.D.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog. In addition, students must fulfill the requirements below for admission to the Atmospheric Sciences doctoral degree program.

1. A bachelor’s or master’s degree from a recognized institution. For U.S. degrees, accreditation must be by one of the six regional accrediting associations.
2. A cumulative GPA of at least 3.00 for all undergraduate work.
3. A GPA of at least 3.00 in all graduate level work.
4. A combined score of 300 in the quantitative and verbal sections of the Graduate Record Examination (GRE).
5. Be recommended for doctoral work by the department.
6. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
7. Students with a bachelor’s degree may apply directly to the Ph.D. program and must include within their application:
   A. At least one letter of recommendation that comments on their research ability, and
   B. A sample of their previous research, or, provide a research topic proposal and how that research will be executed, completed, and presented within the first year of the Ph.D. program.
8. In rare circumstances, students who begin the M.S. program in Atmospheric Sciences may bypass the M.S. and be admitted into the Ph.D. program with a unanimous recommendation by the departmental faculty and by first satisfying all other Ph.D. admission requirements of the UND School of Graduate Studies and Atmospheric Sciences Department including #7 above. Application materials should be submitted to the Graduate Committee in the Department of Atmospheric Sciences. The student need not have completed their M.S coursework at the time of application. The student would then be subject to the additional degree requirements stated in section 6 of “Degree Requirements” below.

Degree Requirements

Students seeking the Doctor of Philosophy degree through the Department of Atmospheric Sciences at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Department of Atmospheric Sciences. These degree requirements include:

1. Completion of 90 semester credits beyond a bachelor’s degree or 60 semester credits beyond a master’s degree.
2. Two consecutive years of full-time academic work completed in residence at the University of North Dakota campus. With approval of a student’s Faculty Advisory Committee, one of these years may be completed through full-time academic work and/or research at another institution or location.
3. At least 40 of the post-bachelor’s credits or 27 of the post-master’s credits must be formal coursework. A minimum of two-thirds of these credits must be taken in the Atmospheric Sciences department.
4. Up to 9 credits may be taken through distance education.
5. Completion of ATSC 500 Introduction to Atmospheric Research and ATSC 505 Advanced Atmospheric Dynamics or equivalent classes.
6. Students who have been admitted under admission requirements #7 or #8 above must successfully present research in written and oral form during their first year of the Ph.D. program, subject to approval by the Departmental Graduate Committee and the student’s Doctoral Committee. Those students approved will finish coursework and progress toward comprehensive exams and Ph.D. candidacy while those not approved will be dismissed.
7. Satisfactory completion of a written and oral doctoral comprehensive examination in Atmospheric Sciences is required before advancement to Ph.D. candidacy is granted. Students may attempt the written comprehensive exam twice.
8. Students are required to complete independent research that culminates in a dissertation, a public departmental seminar, and final examination.

Courses

ATSC 500. Introduction to Atmospheric Research. 1 Credit.
This course is required for all Atmospheric Science graduate students. A course in the methodology and philosophy of doing research in the atmospheric sciences. Also includes discussion of related topics, including creativity, publication, science and society, and career-related activities.

ATSC 505. Advanced Atmospheric Dynamics. 3 Credits.
A graduate level course in linear perturbation theory, atmospheric oscillations, hydrodynamic instability and the life cycle of extratropical cyclones.

ATSC 510. General Circulation. 3 Credits.
Covers the large scale dynamical processes in the atmosphere, including the observed circulation, processes that maintain the circulation, mid-latitude wintertime circulation anomalies, large scale structure of the tropical atmosphere, and the stratosphere and its link to the troposphere. Prerequisite: ATSC 505.

ATSC 515. Advanced Climatology. 3 Credits.
A course on climate from the perspective of utilizing climatic knowledge and information to examine the current state of the climate and how this can be used to explore potential future states. Topics include an introduction to climatology, basic data and their analysis, climatological analysis, statistical methods, applications and synoptic climatology. Prerequisite: ATSC 540.

ATSC 518. Advanced Synoptic Meteorology. 3 Credits.
Advanced analysis of atmospheric processes important to large-scale flows. Quasigeostrophic and semi-geotropic theory, behavior of extratropical systems, fronts and jets, geotropic adjustment, blocking and IPV thinking. Prerequisite: ATSC 505 or equivalent.

ATSC 520. Atmospheric Chemistry. 3 Credits.
Composition of clean and polluted air. Sources and sinks of atmospheric gases and aerosols. The role of atmospheric chemistry in global environmental issues such as acid rain, visibility reduction, climatic change, oxidant enhancement, etc.

ATSC 525. Atmospheric Radiation. 3 Credits.

ATSC 528. Atmospheric Data Analysis. 3 Credits.
Introduction to techniques used in the analysis of meteorological data and methods for interpreting their effects: polynomial fitting, method of successive corrections, statistical methods, variational techniques, model initialization, data assimilation, and filter design. Proficiency in a programming language is the prerequisite.

ATSC 530. Numerical Weather Prediction. 3 Credits.
Covers scale analysis in atmospheric prediction; numerical methods; various atmospheric prediction models; the use of filtering, smoothing, interpolation, weighting and adjustment in objective analysis techniques; numerical forecasting; current NWP structures and applications. Prerequisite: ATSC 505.
ATSC 535. Measurement Systems. 3 Credits.
An advanced course in meteorological measurement systems, including coverage of performance characteristics of sensors, calibration standards, measuring devices, the effects of making measurements in the atmospheric environment, meteorological measurement systems, and digital data logging and processing.

ATSC 540. Statistical Methods in Atmospheric Science. 3 Credits.
A course on statistical methods used to describe, analyze, test, and predict atmospheric phenomena. The topics will review basic statistical concepts, statistical data interpretation, theoretical probability distributions, hypothesis testing, uncertainty analysis, regression, time series analysis, and statistical weather prediction and verification. Must have completed course work in statistics or consent of instructor.

ATSC 545. Hydrometeorology. 3 Credits.
A course designed to study the coupling of atmospheric and hydrologic processes. Topics will cover basic hydrologic concepts, review of atmospheric thermodynamics, atmospheric moisture, precipitation processes, hydrologic cycle, evaporation/evapotranspiration, infiltration, snow and snowmelt processes, runoff mechanisms, land surface processes, and hydraulic modeling.

ATSC 548. Advanced Mesoscale Dynamics. 3 Credits.
An in-depth theoretical and analytical examination of mesoscale convective processes, initiation and characteristics; mesoscale features of tropical systems; orographically-forced and -influenced circulations; local and regional circulations; high-latitude mesoscale systems; an introduction to mesoscale model design, parameterization development, and evaluation. Upper division or graduate course in dynamics or consent of instructor is the prerequisite. ATSc 505 is a recommend corequisite but not required.

ATSC 550. Tropical Meteorology. 3 Credits.
A study of tropical phenomena over a range of scales, including small scale (cumulus clouds, thunderstorms), mesoscale (sea breezes, squall lines), large scale (waves and cyclones), and planetary scale circulations (trade winds, equatorial trough, equatorial waves, monsoons, intraseasonal oscillations, ENSO). Methods for obtaining and using information to study tropical phenomena are examined. Graduate standing is the prerequisite.

ATSC 555. Advanced Surface Transportation Weather. 3 Credits.
Addresses weather research topics in contemporary surface transportation. Includes maintenance decision support systems construction, applications of artificial intelligence methods, and investigation of land surface effects and applications of advanced mesoscale weather prediction modeling in a surface transportation environment. Prerequisite: ATSC 510 or consent of instructor.

ATSC 560. Boundary Layer Meteorology. 3 Credits.
The interaction of the atmosphere with the earth’s surface. The transfer of heat, moisture, and momentum between the atmosphere and the underlying surface. The description of turbulence and the effects of turbulence on the transfer properties of the atmosphere. Prerequisite: ATSC 505.

ATSC 565. Air Quality. 3 Credits.
An in-depth introduction to important areas within the air quality field. Topics covered include the physical and chemical nature of air pollutants; their sources, control, and transport through the atmosphere; their interaction with other atmospheric constituents; their removal through cloud processes, fallout and wet deposition; their effects on visibility, human health, ecosystems, and global climate. Methods related to the measurements of atmospheric pollutants, air quality modeling, and air quality forecasting are discussed. Prerequisites: CHEM 121 or equivalent and PHYS 251 or equivalent.

ATSC 570. Seminar. 1 Credit.
A discussion course on current research topics and publications related to the field of atmospheric sciences. Students, faculty and guest speakers will present their research and lead the discussion during seminar. Repeatable to 3 credits.

ATSC 575. Current/Special Topics in Meteorology. 3 Credits.
A course in specific advanced topics in atmospheric sciences. Largely delivered in a structured, lecture format. Repeatable to 12 credits.

ATSC 594. Independent Studies. 2-4 Credits.
Survey investigations, literature searches and/or preliminary research topic of interest to the student. Repeatable to 12 credits.

ATSC 596. Supervised Research. 1-4 Credits.
Research in consultation with departmental faculty. Repeatable to 12 credits. Master’s degree student and consent of the instructor.

ATSC 598. Dissertation Research. 1-8 Credits.
Research in support of the doctoral dissertation, performed in consultation with the student’s advisor. Repeatable to 15 credits. Consent of the instructor is the prerequisite.

ATSC 998. Thesis. 1-6 Credits.
Repeatable to 9 credits.

ATSC 999. Dissertation. 1-9 Credits.
Repeatable to 18 credits.

Undergraduate Courses for Graduate Credit
ATSC 441. Radar Meteorology. 4 Credits.
Advanced radar theory, including basic radar principles, digital processing of radar signals, Doppler radar principles, displays, polarization techniques, and characteristic returns. Includes laboratory. Prerequisite: ATSC 340.

ATSC 450. Introduction to Cloud Physics Meteorology. 4 Credits.
A study of the physics of clouds with emphasis on microphysical processes involved in cloud formation, precipitation production, and dissipation. Includes Laboratory. Prerequisites: ATSC 350 and ATSC 353.

Aviation
http://www.masters.avit.und.edu

FACULTY: Anderson, Bjerke, Bridewell, Drechsel, Higgins, Jensen, Kervill (Graduate Program Director), Lindseth, Lovelace, Petros, Robertson, Smith, Ulrich, Venhuisen and Watson

Degree Granted: Master of Science (M.S.)
The Aviation Department offers a graduate program leading to the Master of Science degree. The M.S. in Aviation degree provides the necessary educational background for aviation industry professionals to solve problems within the field of aviation including the airlines, corporate aviation, general aviation, and airport management. Graduates will gain an understanding of the various complexities facing the industry through a breadth of aviation industry related courses. In addition, graduates will gain an understanding of statistics and research methods, and how they may be applied to research and solving problems within the aviation industry. The program will provide graduates with the knowledge and skills that prepare them for the aviation industry, aviation related government positions and for further research and development in the field of aviation.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)
Mission Statement and Program Goals
The mission of the Aviation Department graduate program is to provide quality educational experiences to students that promote critical thinking and foster an intellectual environment conducive to exemplary research, scholarship and creativity among graduate students and faculty in an effort to provide problem-solving professionals to aviation industry employers.

Goal 1: Develop aviation professionals who use their technical and theoretical skills to solve problems within the aviation industry.

Goal 2: Develop a student’s higher-order thinking abilities and instill a quest for lifelong learning.
Goal 3: Develop a scholarly set of skills that will allow the student to function in a professional manner.

Goal 4: Students will be able to write at an advanced level.

Goal 5: Students will be able to effectively present their ideas using a variety of media.

Goal 6: Students will be able to critically think, analyze and evaluate all types of information available in today's global society.

Aerospace Sciences

http://www.aero.und.edu/

FACULTY: (Avit) Anderson, Bjerke, Bridewell, Drechsel, Higgins, Jensen, Kenville (Graduate Program Director), Lindseth, Petros, Robertson, Smith, Ullrich, Venuhuizen and Watson

FACULTY: (SpSt) Casler, Fevig (Graduate Program Director), Gaffey, Hardersen, Rygalov, Seelan (Chair) and Whalen

Aerospace Sciences Degree (Ph.D.)

Mission Statement and Program Goals

The mission of the Aerospace Sciences Ph.D. program is to provide interdisciplinary teaching and research at the highest academic levels. The goal is to provide highly educated scholars and leaders with the skills necessary to mix technology and science with an understanding of the politics and economics of the aerospace fields.

1. Students will develop a thorough knowledge of the aerospace elements specifically related to the Aviation and Space Studies disciplines that will allow them to be successful leaders in the industry by applying solutions gained through theory and applied research.
2. Students will enhance their analytical, technical, research and communication skills through classroom and research activities to further develop an ability to carry out independent, original and applied research.
3. Students will further develop the critical skill set needed to enable them to fill leadership roles within government and research agencies, educational institutions or private aerospace and aviation sector companies.

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog.

1. Bachelor's degree in Aviation/Aeronautics or Bachelor's degree from an accredited institution—minimum of 20 semester credits of appropriate aviation related undergraduate work.
2. Graduate Record Examination, General Test.
3. Overall undergraduate GPA of 2.75 or a GPA of at least 3.00 for the last two years of undergraduate work.
4. Aviation industry experience, which can include any Federal Aviation Administration (FAA) certificates (pilot, mechanic, air traffic, dispatch, ground, etc.) or applied aviation industry knowledge.
5. Students must submit a 2-3 page paper answering specific questions per departmental guidelines. One of the questions will address the potential thesis or independent study topic. Students that do not possess an FAA certificate must submit a 2-3 page paper/resume outlining their aviation industry experience.
6. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

1. Required Core Courses are as follows:
   2. A minimum of 30 credits including the 4-credit thesis option, or a minimum of 32 credit hours including comprehensive exams and the 2-credit independent study option. Approval of the thesis option will be granted based upon alignment of research interest with departmental faculty’s research interests and faculty availability.
   3. Comprehensive exams are required for those choosing the Independent Study option.
   4. Courses 510 – 590 should be taken after the required “core” courses are completed.
   5. Follow the Graduate Catalog and Graduate Student Handbook, Master’s Degree for completion of:
      A. Program of Study
      B. Advisor Selection
      C. Independent Study/Thesis Option
      D. Topic Proposal
   6. AVIT 590 Aviation Seminar and AVIT 593 Individual Research in Aviation can be taken with permission from a sponsoring faculty member.
   7. Must have an overall Grade Point Average (GPA) of 3.0
   8. In addition to the required core courses, students will have selected elective courses or from other UND-approved graduate courses from the following list to complete the degree:

   9. AVIT 510 Aviation Public Policy and Regulations 3
      AVIT 511 Aviation Information Technology 3
      AVIT 512 Aviation Environmental Issues 3
      AVIT 513 Aviation Safety Management Systems 3
      AVIT 514 Aviation Management Theory 3
      AVIT 515 Human Factors: Human Perceptions in Information Systems Design 3
      AVIT 516 Training System Design 3
      AVIT 517 Airline Labor Relations and Law 3
      AVIT 518 Human Error 3
      AVIT 520 Strategic Airport Planning 3
      AVIT 521 Ethics in Aerospace 3
      AVIT 587 Supervised Field Work 3
      AVIT 590 Aviation Seminar 1-3
      AVIT 591 Readings in Aviation 1-3
      AVIT 593 Individual Research in Aviation 1-3

Domestic Air Law Specialization

The Master of Science program currently offers an area of specialization in Domestic Air Law in collaboration with the UND School of Law. In order to receive this specialization, the student must:

1. Be fully admitted to the UND School of Graduate Studies and be in good academic standing in the MS-Aviation program;
2. Have completed AVIT 501 General Issues in Aviation/Aerospace, AVIT 502 Aviation Economics and AVIT 503 Statistics and be in their second year of the MS-Avitation program;
3. Receive permission from the Aviation Graduate Program Director;
4. Successfully complete 9 credits of coursework in the UND School of Law including:
   A. LAW 210 Administrative Law, and;
   B. 6 credits from the following:
      C. LAW 212 Business Associations I 3
      LAW 214 Sales (UCC I) 3
      LAW 263 Environmental Law 3
      LAW 282 Bankruptcy 2
      LAW 291 Current Legal Problems 1-4
      LAW 299 Advanced Commercial Trans 2

Aerospace Sciences Degree (Ph.D.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog. All
elements must be complete by the published application date. The additional requirements for admission to the Aerospace Sciences Ph.D. program are as follows:

1. A Master’s or graduate degree from an accredited institution with a GPA of at least 3.25/4.0.
2. Submission of a statement of personal goals.
3. Professional resume.
4. Satisfy the School of Graduate Studies English Language Proficiency requirements as published in the graduate catalog.
5. The Graduate Record Examination (GRE) General Exam.

Financial Assistance

Financial aid in the form of teaching, research or service assistantships and tuition waivers are available from a variety of internal and external sources and are awarded on a competitive basis. These appointments are renewable if students are making satisfactory progress toward the degree and their work is satisfactory. Applications for funding opportunities should coincide with the program application date.

Degree Requirements

1. Ninety credits beyond a baccalaureate degree. With approval of the Aerospace Sciences Ph.D. Program and the UND School of Graduate Studies, up to thirty credits from a master’s degree from an accredited institution can be applied toward the requirements of the doctoral degree.
2. Successful completion of sixty semester credits beyond the master’s degree.
3. Successful completion of qualifying exam prior to advancement to candidacy.
4. Twelve to eighteen semester credits of dissertation (AVIT 999 Dissertation or SPST 999 Dissertation) and successful defense of the dissertation.
6. Six to twelve semester credits of Scholarly Tools beyond the Master’s degree requirements.
7. Remaining coursework from Aviation/Space Studies or other UND approved Graduate Courses.
8. Residency requirement: as determined by student’s advisor and/or committee, at a minimum the student will be required to be on campus for one week per year.

There are four required core courses, in addition to the Scholarly Tools component. These courses may have been part of the student’s MS program and cannot be counted twice.

1. AVIT 501 General Issues in Aviation/Aerospace.
2. SPST 501 Survey of Space Studies I.
3. AVIT 521 Ethics in Aerospace.
4. AVIT 590 Aviation Seminar/SPST 590 Space Studies Colloquium: (2 semesters, 2-4 credits total).

The Scholarly Tools requirement is 6 to 12 semester credits, to be determined by the student’s advisor and/or committee, from the courses listed below. These courses are in addition to what may transfer as part of the student’s Master’s degree program. Therefore, a minimum of six credits will be required as part of the PhD program.

- AVIT 503 Statistics (or equivalent).
- AVIT 504 Research Methods.
- SPST 504.
- AVIT 505 Qualitative Research Methods.
- AVIT 506 Quantitative Research Methods.
- AVIT 507 Advanced Research Methods.

Course Designations (SPST)

Social area courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPST 450</td>
<td>International Space Programs</td>
<td>3</td>
</tr>
<tr>
<td>SPST 540</td>
<td>Space Economics and Commerce</td>
<td>3</td>
</tr>
<tr>
<td>SPST 541</td>
<td>Management of Space Enterprises</td>
<td>3</td>
</tr>
<tr>
<td>SPST 545</td>
<td>Space and the Environment</td>
<td>3</td>
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</table>

Specialized Area Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPST 551</td>
<td>History of the Space Age</td>
<td>3</td>
</tr>
<tr>
<td>SPST 552</td>
<td>History of Astronomy and Cosmology</td>
<td>3</td>
</tr>
<tr>
<td>SPST 555</td>
<td>Military Space Programs</td>
<td>3</td>
</tr>
<tr>
<td>SPST 560</td>
<td>Space Politics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>SPST 561</td>
<td>Public Administration of Space Technology</td>
<td>3</td>
</tr>
<tr>
<td>SPST 565</td>
<td>Space Law</td>
<td>3</td>
</tr>
<tr>
<td>SPST 574</td>
<td>Remote Sensing in Developing Countries</td>
<td>3</td>
</tr>
<tr>
<td>SPST 575</td>
<td>Remote Sensing Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>SPST 581</td>
<td>Field Visit to Space Centers</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Technical area courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPST 405</td>
<td>Space Mission Design</td>
<td>3</td>
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<tr>
<td>SPST 406</td>
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<td>SPST 407</td>
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<td>SPST 408</td>
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<td>SPST 409</td>
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<tr>
<td>SPST 410</td>
<td>Life Support Systems</td>
<td>3</td>
</tr>
<tr>
<td>SPST 425</td>
<td>Observational Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>SPST 430</td>
<td>Earth System Science</td>
<td>3</td>
</tr>
<tr>
<td>SPST 435</td>
<td>Global Change</td>
<td>3</td>
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<td>SPST 441</td>
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<tr>
<td>SPST 460</td>
<td>Life in the Universe</td>
<td>3</td>
</tr>
<tr>
<td>SPST 500</td>
<td>Introduction to Orbital Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>SPST 505</td>
<td>Spacecraft Systems Engineering</td>
<td>3</td>
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<tr>
<td>SPST 506</td>
<td>Advanced Orbital Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>SPST 512</td>
<td>Human Performance in Extreme Environments</td>
<td>3</td>
</tr>
<tr>
<td>SPST 515</td>
<td>Human Factors in Space</td>
<td>3</td>
</tr>
<tr>
<td>SPST 519</td>
<td>Closed Ecological Systems for Life Support</td>
<td>3</td>
</tr>
<tr>
<td>SPST 520</td>
<td>Asteroids, Meteors and Comets</td>
<td>3</td>
</tr>
<tr>
<td>SPST 521</td>
<td>The Planet Mars</td>
<td>3</td>
</tr>
<tr>
<td>SPST 522</td>
<td>Remote Sensing Principles</td>
<td>3</td>
</tr>
<tr>
<td>SPST 523</td>
<td>Remote Sensing Applications</td>
<td>3</td>
</tr>
<tr>
<td>SPST 524</td>
<td>Current Topics in Astrobiology</td>
<td>3</td>
</tr>
<tr>
<td>SPST 525</td>
<td>Technical Issues in Space</td>
<td>1-3</td>
</tr>
<tr>
<td>SPST 526</td>
<td>Advanced Observational Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>SPST 527</td>
<td>Extraterrestrial Resources</td>
<td>3</td>
</tr>
<tr>
<td>SPST 528</td>
<td>Space Environment and the Sun</td>
<td>3</td>
</tr>
<tr>
<td>SPST 570</td>
<td>Advanced Topics in Space Studies</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Courses

AVIT 501. General Issues in Aviation/Aerospace. 3 Credits.

This course is designed to introduce students to graduate school, library resources, and faculty research interests. This course explores the historical, current, and future issues related to the aerospace industry.

AVIT 502. Aviation Economics. 3 Credits.

An in-depth examination of the economic aspects of the air transportation industry, with microeconomic analysis applied to decision making in the airline, general and corporate aviation, and airports. Topics include: basic economics of air transport supply and demand; demand forecasting; cost drivers; yield, revenue and capacity management; regulatory issues; political influences; and unique economic characters of international commercial aviation.

AVIT 503. Statistics. 3 Credits.

This course is an in-depth study of inferential statistics with emphasis on the analysis of variance models and subsequent comparison procedures. In addition, the course will include coverage of correlation and multiple regression techniques as data analytic tools. Also, coverage of survey construction and analysis of survey data will be presented. Course content will be presented within the context of aviation and psychology examples. (Psychology 541: Advanced Univariate Statistics can be substituted for AVIT 503). Prerequisite: An introductory statistics course or calculus course.
AVIT 504. Research Methods. 3 Credits.
Methods and procedures of development, design and analysis related to aviation industry research. Topics include problem identification, review of literature, research design, and data analysis. This course is designed to give an overview of quantitative, qualitative and mixed-method approaches research design. The course includes the experience of critically evaluating research projects and developing a research project based on the principles discussed in class. Prerequisite: AVIT 503 or PSYC 541.

AVIT 505. Qualitative Research Methods. 3 Credits.
Examination and analysis of qualitative research design with particular emphasis on approaches relevant to problems in Aerospace Studies or related fields. Students will design a qualitative research project.

AVIT 506. Quantitative Research Methods. 3 Credits.
The purpose of this course is to provide students the opportunity to acquire knowledge and skills necessary to apply quantitative research methods in research. Students will design a quantitative research project. Prerequisite: A graduate level Statistics course.

AVIT 507. Advanced Research Methods. 3 Credits.
This course will be a thorough discussion of the different methodologies utilized in theoretical and applied research. Experimental and quasi-experimental design, and topical areas of survey methodology data mining, simulations, and techniques for dissertation designs. Prerequisites: AVIT 503, AVIT 505, and AVIT 506.

AVIT 510. Aviation Public Policy and Regulations. 3 Credits.
A discussion of the initiation, formulation and implementation of aviation public policies and their effects upon the various segments of the aviation industry. Various regulatory areas such as scheduled air carriers, general aviation, airport operations, air traffic control and international agreements will be analyzed.

AVIT 511. Aviation Information Technology. 3 Credits.
This course is an introduction to information systems essential to an aviation business professional. It will provide an overview of current and emerging technologies in various database, data communication and e-commerce systems.

AVIT 512. Aviation Environmental Issues. 3 Credits.
This course examines current environmental issues within the aviation industry in the context of historical environmentalism, current laws and regulations, and emerging research findings. A broad survey of earth systems precedes a focused examination of contemporary aviation environmental issues.

AVIT 513. Aviation Safety Management Systems. 3 Credits.
An in-depth study of aviation safety management concepts and principles as they relate to effective safety programs within the airlines, corporate aviation, general aviation and airports.

AVIT 514. Aviation Management Theory. 3 Credits.
An in-depth review of organizations in the aviation industry, their structures, environments and leadership as it relates to human behavior. Topics include organizational design, climate and the interactions with individuals, groups, and different organizational structures within the airline, general aviation, corporate aviation and airport organizations.

AVIT 515. Human Factors: Human Perceptions in Information Systems Design. 3 Credits.
Human perception and information processing will be discussed in relation to information system design requirements to optimize human performance. Topics include information systems design with regard to compatibility, perception, attention, situation awareness and decision processes. Applications to current workstation design will allow students to have a greater understanding of human centered design goals.

AVIT 516. Training System Design. 3 Credits.
The process of memory, learning, and judgment will be related to instructional design strategies in the aviation industry, where heavy use of simulation is used in the training and evaluation of aviation professionals. Topics include instructional design and assessment concepts, simulation design and decision making skills. Class presentations include operational problem-solving group work as well as research paper reviews.

AVIT 517. Airline Labor Relations and Law. 3 Credits.
This course will examine the impact and application of the Railway Labor Act as it pertains to airline operations. Topics of study will include labor history; organization; alternative dispute resolution, collective bargaining, including interest-based practices; and emerging labor trends.

AVIT 518. Human Error. 3 Credits.
The objective of this course is to develop a deeper understanding of the human error and its impact upon human performance in variety of fields. Prerequisite: Graduate Admission.

AVIT 520. Strategic Airport Planning. 3 Credits.
This course will explore the elements of airport planning within the public administration domain. Emphasis will be placed on individual airport’s strategic plans, how airports operate efficiently ad effectively with changing regulations and economic fluctuations in the global marketplace.

AVIT 521. Ethics in Aerospace. 3 Credits.
The course will introduce ethical concepts and frameworks used in professional decision-making. Students will engage with faculty and outside speakers to weigh decisions in the applicable ethical frameworks. Students participation will include graded elements of formal case presentations, class discussion sessions, essay examinations and review of scholarly and trade journal articles. The course will have a strong emphasis on research project design to assess dynamics of ethical decision-making in different populations, as well as exploring educational opportunities in the aerospace industry.

AVIT 587. Supervised Field Work. 1-3 Credits.
Used primarily for individualized field placement so that the student may acquire practical experiences in the aviation industry. May be repeated for up to 6 credits. Prerequisite: Consent of graduate director.

AVIT 590. Aviation Seminar. 1-3 Credits.
A series of lectures presented by visiting lecturers and the faculty. May be repeated for up to 4 credits.

AVIT 591. Readings in Aviation. 1-3 Credits.
Readings in selected Aerospace Studies topics, with written and/or oral reports. Repeatable to a maximum of 6 credits. Prerequisite: Consent of instructor.

AVIT 593. Individual Research in Aviation. 1-3 Credits.
Individual student projects designed to develop advanced knowledge in a specific area of expertise. A written report is required. May be repeated for up to 6 credits for Master’s and up to 12 credits for Ph.D.

AVIT 595. Aviation Capstone. 3 Credits.
The Capstone course integrates, extends and applies knowledge learned in earlier Aviation courses and research projects. The course also undertakes an in-depth study of management theories relevant to the aviation industry and how leaders apply these theories in practice. Students will have the opportunity to demonstrate their knowledge and leadership abilities by working in teams to design and develop a solution to a current aviation problem, which will be assigned by the instructor. This effort will culminate in an on-campus presentation to the faculty and invited industry experts. Prerequisite: AVIT 504 or permission of instructor.

AVIT 996. Continuing Enrollment. 1-12 Credits.

AVIT 997. Independent Study. 2 Credits.
Independent study and preparation of a written report for students taking the non-thesis option in the Master’s program.

AVIT 998. Thesis. 4 Credits.
Preparation and defense of a thesis based on original research. Prerequisite: Admission committee approval and consent of instructor.

AVIT 999. Dissertation. 12-18 Credits.
An original research project approved by and completed under the supervision of a dissertation committee. Prerequisites: Graduate standing, approval, completion, and defense of dissertation proposal.

Courses

SPST 500. Introduction to Orbital Mechanics. 3 Credits.
This course introduces students without much background in either mathematics or physics to the problems faced everyday by orbital analysts as they track the 7000 satellites which orbit the earth. The course gives the students an ability to converse, as managers and co-workers, with those individuals who are calculating these difficult orbits. This appreciation is important in both the civilian and military sides of the space program. Prerequisite: SPST 200 for undergraduate students and SPST 501 for graduate students.
SPST 501. Survey of Space Studies I. 3 Credits.
A broad, multidisciplinary survey of human and robotic exploration of space. The course will introduce the student to the key policy, history, military, economic, management, planetary science, life science, and engineering issues that characterize today's space ventures. Emphasis is on building up the fundamental knowledge base that will form the basis for interdisciplinary analysis later in the program. While focus is on the U.S. space program, international space activities are prominently featured in terms of cooperation and competition for the United States. SpSt 501 is a prerequisite/co-requisite to all other 500 level courses and should be taken at the first available opportunity.

SPST 502. Survey of Space Studies II. 3 Credits.
Readings, discussion and integrative analysis of past and current issues in Space Studies. Emphasis is on a case study approach to develop an interdisciplinary understanding of space programs and initiatives. An individual project will build integrative and critical analysis skills and an appreciation for the interdisciplinary approach, while a team project will engender the interdisciplinary team work typical of the real world. Must be taken only after completing SpSt 501 and at least two other courses in the program. Prerequisite: SPST 501.

SPST 505. Spacecraft Systems Engineering. 3 Credits.
This course will guide the students through the spacecraft design and proposal process for an actual mission. In this course the students will work in teams on individual spacecraft subsystems, participate in an engineering design review, and create a document which can be submitted for funding for a small satellite project. Lectures will provide an overview of the separate spacecraft subsystems involved in a typical mission, the systems engineering approach to spacecraft development, and the grant writing process. Distance students will interact with on-campus students via conferencing software. Prerequisite: SPST 405 or consent of instructor.

SPST 506. Advanced Orbital Mechanics. 3 Credits.
This course provides a working knowledge of the field of orbital mechanics including the use of appropriate mathematical and computational techniques, the analysis of professional papers in orbital mechanics, and applying the appropriate techniques to solve orbital mechanics problems. Topics covered include orbital elements, perturbations, coordinate systems, orbit determination, and multi-body gravitational problems. Prerequisites: SPST 500 and MATH 266 or equivalent.

SPST 512. Human Performance in Extreme Environments. 3 Credits.
This course introduces the area of human performance in extreme environments, highlights differences and similarities between extreme environments, and demonstrates the lessons learned from one extreme environment can be effectively applied to others—though settings like space, mountains, or the ocean's depths, etc. pose unique characteristics, the human physiological and psychological reactions and adaptations to these extreme settings stay similar.

SPST 515. Human Factors in Space. 3 Credits.
A review of the major stresses experienced by humans on entering the new and alien environment of space. Examples will be taken from the psychological and physiological impacts experienced by U.S. and Soviet crews with emphasis on longer flights. How to avoid and/or overcome these stresses will be examined as an essential and growing need in the future development and settlement of the space frontier.

SPST 519. Closed Ecological Systems for Life Support. 3 Credits.
Closed ecological systems have been suggested during the early decades of space exploration for extended life support in space operations. In reality, this principle of long-term life support mimics global biogeochemical cycles supporting life on Earth. The course covers the multiple interactions of human/bioregenerative life support based on physical/chemical regeneration (hybrid) life support environments. Extensive research in this area during more than five decades showed that material turnover in small closed environments becomes unstable compared to a planetary environment. Specific attention is paid to the limits of stability for closed material cycles functioning during long-term remote confined missions; and the importance of the human factor as a target link, main sensor, and main integrator and control element for the system providing significant self-sustainability under proper motivation. Advanced scenarios for space life support based on ecological and in situ resource utilization approaches are discussed. Prerequisite: SPST 501 or instructor consent.

SPST 520. Asteroids, Meteorites and Comets. 3 Credits.
The small bodies of the solar system are clues to its origin. All planets and larger moons have been chemically transferred, but many asteroids, meteorites and comets are apparently little modified from the time of their origin 4.5 billion years ago. Each of these classes of objects is investigated separately, and relationships between them are examined. Prerequisite: SPST 501 or permission of instructor.

SPST 521. The Planet Mars. 3 Credits.
This course provides an in-depth review of the present state of our knowledge of Mars. Topics to be covered include: the origin and evolution of the planet, the surface geology and geological processes, the geophysical properties of the Martian interior, the origin and evolution of the Martian atmosphere, the present and past climates of Mars, the Martian moons, and the possibility of past or present life on Mars. The American and Soviet/Russian Mars exploration programs are reviewed and the course incorporates the most recent results from spacecraft missions such as Mars Global Surveyor, Mars Odyssey, the Mars Exploration Rovers, Mars Reconnaissance Orbiter, and Mars Science Laboratory (Curiosity Rover). Potential future manned and unmanned missions are also discussed. Prerequisite: SPST 501 or permission of the instructor.

SPST 522. Remote Sensing Principles. 3 Credits.
This course covers the basic concepts and foundations of remote sensing, a review of major Earth observing satellite and aircraft platforms, and an investigation of flow of data from satellite to Earth, what it represents, and how to interpret it, using both visual and digital image processing techniques. A field visit to the EROS Data Center in Sioux Falls may also be arranged.

SPST 523. Remote Sensing Applications. 3 Credits.
This course covers the use of advanced image processing algorithms and information extraction techniques for various Earth resource applications such as land cover/land use, environmental change detection, geology, oceanography, agriculture, forestry, rangeland, water resources, urban planning, natural disaster management, etc. Prerequisite: SPST 522.

SPST 524. Current Topics in Astrobiology. 3 Credits.
This is a multi-disciplinary, literature-intensive examination of astrobiology, which is the study of life in the universe. Students will read scientific research and review papers from a variety of disciplines including astronomy, planetary science, chemistry, biology, and geology. Course goals include: developing proficiency at reading/analyzing diverse scientific papers, developing the ability to incorporate knowledge from multiple disciplines in the study of astrobiological research, and developing the ability to effectively write summary papers to show basic understanding of course material. Prerequisites: SPST 460 and SPST 501.

SPST 525. Technical Issues in Space. 1-3 Credits.
An examination of the technological base for the exploration and development of space. An understanding of this technology and of its impact is essential to an understanding of the issues and problems associated with our continuing efforts to explore and settle this new frontier. May be repeated if the topic is different.

SPST 526. Advanced Observational Astronomy. 3 Credits.
This course is a follow-up to SpSt 425 and will focus on observational techniques, data reduction, and analysis of astronomical spectroscopic data. The first half of the semester will focus on understanding low-resolution, near-infrared spectroscopic data as it relates to observations of atmosphere-less terrestrial objects, such as asteroids, and the identification of the major surface mineral phases that aid in understanding the geologic nature of each asteroid. Students will also learn about minerals and meteorites, their laboratory spectra, and chemistry. Students will reduce and analyze asteroid data obtained from the NASA Infrared Telescope Facility (IRTF) in Hawaii. The second half of the course will study visible-wavelength stellar spectroscopic data and its acquisition, reduction, and analysis. The physics of stars will be reviewed and students will reduce, analyze, and interpret existing stellar data and learn how to classify stars, which is a fundamental effort to understand their basic physical properties. Prerequisites: SPST 425, SPST 501, and MATH 165.
SPST 527. Extraterrestrial Resources. 3 Credits.
This course focuses on the inventory, accessibility, acquisition, processing and utilization of extraterrestrial resources (space resources) from celestial bodies such as the Moon, Mars, asteroids and comets. Consideration will be given to extraterrestrial resources for in situ utilization (such as a Lunar or Martian base), for space operations (such as supporting large scale near-Earth activities or a human Mars mission), and for terrestrial markets. The course will focus on the interplay between the scientific, technical, and economic aspects of acquiring and utilizing such resources. The course will also explore some of the legal and political ramifications and limitations of claiming and recovering space resources. Prerequisite: SPST 501 or SPST 520 or permission of the instructor.

SPST 528. Space Environment and the Sun. 3 Credits.
This course will provide an in-depth study of the science and observations of the Sun, space weather, and effects of the Sun on astronauts, Earth, and the space environment. Topics that will be covered include the solar photosphere and active surface phenomena such as sunspots, flares, and coronal mass ejections; the nature of the quiet Sun; the solar interior and helioseismology; space weather and impact of solar particles on the space environment and Earth; the hazards posed to astronauts by solar eruptions; common techniques of solar observations; and a review of the primary types of solar instrumentation and the observatories that currently study the Sun. Students will be able to observe the Sun using the UND Observatory’s small solar telescopes; all students will have the opportunity to analyze solar datasets to aid their understanding of the Sun. Prerequisites: SPST 501 and MATH 165.

SPST 540. Space Economics and Commerce. 3 Credits.
A study of the economic aspects of space activities, with analysis of the possibilities and the barriers. Key areas include launch services, satellite communications, remote sensing, microgravity materials processing, and interaction with the government. Global competition against subsidies or government-sponsored entities is examined. Prerequisite or corequisite: SPST 501.

SPST 541. Management of Space Enterprises. 3 Credits.
This course investigates the management of space organizations. These include organizations that are public and private, RD and operations, profit and non-profit. You will learn the basics of management theory, the history of systems management, and the technical issues that must be considered in the management of space RD and operations. Prerequisite or corequisite: SPST 501.

SPST 545. Space and the Environment. 3 Credits.
This course is an advanced graduate-level review of international relations theories as applied to the international implications of global commons. The course introduces the concept of global commons, examines the theories and practices concerning management of global commons, and analyzes the global commons dealing with the problems of collective action as applied to global environmental change and the uses of outer space. Prerequisites: SPST 501 and SPST 430 or SPST 565.

SPST 551. History of the Space Age. 3 Credits.
This course introduces students to the history of human endeavors in space. These include the development of rocketry, the influence of amateur societies and science fiction, the military development of ballistic missiles, and human and robotic spaceflight.

SPST 552. History of Astronomy and Cosmology. 3 Credits.
This course investigates the history of human endeavors to understand the stars, planets, and cosmos as a whole from a scientific perspective. It covers the early observations and theories of the Babylonians and Greeks through the European Scientific Revolution, and finally to the development of astrophysics and modern cosmology using space vehicles. Prerequisites: SPST 501 or consent of instructor.

SPST 555. Military Space Programs. 3 Credits.
An introduction to military uses of space by the United States, Russia, and other nations. The course introduces ballistic missiles, anti-ballistic missile and anti-satellite systems, space-based reconnaissance and intelligence-gathering, communications, navigation, acquisition, and military space treaties. Prerequisite or corequisite: SPST 501.

SPST 560. Space Politics and Policy. 3 Credits.
This course serves as a graduate-level introduction to the field of Public Policy as applied to Space Policy. The course surveys the evolution of Space Policy at several levels of analysis including context, political actors and institutions, political processes, and policy outcomes, and assesses the symbiotic relationship between policy, technology, and science. Prerequisite or corequisite: SPST 501.

SPST 561. Public Administration of Space Technology. 3 Credits.
This course is an advanced graduate-level review of Public Administration theories as applied to the implementation of space technology programs. In this course, the political, organizational, and technical variables that affect the management processes of space organizations are examined. Prerequisites: SPST 501 and SPST 560 or SPST 541.

SPST 565. Space Law. 3 Credits.
This course serves as a graduate-level introduction to the field of Law as applied to Space Law. The course examines the origins and evolution of the laws of outer space from the beginnings of the space age to the present. International laws governing access and use of space, and national laws regulating governmental and commercial activities in space are reviewed and analyzed. Prerequisite or corequisite: SPST 501 or consent of instructor.

SPST 570. Advanced Topics in Space Studies. 1-3 Credits.
Lecture, discussion and readings on advanced topics of current interest. May be repeated if the topic is different.

SPST 574. Remote Sensing in Developing Countries. 3 Credits.
This course will introduce students to remote sensing programs in developing countries and typical remote sensing application areas pertinent to developing countries, such as: potable water, forest fires, vector diseases, environmental degradation, food security, fisheries, floods, droughts, crop pests, etc., with case studies. Prerequisite: SPST 501 or SPST 522 or GEOG 475 or consent of instructor.

SPST 575. Remote Sensing Law and Policy. 3 Credits.
This course focuses on the evolving laws, policies, and institutions that have long-term ramifications for earth observations. Some topics addressed are the United Nations Principles on Remote Sensing; the United Kingdom’s 1984 National remote sensing policy; the Montreal Protocol; and, the United States Land Remote Sensing Policy Act of 1992. Ground segment institutions considered are the Landsat Ground Stations Operations Working Group and the Global Land 1-KM AVHRR Project. Remote sensing litigation that has begun to address various applications of remote sensing will also be considered. Cases include Dow vs US and EOSAT vs NASA and NOAA. Corequisite: SPST 501.

SPST 581. Field Visit to Space Centers. 1-3 Credits.
This course will provide a first-hand knowledge of selected space centers in the U.S. and/or abroad through an organized field visit. The field visit will be led by a space studies faculty and will include prior preparation through readings, class seminars, lectures and written assignments. May be repeated up to a maximum of 3 credits. Prerequisite: SPST 501 or SPST 450 or SPST 574 or permission of instructor.

SPST 590. Space Studies Colloquium. 1 Credit.
A series of lectures presented by visiting lecturers and faculty. May be repeated for up to 2 credits.

SPST 591. Readings in Space Studies. 1-3 Credits.
Readings in selected Space Studies topics, with written and/or oral reports. Repeatable to a maximum of 6 credits. Prerequisite: Consent of instructor.

SPST 593. Individual Research in Space Studies. 1-3 Credits.
Individual student projects designed to develop advanced knowledge in a specific area of expertise. A written report is required. May be repeated for up to 6 credits for Master’s and up to 12 credits for Ph.D.

SPST 595. Space Studies Capstone. 3 Credits.
The capstone course integrates, extends and applies knowledge gained in earlier Space Studies courses and reading. The major component of this course is a collaborative team project inter-relating policy, technology and science. This course is required for distance students who select the non-thesis option and can be taken after completing at least 21 credits in the program, or with the permission of the instructor. The course begins in the fall semester and concludes with a required week-long capstone experience on the UND campus in the spring. Prerequisites: SPST 501 and SPST 502.

SPST 996. Continuing Enrollment. 1-12 Credits.
Independent study and preparation of a written report for students taking the non-thesis option in the Master’s program.

SPST 998. Thesis. 1-6 Credits.
An original research project approved by and completed under the supervision of a thesis committee. Repeatable to 6 credits. Prerequisites: Graduate standing in Space Studies and completion and approval of a thesis proposal (see department for approval).
SPST 999. Dissertation. 12-18 Credits.
An original research project approved by and completed under the supervision of a dissertation committee. Prerequisites: Graduate standing, approval, completion, and defense of dissertation proposal.

Undergraduate Courses for Graduate Credit

SPST 405. Space Mission Design. 3 Credits.
A team design project to develop the requirements for a space mission. The specific mission will vary from time to time. Design teams will work on selected portions of the mission. Accompanying lectures will provide background material. Prerequisite: SPST 200.

SPST 410. Life Support Systems. 3 Credits.
A review of the physiological effects of living in space including a discussion of current and near-term life support systems equipment for the provision of oxygen, water, food, and radiation protection. In addition, a review will be made of the issues associated with the development of fully closed ecological life-support systems that will be essential to the long-term development of space. Prerequisite: SPST 200.

SPST 425. Observational Astronomy. 3 Credits.
This course provides an introduction to observational astronomy and includes three segments: basic observing techniques and astronomical equipment (telescopes, CCDs); visual observing and the characteristics of the night sky; astrometric and photometric observing, data reduction, and interpretations; and image processing and color imaging techniques. Students will learn to operate a remotely controllable Internet telescope and CCD camera. A broadband Internet connection is recommended. Night observing is required. Course fee. Prerequisite: PHYS 110.

SPST 430. Earth System Science. 3 Credits.
This course begins with a review of the physical sciences of geology, meteorology and oceanography to examine the coupled interactions between the land, atmosphere and oceans. Particular emphasis is placed on remote sensing techniques for global monitoring of biogeochemical processes. The role of human activities on Earth processes and the consequences of global environmental changes are discussed. The growing use of space-based data sets and the implications of Earth Observing System technologies, including research goals and hardware requirements, are examined. Prerequisite: SPST 200.

SPST 435. Global Change. 3 Credits.
The current human population represents something unprecedented in the history of the world. Never before has one species had such a great impact on the environment in such a short time and continued to increase at such a rapid rate. Human activities are therefore significantly influencing the Earth’s environment in many ways in addition to greenhouse gas emissions and climate change. Anthropogenic changes to Earth’s land surfaces, oceans, coasts, and atmosphere and to biological diversity, the water cycle and biogeochemical cycles are clearly identifiable beyond natural variability. This course investigates the many facets of global change issues, and attempts to provide an up-to-date introduction to the study of the Earth’s environment.

SPST 450. International Space Programs. 3 Credits.
This course will introduce students to the major governmental space programs around the world. The history, activities and future directions of the Russian/Soviet, European/ESA, Chinese, Japanese, Indian and other space programs will be explored. International collaborations between the various programs will also be studied. Prerequisite: SPST 200.

SPST 460. Life in the Universe. 3 Credits.
This course examines the evolution of the universe from its origin to the present: cosmological evolution, chemical evolution, planetary evolution, biological evolution, and cultural evolution. The possibility of life in the universe elsewhere than Earth is considered. Human changes to the Earth are placed within this context. Prerequisite: SPST 200.

Biochemistry and Molecular Biology

http://www.med.und/biochemistry/index.cfm

FACULTY: Dhasarathy, Foster, Milavetz, Ohm, Shabb, Singh, Sukalski (Interim Chair), Vaughan, Wu (Graduate Director) and Xie

JOINT FACULTY: Garrett, D. Sens, M. Sens, Somji

Degrees Granted: Master of Science (M.S.), Doctor of Philosophy (Ph.D.) and Combined M.D./Ph.D.

The department of Biochemistry and Molecular Biology offers graduate programs leading to the M.S. and, Ph.D., degrees. All programs are research-oriented and students begin research work during their first year. These graduate programs prepare scholars for a variety of careers including academic teaching and research, and research associated careers in various governmental, industrial, and private research laboratories.

The department is housed within the Edwin C. James Medical Research Facility of the University of North Dakota School of Medicine and Health Sciences. Research is conducted in the areas related to cell signaling, epigenetics, protein/protein interactions, and proteomics. Joint faculty from the Department of Pathology (UND School of Medicine and Health Sciences) provides additional research opportunities for graduate students in our program in the areas of heavy metal toxicology, tumorigenesis and cancer biomarkers.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The masters program in the Department of Biochemistry and Molecular Biology will provide formal classroom instruction and mentored research experiences that enable and encourage students to become competent scientists. The M.S. graduate will be competitive for a broad scope of career paths. These include but are not limited to pursuing a terminal degree, working in a research setting, or other science-related career options.

Goal 1: M.S. graduates will have a foundational knowledge of biochemistry and molecular biology.

Goal 2: M.S. graduates will have the ability to conduct meaningful scientific inquiry.

Goal 3: M.S. graduates will possess communication skills necessary to relate the results of their scientific queries clearly to others.

Goal 4: M.S. graduates will demonstrate professional and ethical scientific behavior, including a commitment to continual professional development.

Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

The Ph.D. program in the Department of Biochemistry and Molecular Biology will provide formal classroom instruction and mentored research experiences that enable and encourage students to become competent, creative, and independent biomedical scientist.

Goal 1: Ph.D. graduates will have a foundational knowledge of biochemistry and molecular biology.

Goal 2: Ph.D. graduates will have the ability to conduct meaningful scientific inquiry.

Goal 3: Ph.D. graduates will possess communication skills necessary to relate the results of their scientific queries clearly and convincingly to others.

Goal 4: Ph.D. graduates will demonstrate professional and ethical scientific behavior, including a commitment to continual professional development.

Combined M.D./Ph.D.

Through the cooperation of the School of Graduate Studies and the School of Medicine, students may concurrently pursue the Doctor of Philosophy degree in a medical science field (Anatomy and Cell Biology, Biochemistry and Molecular Biology, Microbiology and Immunology, Pharmacology, Physiology

Deans and Chairs

Dhasarathy, Foster, Milavetz, Ohm, Shabb, Singh, Sukalski (Interim Chair), Vaughan, Wu (Graduate Director)

University of North Dakota
and Therapeutics) and the Doctor of Medicine degree. The minimum time required to complete the joint program is six years of full-time academic study.

Students interested in the joint M.D./Ph.D. program should first obtain admission to the School of Medicine and Health Sciences to the M.D. degree program, following the normal application process and meeting the selection criteria. A student admitted to the M.D. program may apply to School of Graduate Studies as soon as he/she has selected a graduate program, which may occur before matriculation in Medical School but not later than the end of the first year of Medical School.

Final admission requirements for the M.D./Ph.D. program include:

1. Satisfactory performance in the first two years of the medical education curriculum with passing scores on all required assessment tools.
2. Successful completion of the USMLE Step 1 examination.
3. Satisfactory scores achieved on General and Subject GRE examination or MCAT scores.
4. All other UND School of Graduate Studies admission requirements listed in the UND Academic Catalog.

If admission to a Ph.D. program is granted, the student should apply to the School of Medicine and Health Sciences Student Performance and Recognition Committee for a “modification of original program,” which will allow the student to pursue the M.D. degree and Ph.D. degree concurrently. The student also must request the Office of Student Affairs to certify to the School of Graduate Studies his/her satisfactory completion of the first two years of the M.D. program.

Students are expected to complete the following general requirements for the Ph.D. degree in a medical science field:

1. Performance of original research of a quality suitable for publication in refereed, professional journals.
2. Pass final examination which includes preparation and oral defense of a satisfactory dissertation.
3. Completion of .
4. A minimum of 90 credit hours, including research and dissertation.
5. Successful completion of a scholarly tool (Note: May be specified by a department.)
6. Completion of the first two years of the medical education curriculum, transferred as 44 credits toward the Ph.D.

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor’s degree from a recognized college or university.
2. Minimum cumulative GPA of 3.0 in:
   • General biology or zoology (one year sequence)
   • General chemistry (one year sequence)
   • Organic chemistry (minimum of 6 semester credits)
3. Coursework in calculus, physics, analytical chemistry, cell biology, molecular biology, biochemistry, and genetics are recommended.
4. The general Graduate Record Examination is required.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as listed in the graduate catalog.

A student who has begun the Master of Science Program in Biochemistry and Molecular Biology may transfer into the doctoral program if approved by the BMB graduate faculty and the Dean of the School of Graduate Studies. Students in the master’s program who wish to proceed toward the Ph.D. degree without obtaining an M.S. may request permission to do so after they meet the following requirements:

1. Accumulation of a minimum of 19 graduate credits with a GPA of 3.5 or greater.
2. Minimum cumulative GPA of 3.0 in:
3. BIMD 500 Cellular and Molecular Foundations of Biomedical Science 6
   BIMD 510 Basic Biomedical Statistics 2
   BIMD 513 Seminars in Biomedical Science 1
   BMB 514 Current Literature 1
   BIMD 516 Responsible Conduct of Research 1
   BMB 521 Seminar 1
   BMB 533 Advanced Topics 3
   BMB 590 Research 11
   BMB 998 Thesis 4
   Total Credits 30

Doctor of Philosophy (Ph.D.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Performance of original research of a quality suitable for publication in refereed, professional journal and the preparation of a dissertation based thereon.

Degree Requirements

Students seeking the Doctor of Philosophy degree through the Department of Biochemistry and Molecular Biology at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Department of Biochemistry and Molecular Biology.

1. Performance of original research of a quality suitable for publication in refereed, professional journal and the preparation of a dissertation based thereon.
2. A minimum of 90 credit hours, including research and dissertation.
3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth (usually eight-to-nine semester credits) of the credit hours required for the degree may be transferred from another institution.
5. A grade of “B” or better in BIMD 500 Cellular and Molecular Foundations of Biomedical Science and an overall GPA of at least 3.0.
6. Passing performance on oral and written comprehensive examinations covering the coursework in the major and related areas.
8. Required Courses:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>BIMD 500</td>
<td>Cellular and Molecular Foundations of Biomedical Science</td>
<td>6</td>
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<td>Basic Biomedical Statistics</td>
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A minimum of 7 more credits of coursework, research or dissertation

**Courses**

**BIMD 500. Cellular and Molecular Foundations of Biomedical Science. 6 Credits.**

A series of lectures and discussion groups with emphasis on interrelated themes in basic biochemistry, cell biology and molecular biology. Lectures will include current and emerging areas of research, while discussion will center on methods, techniques and expansion of lecture topics. Prerequisites: (a) a year of organic chemistry or (b) one semester of organic chemistry plus a course in either biochemistry or cell biology, or (c) permission of the course director.

**BIMD 510. Basic Biomedical Statistics. 2 Credits.**

A series of lectures, demonstrations and exercises to provide students with the basic rationale for the use of statistics in the assessment of biomedical data and a selected set of the most common and useful statistical tests. Prerequisite: BIMD 500 or permission of course director.

**BIMD 513. Seminars in Biomedical Science. 1 Credit.**

A series of presentations on original research conducted by UND faculty members as well as extramural leaders in academic and industrial research in the biomedical sciences. Students will participate through assigned reading and writing exercises related to the presentations.

**BIMD 515. Steps to Success in Graduate School. 1 Credit.**

A series of lectures and discussion sessions covering topics related to the development of skills and experience important for successful completion of graduate training and transition to post graduate training and employment. Students will examine a variety of issues including choosing an advisor and research topic, charting their course through graduate school, the importance of productivity, how to give a scientific presentation and write a scientific publication, applying for predoctoral grants, and planning for their careers.

**BIMD 516. Responsible Conduct of Research. 1 Credit.**

A series of lectures and discussion sessions covering topics related to responsible conduct in research. Students will examine a variety of issues including introduction to ethical decision making, the experience of conflict, laboratory practices, data management, reporting of research, conflict of interest, and compliance. Examples and case studies will be drawn primarily from the biomedical sciences.

**Courses**

**BMB 514. Current Literature. 1 Credit.**

Students of the department rotate in leading informal reviews, analyses, and the discussions of research papers selected from current journals in the areas of biochemistry and molecular biology. Prerequisite: BIMD 500 or consent of instructor.

**BMB 521. Seminar. 1 Credit.**

Students present topics in biochemistry and molecular biology based on reviews of the current literature. Each presentation is followed by a discussion of the topic by the faculty and students of the department. Prerequisite: BIMD 500 or consent of instructor.

**BMB 533. Advanced Topics. 1 Credit.**

The purpose of this course is to provide an in-depth exploration of selected areas of protein structure and function, metabolism, regulation of cell functions, proteomics, recombinant DNA technology, eukaryotic nucleic acid metabolism, and gene expression with the intent of complementing and extending the knowledge base gained in BIMD 500. Extensive independent learning is expected. Prerequisites: BIMD 500; alternatively, BMB 301 or equivalent and permission of instructor.

**BMB 540. Special Topics. 1-3 Credits.**

Discussion of a topic in biochemistry and/or molecular biology of current interest to faculty and students. Prerequisites: BIMD 500 or consent of instructor.

**BMB 590. Research. 1-12 Credits.**

The assignments deal with pertinent research problems in various aspects of biochemistry and molecular biology.

**BMB 594. Special Problems in Biochemistry and Molecular Biology. 1-6 Credits.**

The student in consultation with a faculty member of the department undertakes a laboratory research project. Consent of instructor is required.

**BMB 595. Readings in Biochemistry and Molecular Biology. 1-3 Credits.**

Selected readings and library research in an area of mutual interest to the student and a faculty member of the department. Conferences and/or written reports are required. Prerequisites: BIMD 500 or consent of instructor.

**BMB 996. Continuing Enrollment. 1-12 Credits.**

**BMB 998. Thesis. 1-9 Credits.**

**BMB 999. Dissertation. 1-15 Credits.**

**Biology**

http://arts-sciences.und.edu/biology/graduate/programs.cfm

**FACULTY:** Carmichael, Darby, D. Darland, T. Darland, Ellis-Felege, Goodwin (Chair), Kelsch, Meberg, Newman (Graduate Director), Ovtchinnikov, Pyle, Ralph, Rhen, Schlosser, Sheridan, Simmons, Tkach, Vaughan and Yurkonis

**Degrees Granted:** Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)

The Department of Biology offers graduate studies leading to the Master of Science (thesis and non-thesis options) and Doctor of Philosophy degrees. These programs are designed to prepare students for academic teaching and research, research in government service, research and developmental opportunities in industry, and functioning as a professional biologist.

The Department offers graduate work in the following areas: Cell Biology; Conservation Biology; Developmental Biology; Ecology; Entomology; Fisheries Biology; Genetics and Genomics; Molecular Biology; Neurobiology; Parasitology; Physiology; Plant Biology; Systematics; and Wildlife Management.

**Facilities for Graduate Research**

The Department of Biology occupies 58,000 sq. ft. in Starcher Hall. This structure houses classrooms, museums, offices, and research laboratories. There are three large rooftop greenhouses with an adjacent preparation area. The animal care facility includes rooms for aquatic organisms, aquatic bird rooms, observation rooms for behavioral study, and a number of rooms for holding small vertebrates. Other departmental research facilities include an herbarium, controlled environmental chambers, vertebrate and invertebrate research museums, plant and animal tissue culture rooms, data analysis facilities, and molecular biology laboratories. Notable recent departmental additions as part of a core Molecular Biology Facility include ultra- and high-speed centrifuges, Microm HM550 cryostat, Bio-Rad Experian microfluidics station, ABI and Bio-Rad real-time PCR systems, Bio-Rad Tetrad multi-block PCR thermocycler, automated DNA sequencer, UVP Autochemi gel documentation system, Nanodrop spectrophotometer, Fluoview Confocal
Microscope, and Microbrightfield Instruments design-based stereology system. Highly specialized instruments not presently available in Biology have been made available to our graduate students by other nearby facilities such as the Department of Chemistry, the Medical School, the USDA Human Nutrition Laboratory, and the UND Energy Technology Center.

The Department operates two field stations for research and class use. The Forest River Biology Area is 40 miles from campus and includes 160 acres consisting of spring brook, swamp, moist and dry woods and a section of the Forest River. The Oakville Prairie Field Station consists of approximately 1000 acres of virgin upland and lowland prairie located 12 miles from campus. Oakville Prairie offers rare native tall-grass prairie and saline seeps. Glacial Lake Agassiz receded from the site approximately 9,300 years ago, leaving a series of beach ridges. These ridges have mostly disappeared, but two of the Ojata Beach Ridges remain on the Oakville site along with 8 Saline Seeps (another geological feature not common elsewhere).

The Biology Department has a history of cooperative research involving the management of sport and commercial fisheries and wildlife with state (North Dakota Game and Fish Department, Minnesota Department of Natural Resources) and federal (US Fish and Wildlife Service) agencies.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The mission of the Biology Graduate Program is to prepare our students well for careers in teaching and/or research in academics, government or industry, or for further graduate training. We strive for excellence in graduate education, mentorship and research across the breadth of biology, while focusing on strengths in vital sub-disciplines. We provide enriched, forward-looking graduate experiences in the areas of Ecology, Evolution, and Conservation Biology and Molecular, Cellular, and Developmental Biology. We strive to prepare students for the increasingly important integration of biological knowledge across levels of organization from molecules to the environment.

Goal 1. Ph.D. students will demonstrate a broad knowledge and understanding of the major concepts of modern biology across all levels of biological organization from molecules to ecosystems, including the conceptual relationship among these levels of organization, and exhibit substantial depth of knowledge and ability to evaluate and communicate relevant theories, controversies, and unanswered questions in at least one sub-discipline of biology.

Goal 2. As students progress through the PhD program at the University of North Dakota, they will exhibit an increasing ability to independently engage in the scientific process to both create and disseminate new knowledge. This will include the ability to:

1. Clearly and concisely propose a research project that incorporates the most recent body of knowledge in the discipline, critically analyzes accepted and emerging ideas in the discipline, and poses clear objectives and testable hypotheses along with appropriate methods and techniques for testing those hypotheses.
2. Demonstrate mastery of the technical skills necessary for making observations, gathering and analyzing data, and testing hypotheses in the particular sub-discipline.
3. Synthesize information and communicate the results of their research clearly and effectively in oral, written and visual form, including publication in peer-reviewed outlets and presentation at professional meetings.

Goal 3. Students will develop and display an understanding of professional ethics in the conduct of research, teaching, and service as scientists.

Master of Science (M.S.)

Admission Requirements

1. Must meet current minimum general requirements as published by the School of Graduate Studies.
2. Must provide GRE General test scores. Strength of scores will be considered regarding admission and awarding of departmental support.
3. Minimum GPA of at least 2.75 for all undergraduate work or 3.0 for the junior - senior credits.
4. Students must indicate thesis vs. non-thesis option upon application.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Students admitted to the M.S. program may, after one calendar year, and upon the recommendation of his/her advisory committee, request to by-pass the masters degree and work directly toward the Ph.D. degree. The same GRE and GPA requirements apply for by-pass as for students applying for the doctoral program through normal application procedures, i.e., a GPA no lower than 3.0 for work completed while in the M.S. program. The recommendation of the advisory committee shall be brought to a vote in a faculty meeting. A minimum of one week before such a meeting, the faculty shall be notified that the student’s updated file consisting of the materials used for application to the M.S. program, a transcript of all academic work completed at UND, and any additional materials the student wishes to have considered is available for review.

Students seeking summer or fall admission should complete their applications by February 15. Students seeking spring admission should complete their applications by October 15. Master’s degree applicants should specify interest in either the thesis or non-thesis option. Inquiries should be directed to the Director of Graduate Studies, Biology Department.

Degree Requirements

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Biology
Department. The Master of Science degree program is designed to produce broadly trained biologists for job opportunities or continued graduate study.

**Thesis Option**

The M.S. degree program with thesis requires the completion of a program of study of at least 30 semester credits beyond the baccalaureate degree. The program of study, prepared with the approval of a three-member faculty advisor committee, includes the following:

1. A minimum of 30 credits including coursework, research and thesis with research and thesis accounting for no more than 50% of credits.
2. A minimum of three (3) credits of BIOL 503 Seminar (credits included in 1. above).
3. A minimum of four (4) credits of BIOL 509 Scientific Writing, (credits included in 1. above). Two credits should be taken while the student is writing their thesis proposal (see below).
4. Either:
   A. BIOL 470 Biometry (3 credits) and one of BIOL 572 Design of Biological Experiments (1 credit) or BIOL 534 Quantitative Ecology (3 credits) (all credits included in 1. above); or
   B. prior graduate credit in statistical analysis and experimental design if approved by the student’s advisory committee.
5. Satisfactory completion of an acceptable thesis proposal (written proposal, proposal presentation and proposal defense) evaluated by the student’s advisory committee.
6. Satisfactory completion of a comprehensive examination administered by the student’s advisory committee.
7. Satisfactory completion of an acceptable thesis (written thesis, thesis seminar and thesis defense) evaluated by the student’s advisory committee.

**Non-Thesis Option**

This degree program is designed for students who wish to obtain broad training in graduate biology without research emphasis. The M.S. non-thesis degree program requires the completion of a program of study of at least 32 semester credits beyond the baccalaureate degree. The program of study prepared with the approval of a faculty supervisor, includes the following:

1. At minimum of 32 credits of coursework.
2. A minimum of three (3) credits of BIOL 503 Seminar (credits includes in 1. above).
3. A minimum of 23 credits in the major (credits included in 1. above).
4. BIOL 599 Research and BIOL 998 Thesis credits will not count toward the 32 credits.
5. Satisfactory completion of a comprehensive examination administered by the student’s advisor and two other faculty members selected by the student with the concurrence of the advisor, the faculty members involved and the department chairperson.
6. Satisfactory completion of an acceptable Independent Study. The Independent Study should be substantial and rigorous and involve a written report and a formal oral presentation to the Department.

**Doctor of Philosophy (Ph.D.)**

**Admission Requirements**

1. Must meet current minimum general requirements as published by the School of Graduate Studies.
2. May enter the program with a Master’s degree or directly with a Bachelor’s degree.
3. All applicants seeking admission to the biology graduate program must provide GRE General test scores. Strength of scores will be considered regarding admission and awarding of departmental support.
4. Minimum GPA of 3.0 for the Master’s degree work. If applying with only an undergraduate degree, must have a minimum GPA of 2.75 for all undergraduate work or 3.0 for junior - senior credits.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog

**Financial Assistance**

Financial aid in the form of teaching assistantships, research assistantships, fellowships and internships are available on a competitive basis. Students seeking teaching assistantships should complete their applications by February 15, since most offers for appointments are made beginning in early March. Teaching assistantships are renewable if progress toward the degree and instructional service are satisfactory. Research assistantships may be offered by faculty members for work on specific research projects for nine or twelve month periods.

**Degree Requirements**

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Biology Department.

The Ph.D. degree program requires the completion of a program of study of at least 90 semester credits beyond the baccalaureate degree. The program of study, prepared with the approval of a five-member faculty advisory committee, includes the following:

1. A major area of a minimum 90 credits including coursework, research and dissertation structured at the committee’s discretion but with a minimum of 18 semester credits of course work. Work completed in a master’s program may be incorporated into the doctoral program if approved by the student’s advisory committee.
2. A minor is not required, but each student is expected to show competence in related areas as determined by the student’s faculty advisory committee.
3. A minimum of five (5) credits on BIOL 503 Seminar (include in 1. above).
4. A minimum of four (4) credits of BIOL 509 Scientific Writing (credits included in 1. above). Two credits should be taken while the student is writing their thesis proposal (see below). Two credits can be waived at the discretion of the student’s advisory committee for students with a well-written Master’s thesis and at least one first-authored publication in press.
5. Either:
   A. BIOL 470 Biometry (3 credits) and one of BIOL 572 Design of Biological Experiments (1 credit) or BIOL 534 Quantitative Ecology (3 credits) (all credits included in 1. above); or
   B. prior graduate credit in statistical analysis and experimental design if approved by the student’s advisory committee.
6. Two scholarly tools. The nature of the scholarly tools shall be determined based upon their importance to the student’s field of research as determined by the student’s advisory committee.
7. Satisfactory completion of an acceptable dissertation proposal (written proposal, proposal presentation and proposal defense) evaluated by the student’s advisory committee.
8. Satisfactory completion of a comprehensive examination administered by the student’s advisory committee.

**Courses**

**BIOL 503. Seminar. 1 Credit.**
Discussion of selected topics in advanced biology, a different topic each semester.

**BIOL 505A. Biological Inquiry for Teachers. 3 Credits.**
First of general biology course sequence intended for teachers planning to qualify to teach high school biology, or teachers looking to enrich their content knowledge in biology for professional development. Topics will include energy conversion, cell and molecular biology, genetics, physiology, evolution, ecology, and pedagogical issues. May not be used in Ph.D. or Master’s programs. Prerequisite: BIOL 505L.
BIOL 505B. Biological Inquiry for Teachers. 3 Credits.
First of a general biology course sequence intended for teachers planning to qualify to teach high school biology. Topics will include energy conversion, cell and molecular biology, genetics, physiology, evolution, ecology, and pedagogical issues. Not used in Ph.D. or Master’s programs. Prerequisite: BIOL 505.

BIOL 505L. Biological Inquiry for Teachers Laboratory. 2 Credits.
This hands-on lab course complements BIOL 505 and is intended for teachers planning to enrich their practical skills in biology for professional development. May not be used in Ph.D. or Master’s programs.

BIOL 506A. Ecology for Teachers. 3 Credits.
Second of a general biology course sequence intended for teachers planning to qualify to teach high school biology, or teachers looking to enrich their content knowledge in biology for professional development. Topics will include physiological ecology, behavioral ecology, population ecology, community ecology, landscape ecology, geographical ecology, global ecology and pedagogical issues. Not used in Ph.D. or Master’s programs. Prerequisite: BIOL 506L.

BIOL 506B. Ecoloy for Teachers. 3 Credits.
Second of a general biology course sequence intended for teachers planning to qualify to teach high school biology, or teachers looking to enrich their content knowledge in biology for professional development. Topics will include physiological ecology, behavioral ecology, population ecology, community ecology, landscape ecology, geographical ecology, global ecology and pedagogical issues. May not be used in Ph.D. or Master’s programs.

BIOL 506L. Ecology for Teachers Laboratory. 2 Credits.
This hands-on lab course complements BIOL 506 and is intended for teachers planning to enrich their practical skills in biology for professional development. May not be used in Ph.D. or Master’s programs. Prerequisites: BIOL 506L and BIOL 505B.

BIOL 507A. Cellular and Molecular Biology for Teachers. 3 Credits.
Third of a general biology course sequence intended for teachers planning to qualify to teach high school biology, or teachers looking to enrich their content knowledge in biology for professional development. Topics will include cell, molecular, developmental and evolutionary biology. May not be used in Ph.D. or Master’s programs. Prerequisite: BIOL 507L.

BIOL 507B. Cellular and Molecular Biology for Teachers. 3 Credits.
Third of a general biology course sequence intended for teachers planning to qualify to teach high school biology, or teachers looking to enrich their content knowledge in biology for professional development. Topics will include cell, molecular, developmental and evolutionary biology. May not be used in Ph.D. or Master’s programs. Prerequisite: BIOL 507A.

BIOL 507L. Cellular and Molecular Biology for Teachers Laboratory. 2 Credits.
This hands-on lab course complements BIOL 507 and is intended for teachers planning to enrich their practical skills in biology for professional development. May not be used in Ph.D. or Master’s programs. Prerequisites: BIOL 506L and BIOL 506B.

BIOL 509. Scientific Writing. 2 Credits.
Writing is an essential part of the scientific enterprise. In this course, students will develop scientific writing skill through readings and discussion on the nature of effective writing, and through critique of writing projects produced by each student. Course can be repeated up to 4 credits for different writing projects. Consent of the instructor is the prerequisite.

BIOL 512. Advanced Evolutionary Analysis. 2 Credits.
This course will focus on methods that reconstruct evolutionary histories of populations, species and higher-level taxa. The course will also discuss the evolution of specialized traits using appropriate analyses. Consent of the instructor is the prerequisite.

BIOL 533. Grassland Ecology. 2 Credits.
Phytogeography, environmental influences, and community dynamics of grassland ecosystems with emphasis on herbage production, ecosystem modeling, and ecological characteristics of major grass species. Prerequisite: BIOL 332 or an equivalent approved by the department.

BIOL 534. Quantitative Ecology. 3 Credits.
An introduction to the methods employed in the study of the ecology of natural populations/communities of plants and animals.

BIOL 535. Physiological Ecology. 3 Credits.
Critical evaluation and synthesis of selected theoretical topics in physiological ecology. Prerequisite: BIOL 442 or consent of instructor.

BIOL 536. Advanced Population Biology. 3 Credits.
In this course we will examine current thinking on a range of topics in population biology, population genetics and the links between ecological and evolutionary dynamics. Students will build on background reading by developing their own models of some aspect of population biology (ecological and/or genetic). Consent of the instructor is the prerequisite.

BIOL 571. Advanced Biometry. 3 Credits.
Advanced topics in the analysis of biological data using statistical software. An introductory course in statistics is the prerequisite.

BIOL 572. Design of Biological Experiments. 1 Credit.
Topics in designing biological experiments including the role of experimentation, inference, sampling, replication, controls, and power analysis. Corequisite: BIOL 470 or consent of instructor.

BIOL 590. Special Topics. 1-4 Credits.
Important and current topics in biology not covered by other courses. Repeatable when topics vary. Examples include: Aquaculture, Big Game Biology, Biohythms, Conservation Biology, Fire Ecology, Molecular Techniques, Plant-Animal Interactions, Sex Determination and Speciation. Graduate status or upper division status with consent of instructor is the prerequisite.

BIOL 592. Directed Studies. 1-4 Credits.
Designed to meet the needs of individual and small groups of students in areas of faculty specialization. May be repeated to a total of 12 credits.

BIOL 593. Advanced Topics in Plant Biology. 1-4 Credits.
Advanced topics in plant biology. Examples include: Plant Development, Plant Biochemistry, and Plant Genetics. Repeatable when topics vary. Graduate status or upper division status with consent of instructor are the prerequisites.

BIOL 594. Advanced Topics in Genetics. 1-4 Credits.
Advanced topics in genetics. Examples include: Biochemical Genetics, Cytogenetics, and Human Medical and Population Genetics. Repeatable when topics vary. Graduate status or upper division status with consent of instructor.

BIOL 595. Advanced Topics in Fisheries, Wildlife, and Conservation. 1-4 Credits.
Advanced topics in fisheries, wildlife or conservation biology. Examples include: Natural Resource Policy, Waterfowl Biology and Management, and Wetland and Prairie Ecology. Repeatable when topics vary. Graduate status or upper division status with consent of instructor.

BIOL 596. Advanced Topics in Parasitology. 1-4 Credits.
Advanced topics in parasitology. Examples include: Arthropod Borne Diseases, Helminthology, Disease Biology, and Medically Important Arthropods. Repeatable when topics vary. Graduate status or upper division status with consent of instructor.

BIOL 597. Advanced Topics in Physiology and Development. 1-4 Credits.
Advanced topics in physiology and development. Examples include: Comparative Endocrinology, Vascular Development, Embrionic Physiology, and Neural Physiology. Repeatable when topics vary. Graduate status or upper division status with consent of instructor.

BIOL 599. Research. 1-15 Credits.
Intended for students conducting original research in consultation with staff.

BIOL 996. Continuing Enrollment. 1-12 Credits.
BIOL 997. Independent Study. 2 Credits.
BIOL 998. Thesis. 1-9 Credits.
BIOL 999. Dissertation. 1-15 Credits.

Undergraduate Courses for Graduate Credit

BIOL 312. Evolution. 3 Credits.
A study of the processes that have led from the origin of life to the diverse patterns and forms of life observable today Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 315. Genetics. 3 Credits.
An introduction to genetics, with emphasis on classical genetic analysis and the biochemistry of gene transmission, expression and regulation. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.
BIOL 332. General Ecology. 3 Credits.
An introduction to ecology. Covers the relationship of individuals, populations, communities and ecosystems to their biotic and abiotic environments. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 332L. Gen Ecology Lab. 1 Credit.
Field projects and laboratory exercises to complement Biol 332. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L. Prerequisite or Corequisite: BIOL 332.

BIOL 333. Population Biology. 3 Credits.
Principles of population genetics, population ecology, and evolution in plants and animals. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, and MATH 102 or higher.

BIOL 336. Systematic Botany. 4 Credits.
Structure, classification, and evolution of vascular plants with emphasis on the flora of the Great Plains. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or equivalent approved by the department.

BIOL 338. Animal Behavior. 2 Credits.
Studies in animal social behavior. The influences of environmental factors on behavior is emphasized. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L or an equivalent approved by the department.

BIOL 341. Cell Biology. 3 Credits.
Description of processes common to life at the cellular level including: biochemical and structural organization, membrane function, motility, signal transduction, growth, division and genetic regulation of the cell. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L. Prerequisite or corequisite: CHEM 122.

BIOL 341L. Cell Biol Lab. 1 Credit.
Laboratory investigation utilizing techniques to study life at the cellular level including chemical composition and characterization, enzyme kinetics, metabolism and microscopy. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L. Prerequisites or Corequisites: BIOL 341, CHEM 121 and CHEM 122.

BIOL 350. Plant Biology. 3 Credits.
Structure and function of plants at the cellular, tissue, and whole plant levels. Topics also include ecological adaptations and plant-derived products. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or permission of instructor.

BIOL 363. Entomology. 4 Credits.
Structure, functions, life history, classification, habits and distribution of insects. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 364. Parasitology. 2 Credits.
Classification, structure, functions, and life-cycles of parasites having importance to human, wildlife and veterinary health. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L.

BIOL 364L. Parasitology Laboratory. 2 Credits.
A basic parasitology laboratory to complement Biol 364. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L. Prerequisite or Corequisite: BIOL 364.

BIOL 369. Histology. 2 Credits.
Microscopic anatomy of vertebrate tissues and organs, with emphasis on man and other mammals. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 369L. Histology Lab. 2 Credits.
A basic histology laboratory to complement Biol 369. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department. Prerequisite or Corequisite: BIOL 369.

BIOL 376. Animal Biology. 3 Credits.
Evolution, morpho-anatomy, development, reproduction and other aspects of the natural history of invertebrate and vertebrate animals. Prerequisites: BIOL 150 and BIOL 151.

BIOL 378. Developmental Biology. 3 Credits.
An overview of general stages and mechanisms of development, experimental approaches used to study developmental processes, and genetic and environmental influences that govern development. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, BIOL 315 and BIOL 341.

BIOL 410. Molecular Biology Techniques. 4 Credits.
Applications of DNA and RNA analysis and recombinant DNA technologies, emphasizing practical experience in the laboratory. This class will meet twice a week for 50 minutes in the classroom, and students will be expected to work approximately 4-6 hours a week in the lab during open lab times. BIOL 315 is a recommended prerequisite.

BIOL 415. Genomics. 4 Credits.
Genomics describes the determination of the complete nucleotide sequence of an organism and subsequent analyses to decode the structural and functional information of all genes and regulatory sequences in the genome. This four-credit course will consist of lectures, computer lab sessions, in-class exercises, take-home assignments, student presentations, and discussion of research articles. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L and BIOL 315.

BIOL 425. Ichthyology. 3 Credits.
Structure and function, anatomy, physiology, behavior, classification, distribution and ecologic aspects of fishes. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 426. Birds & Mammals. 4 Credits.
Birds and Mammals is designed to familiarize students with avian and mammalian biology, including anatomy and physiology, behavior, ecology, evolution and conservation. Lab exercises will be integrated with lecture to emphasize taxonomy and identification. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L.

BIOL 431. Wildlife Management. 3 Credits.
Theory and methods of management of game populations. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 432. Techniques in Wildlife Population Assessment. 3 Credits.
Techniques in Wildlife Population Assessment is a course designed to teach wildlife biology students the techniques used to assess wildlife populations for conservation and management. Students learn the appropriate situations to use the techniques, how to properly conduct the procedures, how to collect data from the use of these techniques, and how to report the findings to a variety of audiences. The structure of the course is designed to teach students proper research methodology so that they not only know how and when to use the techniques, but also how they can apply their findings to make appropriate management recommendations for wildlife conservation and management under a variety of settings or conditions. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L.

BIOL 433. Aquatic Ecology. 3 Credits.
Analysis of the relationships between organisms and their physical, chemical and biological environments in freshwater ecosystems. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 438. Fisheries Management. 3 Credits.
Concepts and approaches to the management of freshwater fisheries. Course will include discussion of life histories and requirements of important regional sport fishes. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department.

BIOL 439. Conservation Biology. 3 Credits.
A course that integrates information from the disciplines of ecology, genetics, biogeography, economics, environmental policy, and ethics towards understanding how to maintain and restore biological diversity.

BIOL 442. Physiology of Organs and Systems. 3 Credits.
Study of the physiology of organs and organ systems in vertebrates. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, and Junior or Senior standing or an equivalent approved by the department.

BIOL 442L. Physiology of Organs and Systems Laboratory. 1 Credit.
A physiology laboratory to complement Biol 442. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, and BIOL 151L or an equivalent approved by the department. Prerequisite or Corequisite: BIOL 442.

BIOL 450. Molecular Genetics. 2 Credits.
Topics will include basic molecular genetic mechanisms, recombinant DNA technology, the organization and function of the cell nucleus, and the molecular control of gene expression. Prerequisites: BIOL 150, BIOL 150L, BIOL 151, BIOL 151L, and BIOL 315 or an equivalent approved by the department.
Admission Requirements
(M.B.A.)

Master of Business Administration

http://business.und.edu/mba/


Degree Granted: Master of Business Administration (M.B.A.)

The Master of Business Administration (M.B.A.) is a professional degree with a program designed to prepare persons for general management responsibilities at the executive level. The program is accredited by the Association to Advance Collegiate Schools of Business International (AACSB). The recipient of the degree must have demonstrated critical, analytical, and decision-making abilities in the broad area of management and also must have demonstrated an ability to study and write in one specialized area. The M.B.A. degree program is designed for individuals who have an undergraduate background in a field other than business, as well as for those with undergraduate training in business.

The M.B.A program is available as part of a combined program resulting in both an undergraduate degree in a business area plus an M.B.A. degree in five years.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Business Administration (M.B.A.)

Mission Statement and Program Goals

Through student/instructor interaction, the MBA program encourages development of critical, analytical, and decision-making abilities in a global business environment. The program provides a broad-based, graduate-level business education with opportunities for specialization. The program presents contemporary business concepts and theory, while also demonstrating their application in practical interdisciplinary business settings.

Goal 1: Students will be able to integrate different functional areas of organizations when analyzing various business situations.

Goal 2: Students will develop written, oral, and interpersonal communication skills.

Goal 3: Students will be able to analyze economic and financial information that will enable them to reach sensible business decisions.

Master of Business Administration (M.B.A.)

Admission Requirements

1. A four-year bachelor’s degree from a recognized college or university.
2. Completion of the Graduate Management Admission Test (GMAT) with a score that equals or exceeds an overall total score of 500. In certain circumstances, applicants may substitute the GRE (with similar percentile scores expected to those noted above). This situation will be determined on a case-by-case basis.
3. An overall grade point average of at least 3.00 in the undergraduate degree program or of at least 3.25 for the last two years, or equivalent, of undergraduate work (based on 4.00 scale).
4. Command of the M.B.A. Prerequisite Curriculum (see description below), demonstrated through satisfactory completion of coursework or testing out of all of the courses found in the M.B.A. Prerequisite Curriculum. An individual may be provisionally admitted if all but nine credits of the M.B.A. Prerequisite Curriculum have been completed as of the date of application. All remaining M.B.A. Prerequisite Curriculum courses must be completed within one year of program admission. During this time, a provisional student will be allowed to take no more than nine credits of graduate coursework. It is critical that all course prerequisites are followed as the initial courses are taken in the program.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Master of Business Administration (M.B.A.)/Juris Doctor (J.D.) Combined Program

Admission Requirements

1. Students are required to apply to both the Law School and the School of Graduate Studies. Admission recommendations will be made to the School of Graduate Studies by the Director of the M.B.A. Program and approved by the Graduate Dean. The Law School Admissions Committee will determine admission into the Law School.
2. Students pursuing the M.B.A. degree program are expected to have completed the M.B.A. Prerequisite Curriculum (undergraduate prerequisite courses) prior to admission.
3. Students pursuing a J.D. degree and wishing to add the M.B.A. degree must do so no later than the third semester of the J.D. program.
4. Admission requirements of each program will remain the same in the joint admission process as what is currently required to be admitted into each program separately.

Degree Requirements

If each degree were earned separately, a student would be required to complete 90 credit hours for the J.D. degree and 33 hours for the M.B.A. The joint degree program will enable a student to receive the two degrees upon completion of 81 law credit hours and 27 M.B.A. credit hours. The School of Law thus accepts 9 credit hours of M.B.A. coursework that will be applicable toward the J.D. degree, and the College of Business and Public Administration accepts 6 credit hours of J.D. courses toward the M.B.A. degree. The total credits required for each degree will be unchanged, because each program will accept credits toward the other degree.

In addition to the required courses for all students earning the J.D. degree, students enrolled in the joint degree program must successfully complete the following School of Law courses: Business Associations I, Business Associations II, and at least two Commercial Law courses. Other School of Law courses may be chosen to fulfill elective requirements.

Sample Curricular Plan (degree completion in four years)

The first year of the joint degree program will consist of the required curriculum in the School of Law. The third semester of the joint degree program will usually consist of law school courses, with M.B.A. Curriculum courses beginning in the fourth semester. To promote the integration of the two courses of study, courses after the third semester usually will be taken in each of the schools concurrently, rather than having the student located exclusively in one school or the other for an entire semester. Note: This timetable assumes that all undergraduate prerequisite courses have been completed prior to entering the joint program.

Semester 1 (Fall only)

Required first year curriculum in the School of Law

Semester 2 (Spring only)

Required first year curriculum in the School of Law

Semester 3

Courses in the School of Law
Semester 4
2 M.B.A. courses 6
Courses in the School of Law 6

Semester 5
2 M.B.A. courses 6
Courses in the School of Law 6

Semester 6
Courses in the School of Law 6
2 M.B.A. courses 6

Semester 7
Courses in the School of Law 7
2 M.B.A. courses 6

Semester 8
Courses in the School of Law 9
1 M.B.A. course 3
Total Credits 108

Normally, the joint program will be completed in only four years. With summer school classes it may be possible to obtain both degrees even more quickly. All degree requirements in the Law School must be completed within 84 months of starting the program. Both degrees will be awarded simultaneously after all degree requirements are met in both programs.

M.B.A. Prerequisite Curriculum

Applicants must demonstrate command of a core curriculum in business and administration through course work in economics, accounting, quantitative methods, and the functional areas of business, mathematics, and administrative process. This command normally will be demonstrated by completion of the following UND undergraduate courses or their equivalents, or by competency examinations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 200</td>
<td>6</td>
</tr>
<tr>
<td>&amp; ACCT 201</td>
<td>6</td>
</tr>
<tr>
<td>ISBC 317</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>3</td>
</tr>
<tr>
<td>MATH 146</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 315</td>
<td>3</td>
</tr>
<tr>
<td>FIN 310</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>3</td>
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<tr>
<td>MGMT 301</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 305</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>36</td>
</tr>
</tbody>
</table>

Degree Requirements

Students seeking a Master’s degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Master of Business Administration Program.

The M.B.A. degree program is an interdisciplinary program taught by the faculty in several departments within the College of Business and Public Administration. The M.B.A. Program Director is responsible for coordinating all aspects of the program. Business courses carrying graduate credit status from the Department of Accounting, Economics, Finance, Information Systems and Business Communications, Marketing, Management, and Political Science and Public Administration are described elsewhere in the graduate catalog. The M.B.A. degree program course requirements are:

1. A minimum of 33 semester credits of academic work. The program includes a non-thesis and a thesis option. The non-thesis option consists of 24 M.B.A. curriculum credits and sufficient cognate electives to total 33 semester hours. The thesis option consists of 24 M.B.A. curriculum credits plus BADM 998 Thesis for 4 semester hours, an approved research methods course (3 semester hours) and a cognate elective (3 semester hours) to total 34 semester hours.

2. At least one-half of the credits must be at or above the 500-level electives. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required may be transferred from another institution.

3. Cognate elective courses: Non-thesis (9 credits); Thesis (3 credits).

4. The requirement of the final examinations for the M.B.A. degree is satisfied by the successful completion of MGMT 585 Advanced Strategic Management. MGMT 585 Advanced Strategic Management has four prerequisites which MUST be completed prior to enrollment:

5. ACCT 509 Accounting Information for Decision and Control 3
   FIN 501 Managerial Finance 3
   MGMT 515 Advanced Managerial Theory 3
   MRKT 510 Strategic Market Planning 3

The non-thesis M.B.A. curriculum includes the following required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 501</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 585</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 515</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 510</td>
<td>3</td>
</tr>
<tr>
<td>ECON 509</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 509</td>
<td>3</td>
</tr>
<tr>
<td>FIN 501</td>
<td>3</td>
</tr>
<tr>
<td>ISBC 510</td>
<td>3</td>
</tr>
<tr>
<td>Cognate Electives</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>33</td>
</tr>
</tbody>
</table>

The thesis M.B.A. curriculum includes the following required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 501</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 585</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 515</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 510</td>
<td>3</td>
</tr>
<tr>
<td>ECON 509</td>
<td>3</td>
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<tr>
<td>ACCT 509</td>
<td>3</td>
</tr>
<tr>
<td>FIN 501</td>
<td>3</td>
</tr>
<tr>
<td>ISBC 510</td>
<td>3</td>
</tr>
<tr>
<td>Research Course</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>POLS 500</td>
<td>Research Methods</td>
</tr>
<tr>
<td>PSYC 541</td>
<td>Advanced Univariate Statistics</td>
</tr>
<tr>
<td>SOC 520</td>
<td>Advanced Research Design</td>
</tr>
<tr>
<td>Cognate Electives</td>
<td>3</td>
</tr>
<tr>
<td>BADM 998</td>
<td>Thesis</td>
</tr>
<tr>
<td>Total Credits</td>
<td>37</td>
</tr>
</tbody>
</table>

Cognate elective courses may be chosen from those offered at the 300-, 400- and 500-level in the areas of Accounting, Economics, Finance, Information Systems and Business Communications, Marketing, Management, Political Science & Public Administration and related fields, e.g., Aviation Management. MBA students taking courses at the 300- and 400-level for graduate credit are expected to perform at a higher level, both in the quality and quantity of work. All cognate elective courses must be approved by the M.B.A. Program Director prior to enrollment.

Students who already have completed courses similar to those in the M.B.A. curriculum may be required to choose substitutes from the graduate credit offerings listed in this catalog. Substitutions require the prior approval of the M.B.A. Director and the Graduate Dean.

Final Examinations. The requirement of the final examinations for the M.B.A. degree is satisfied by the successful completion of MGMT 585 Advanced Strategic Management.

In addition, students are required to make an oral assurance of learning presentation during their last semester of study. Students must maintain an assurance of learning portfolio through their program of study that is turned in during the oral presentation.
Concentration in International Business

The International Business Concentration requires an additional 3 semester hours, thus making the M.B.A. with the International Business Concentration a total of 36 semester hours.

The concentration in International Business includes the following components:

1. UND and the respective foreign college/university must have a formal course transfer agreement in place prior to the approval of the student’s international experience.
2. Students will be admitted to the M.B.A. program. Those students admitted under qualified status must make significant progress towards satisfying needed prerequisite courses. Approval of the M.B.A. Director is necessary for inclusion in the International Business concentration.
3. Students will complete the first and the last semesters of their program of study at UND.
4. Students will take a maximum of nine semester hours from a foreign college/university to be approved for inclusion in their program of study. Students may take additional courses, but they will not be included as part of the M.B.A. program. Courses to be taken at the foreign college/university, and included in the program of study, must be approved by the M.B.A. Director prior to registration.
5. Students are expected to take a workshop or course of study in cultural language studies from the foreign college/university beyond the nine semester hours of course work mentioned in #4.

Courses

ACCT 501. Seminar in Financial Accounting. 3 Credits.
Addresses current issues in financial accounting and develops appropriate professional judgment by understanding theory, concepts, and issues underlying the financial accounting and reporting process.

ACCT 504. Seminar in Auditing. 3 Credits.
Expands understanding of the auditing function and provides a framework for analyzing contemporary auditing and assurance issues. Prerequisite: Satisfactory evidence of academic training or practical experience.

ACCT 507. Advanced Managerial Accounting. 3 Credits.
Functional uses of accounting in management of the enterprise.

ACCT 508. Fraud Examination. 3 Credits.
Focuses on understanding types of fraud as well as collecting and evaluating evidence relating to preventing and detecting frauds. Evidence gathering methods will include the examination of documents, publicly available information, and standard practices for interviews and interrogations. Prerequisite: ACCT 405 or equivalent.

ACCT 509. Accounting Information for Decision and Control. 3 Credits.
Management accounting concepts and their application in internal planning, control, and decision-making. Prerequisites: ACCT 200, ACCT 201, MATH 146, and ECON 210.

ACCT 575. Special Topics. 3 Credits.
Specific topic will vary from offering to offering at the discretion of the department. Prerequisites and/or corequisites may be required depending upon the special topic selected. Course may be repeated up to a total of nine credits with permission of department. Departmental permission will be required for enrollment.

ACCT 590. Contemporary Readings in Accounting. 2 Credits.
Review of outstanding monographs and other writings in the field of accounting.

ACCT 591. Accounting Research. 1-6 Credits.
Individual student projects designed to develop skills in accounting research.

ACCT 592. Research in Federal Tax. 1-4 Credits.
Research in Federal Income Tax with emphasis on corporations and shareholders. Prerequisite: ACCT 411 or equivalent.

ACCT 593. Research in Business Law. 1-4 Credits.
Individual projects designed to develop basic skills in legal research.

ACCT 996. Continuing Enrollment. 1-12 Credits.

ACCT 997. Independent Study. 2 Credits.
The independent study requires the student to investigate a topic in accounting and to prepare a formal report satisfactory to the MAcc Program Director.

ACCT 998. Thesis. 1-15 Credits.

Undergraduate Courses for Graduate Credit

ACCT 309. Accounting Information Systems. 3 Credits.
The application of systems design and use from the accountant’s perspective. Coverage includes computerized and manual accounting systems, elements of internal control, flowcharting, and the interface of accounting and management information systems. Prerequisites: ACCT 301 and Junior or Senior Standing; declared CoBPA majors only.

ACCT 312. Fund Accounting. 3 Credits.
Financial accounting, control, and reporting for governmental and not-for profit entities. Prerequisites: ACCT 201 and ACCT 218; Junior or Senior Standing; declared CoBPA majors only.

ACCT 401. Advanced Accounting. 3 Credits.
Special problems in accounting including consolidated statements, partnerships, and foreign exchange. Prerequisites: ACCT 302; Junior or Senior Standing; declared CoBPA majors only.

ACCT 403. Contemporary Accounting Theory. 3 Credits.
A study of the emerging issues and the problems facing the accounting profession with special emphasis on the authoritative pronouncements as designated by the American Institute of CPAs and the Financial Accounting Standards Board. S-U grading not allowed. Prerequisite or Corequisite: ACCT 401 or consent of instructor; declared CoBPA majors only.

ACCT 405. Assurance Services. 3 Credits.
Explores methods of improving the quality of information or its context for decision makers. Examples include assurances on the reliability of financial statements, the processes and controls used to manage and operate businesses, assertions and agreements made to third parties, and regulatory compliance. Prerequisites: ACCT 302, ACCT 309, ECON 210; Junior or Senior Standing; declared CoBPA majors only.

ACCT 406. Independent Assurance. 3 Credits.
Auditing and assurance theory as applied by independent accountants. Prerequisites: ACCT 405 or consent of instructor; declared CoBPA majors only.

ACCT 410. Federal Individual Income Tax. 3 Credits.
Federal income tax relating to individuals to include the more complex tax situations. A computerized individual income tax preparation is used as a part of the course. Prerequisites: ACCT 201; Junior or Senior Standing; declared CoBPA majors only.

ACCT 411. Business Income Taxation. 3 Credits.
Federal income tax relating to corporations and partnerships. Introduction to estate and gift tax and fiduciary income tax. Prerequisites: ACCT 302; Senior Standing; declared CoBPA majors only.

ACCT 416. Advanced Business Law. 3 Credits.
Advanced topics and contemporary issues in business law including ethics, legal representation in business, and the impact of selected governmental regulations on businesses. Prerequisites: ACCT 315 and Senior Standing; declared CoBPA majors only.

Courses

BADM 502. Business Research Methods. 3 Credits.
A study of the methodology of research involving research design, problem definition, information sources, data collection instruments, and the organization and writing of a research paper. Prerequisite: Completion of MBA foundation courses or consent of instructor.

BADM 597. Graduate Cooperative Education. 1-3 Credits.
A practical experience with an employer closely associated with the student’s academic area. A written report describing the student’s job related experiences will be prepared. Approval of MBA director is required.

BADM 996. Continuing Enrollment. 1-12 Credits.

BADM 997. Independent Study. 2 Credits.

BADM 998. Thesis. 4 Credits.

Courses

ECON 503. Government and Business. 3 Credits.
ECON 504. Advanced Price Theory. 3 Credits.
Economic theory and methodology: theory of consumer behavior and demand; theory of production and distribution; equilibrium in commodity and factor markets; general equilibrium and welfare; behavior of economic agents in imperfect competition. Particular attention is given to efficiency and equity ramifications of perfectly competitive economic systems. Prerequisite: ECON 308. Prerequisite or corequisite: ECON 416.

ECON 505. Advanced Macroeconomic Theory. 3 Credits.
Advanced study of macroeconomic theoretical models with particular attention to the analysis of business cycles, income growth and evaluation of public policies concerned with inflation and unemployment. Prerequisites: ECON 309 and ECON 416.

ECON 509. Macroeconomic Decision Making. 3 Credits.
Examination and utilization of theory and empirical evidence on macroeconomics in the business decision-making process will be stressed. Particular emphasis will be placed on inflation, interest rate changes, business taxation, and exchange rate movements. Prerequisites: ECON 202 and MATH 146.

ECON 510. Topics in Applied Econometrics. 3 Credits.
Statistical models and applied econometrics methods relevant to estimation and the testing of economic relationships. Prerequisites: ECON 410.

ECON 514. Advanced Managerial Economics. 3 Credits.
Microeconomic analysis applied to business decision-making. Topics include: the nature and scope of the firm, strategic decisions concerning product line, pricing, entry or exit from specific markets and the internal organization of the firm. Case studies are utilized as a main method of analysis. Prerequisites: ECON 201, ISBC 217 and MATH 146 or consent of instructor.

ECON 516. Advanced Managerial Economics. 3 Credits.
Prerequisites: ECON 201, ISBC 117 and ISBC 317, MATH 146 or consent of instructor.

ECON 524. Advanced International Economics. 3 Credits.
This course provides a broad overview of international trade theory, policy, and/or international finance. The course focuses on empirical application based on these theories. Prerequisite: ECON 410.

ECON 534. Applied Economic Analysis. 3 Credits.
This is an applied course in economics, the purpose of which is to build on the tools learned in previous coursework, learn new tools, and discover how to apply these tools to the analysis of data from the real world. The course includes theory, though the focus is on applying the tools of modern econometrics to the study of cross sectional, time series, and panel data. Prerequisite: ECON 410, ECON 411, ECON 414, ECON 416 and ECON 504.

ECON 545. Applied Public Economics. 3 Credits.
This course aims to familiarize the student with the current literature on the economics and econometrics of policy and program evaluation. Prerequisite: ECON 410 and ECON 504.

ECON 565. Demographic Methods for Economics. 3 Credits.
We examine the three key demographic processes: mortality, fertility, and migration. The course emphasis will be on model development for each of the processes. Applications include economic policy issues such as pensions, medical insurance, and other current issues. Prerequisite: ECON 210.

ECON 575. Advanced Special Topics. 1-3 Credits.
Topics of course will change from semester to semester but will typically emphasize an important aspect of economic theory or a significant issue in economic policy. Repeatable to 6 credits with different topics.

ECON 580. Economic Development: Global, National, and Regional Issues. 3 Credits.
The first part of this course focuses on growth theories, globalization and economic development and sustainable growth among less developed, developing, and more developed countries, as well as countries in transition to market economies. The second part of the course specifically examines economic development for advanced nations, incorporating rural, urban and regional economic analysis. Issues such as rural technology, employment, poverty, housing, transportation, location problems, industrialization, urbanization and sustainable growth in North Dakota and North Central Region are explored. Prerequisite: ECON 504 and ECON 505.

ECON 592. Research in Economics. 2-3 Credits.
Research work and use of original documents; collecting of material and preparing of special topics and bibliographies; familiarizing the student with government publications and other material available for study of economic problems.

ECON 596. Applied Economics Research Seminar. 3 Credits.
Seminar course intended to strengthen and further develop essential skills of research and formal presentation (written and oral) for both academic and professional audiences. Students will apply these skills to the development of their individual Independent Study or Thesis Project Proposal. Enrollment is restricted to MSAE degree students who plan to complete their Independent Study or Thesis in the following academic year.

ECON 597. Economic Research Internship. 1-3 Credits.
An internship is designed to provide the student with an opportunity for participating in a supervised work experience directly related to the field of training. Students will work closely with the program adviser in planning the internship with an approved cooperating institution. Prerequisite: Permission of program director.

ECON 996. Continuing Enrollment. 1-12 Credits.
ECON 997. Independent Study. 2 Credits.
The independent study requires the student to investigate a topic in applied economics and to prepare a formal report satisfactory to the MSAE program director.

ECON 998. Thesis. 4 Credits.
The thesis is an original research project completed under the supervision of a thesis committee.

Undergraduate Courses for Graduate Credit

ECON 324. Public Finance. 3 Credits.
Growth and effects of the public sector of the economy emphasizing effects of taxation and spending or borrowing and debt management on efficiency and use of economic resources. Prerequisites: ECON 201 and ECON 202.

ECON 338. International Economics. 3 Credits.
Economic basis for gain in international trade; capital and population movements; international disequilibrium and the process of balance-of-payments adjustments; tariffs, underdeveloped countries. Prerequisites: ECON 201 and ECON 202.

ECON 341. Labor Economics and Labor Relations. 3 Credits.
A survey of the nature and causes of the economic problems of the American wage and salary earner and of the attempts of wage earners and society, through organizations and legislation, to alleviate these problems. The course comparatively surveys the history and systematic theories of labor movements and the market and institutional influences on wages and employment. Particular emphasis will be placed on the law of industrial relations, employment and income access, and the adjustment of labor disputes. Prerequisites: ECON 201 and ECON 202.

ECON 355. Government Regulation of Business. 3 Credits.
An exploration of the many ways that federal and state governments regulate business activity. Government regulation falls into three broad areas: economic regulation; social regulation; antitrust laws. The historical development of regulation, from both a legal and economic perspective, will be discussed. Particular attention will be paid to the current trend toward deregulation of previously regulated industries such as airlines, telecommunications, and trucking. Prerequisites: ECON 201 and ECON 202.

ECON 400. History of Economic Thought. 3 Credits.
Broad overview of the major schools of thought including Mercantilist, Physiocrat, Classical, Marxian, Socialist, Historical, Austrian, Neoclassical, Institutional, Keynesian, and Monetarist. The coverage includes value theory, income/expenditure theory, growth/development theory, scientific method, scope and public policy. Prerequisites: ECON 105 or ECON 201, and ECON 202.

ECON 410. Empirical Methods in Economics I. 3 Credits.
This course is an introduction to econometrics, the joint area of economics and statistics dealing with the application of statistics to economic problems. The course objectives are to acquire a basic understanding of the theory and methods of econometrics and to gain practical experience in utilizing these methods. The students will use the tools developed in the course in homework and written assignments so that they can develop an insight to theory and its application. Prerequisites: ECON 201, ECON 202, and ECON 210.

ECON 411. Empirical Method in Economics II. 3 Credits.
A continuation of Econ 410, but with a major emphasis on business and economic forecasting. As with Econ 410, there is a heavy emphasis on solving practical problems of the major types common in the Economics profession. Prerequisite: ECON 410.
ECON 416. Mathematics for Economists. 3 Credits.
Study of mathematical methods in the areas of introductory calculus and linear algebra, and their application to economic analysis. Mathematical analysis of static and dynamic equilibrium models, growth models, distribution, production functions, cycles, activity analysis, mathematical programming, and model building. Prerequisites: ECON 308 and ECON 309; MATH 146 or MATH 165.

ECON 438. International Money and Finance. 3 Credits.
Identification of key international financial concepts and analysis of their relationships in the international money and capital markets; determination of the balance of payments and exchange rates; and examination of alternative organizations of the international monetary system. Prerequisite: ECON 303.

Courses
ENTR 575. Special Topics. 3 Credits.
Specific topic will vary from offering to offering at the discretion of the department. Departmental permission will be required for enrollment. Course may be repeated once with topic change. Departmental permission will be required for enrollment.

ENTR 580. Seminar in Social Entrepreneurship. 3 Credits.
Social Entrepreneurship is a rapidly growing, interdisciplinary area of interest that draws on entrepreneurial knowledge and skills to craft innovative businesses that address social needs. This course explores current trends in both the private and social sectors, which are creating space for innovation and opportunities for individuals to apply their business skills to drive positive and large scale social change. We will explore major opportunities and challenges presented by social enterprise through examining a variety of models ranging from social purpose to the creation of social ventures. Students will work in teams to conduct a feasibility study for a social entrepreneurship related project. Through the project, students will enhance and apply their understanding of business strategies and processes that enhance sustainability and social impact. These strategies can include launching revenue-generating enterprises, developing a marketing plan for an existing social enterprise, or creating strategic partnerships with the private sector. Students will also gain practical skills necessary to develop and manage a high-impact social venture.

Courses
FIN 501. Managerial Finance. 3 Credits.
The development of financial decision-making skills, using the case-analysis method, through application of financial theory to topical areas of analysis, planning, control, asset management, financial instruments, markets, capital structure, dividend policy, cost of capital, etc. Prerequisites: MATH 146, ACCT 200 and ACCT 201, ECON 210 and FIN 310.

FIN 520. Investment Theory and Management. 3 Credits.
An introductory course designed for MBA students in the study of the usage and valuation of the major investment vehicles popular today. Although the ultimate objective is to develop a conceptual framework in which the student can expand his or her knowledge of the investment field, the course is taught in a practical fashion and incorporates materials from both the Chartered Financial Analyst (CFA) and Certified Financial Planner (CFP) curricula. Prerequisite: FIN 501 or consent of instructor.

FIN 575. Special Topics. 3 Credits.
Specific topic will vary from offering to offering at the discretion of the department. Departmental permission will be required for enrollment. Prerequisites and/or corequisites may be required depending upon the special topic selected. Course may be repeated up to a total of nine credits with permission of department. Departmental permission will be required for enrollment.

Undergraduate Courses for Graduate Credit
FIN 420. Investment Analysis and Portfolio Management. 3 Credits.
Comprehensive study of methods used to evaluate securities. Includes formulation of investment strategy and analysis, design of portfolios for classes of individual investors and institutions, fundamental analysis and portfolio performance evaluation. Extensive use of financial databases and software. Prerequisites: FIN 340 and FIN 360; Junior or Senior Standing; declared CoBPA majors only.

FIN 475. Cases in Managerial Finance. 3 Credits.
Introduces students to construction and utilization of financial management decision models using case study examples. Topics evaluated include working capital management, capital budgeting, cost of capital, capital structure, dividend policy, valuation, risk-return, and special topics of financial management. Students are required to develop original simulation models, prepare formal case reports, and orally and visually present their results. Prerequisites: FIN 340 and FIN 360; Junior or Senior Standing; declared CoBPA majors only.

Courses
ISBC 510. Information Systems. 3 Credits.
An overview of the role of information systems in the life of an organization, and an overview of current and emerging technologies such as data communications, e-commerce, and data mining. Prerequisite: ISBC 317.

ISBC 517. Advanced Accounting Systems. 3 Credits.
An advanced study of integrated information systems and how these affect business decisions. Prerequisite: ACCT 309 or permission of instructor.

ISBC 520. Communication for the Professional. 3 Credits.
Examines theory and research relevant to understanding the communication process. Topics include strategies of organizing, globalization, technology, power, and diversity.

ISBC 590. Special Topics. 3 Credits.
Specific topic will vary from offering to offering at the discretion of the department. Departmental permission will be required for enrollment. Prerequisites and/or corequisites may be required depending upon the special topic selected. Course may be repeated up to a total of 6 credits with permission of department. Departmental permission is the prerequisite.

Courses
MGMT 501. Quantitative Analysis for Management Decisions. 3 Credits.
Course consists of an application of quantitative techniques for management decisions. Both mathematical techniques and computer analysis of decisions will be stressed. Topics will include deterministic and probabilistic modes in areas such as linear and quadratic programming, inventory systems, queuing models, game theory, and simulation. Prerequisite: MGMT 301.

MGMT 515. Advanced Managerial Theory. 3 Credits.
Analysis of macro- and micro-behavioral approaches to the study of effective human resource management within the organization. Topics covered include the environment, the individual, small group, leadership, motivation, job design, evaluation, rewards and growth. Macro-behavioral topics such as organizational design, climate, and organizational processes are also covered as these relate to human behavior in organizations. Prerequisite: MGMT 300 or consent of instructor and graduate standing.

MGMT 575. Special Topics. 3 Credits.
Specific topic will vary from offering to offering at the discretion of the department. Departmental permission will be required for enrollment. Prerequisites and/or corequisites may be required depending upon the special topic selected. Course may be repeated up to a total of 3 credits with permission of department. Departmental permission will be required for enrollment.

MGMT 585. Advanced Strategic Management. 3 Credits.
An integrating course designed to develop coordinating ability and experience in the decision-making process. Taught from the point of view of the top management and by the case method, the course develops understanding of an overall point of view, through analysis of actual business situations, and an appreciation of the relations of the production department to other departments and to the business as a whole. Concluding cases place emphasis on the responsibilities of business enterprise to the community and to society generally. Acct 509, Mgmt 515, Mrkt 510, Fin 501 or consent of instructor are the prerequisites.

MGMT 596. Individual Research. 2-4 Credits.

MGMT 597. Readings in Management. 1-3 Credits.

MGMT 996. Continuing Enrollment. 1-12 Credits.

MGMT 997. Independent Study. 2 Credits.

MGMT 998. Thesis. 1-15 Credits.
Undergraduate Courses for Graduate Credit

MGMT 400. Organizational Theory and Analysis. 3 Credits.
The course is designed to acquaint students with some of the alternative ways in which organizations may be designed to accomplish their tasks. The course reviews the development of organization theories, their current status, and their future. Emphases are placed on the analyses of system theories pertaining to structure, process, and context. Prerequisites: MGMT 300, Junior or Senior standing, and declared CoBPA majors only. Prerequisite or corequisite: MGMT 310.

MGMT 407. Wage and Salary Administration. 3 Credits.
The role of a wage and salary administrator is studied. The course focuses on the fundamentals of wage theory, job evaluation and pricing, employee evaluation, individual and group incentive plans, benefits, and managerial/ executive compensation. Prerequisites: MGMT 302, Junior or Senior standing, and declared CoBPA majors only.

MGMT 408. Issues in Human Resource Management. 3 Credits.
This course is designed to facilitate a more in-depth study of selected issues confronting organizations in the area of personnel administration. Treatment of these issues will be accomplished utilizing some combination of the following methods: extensive reading and class discussion, individual student reports, case study analysis, and/or individual student projects. Prerequisites: MGMT 302, Junior or Senior standing, and declared CoBPA majors only.

MGMT 409. Union-Management Relations. 3 Credits.
This course provides the student with an overview of the role of labor unions in contemporary organizations. The primary emphasis of the course is on the collective bargaining process. Students are engaged in simulated collective bargaining processes involving negotiations, mediation, arbitration, and final contractual agreements. Causes of industrial disputes and grievance arbitration are also covered. Prerequisites: MGMT 302, Junior or Senior standing, and declared CoBPA majors only.

MGMT 420. Multinational Management. 3 Credits.
This course is an introduction to the dynamics of management processes encountered in a multinational business setting. It covers comparative management systems and analysis of various environmental conditions for making effective managerial decisions within a multinational company. Adaptation to different cultures is emphasized as one of the essential components of the successful multinational management equation. Prerequisites: MGMT 300, FIN 310, Junior or Senior standing, and declared CoBPA majors only.

Courses

MRKT 510. Strategic Market Planning. 3 Credits.
Marketing from the point of view of an executive charged with the marketing function in a business enterprise. The course introduces students to marketing decision making using computerized decision support systems. Students will also work with existing or prospective business in developing a comprehensive marketing plan. Prerequisites: ECON 201 and MRKT 305.

MRKT 540. Marketing Seminar. 3 Credits.
Emerging topics in the field of marketing. Prerequisite: MRKT 305.

MRKT 575. Special Topics. 3 Credits.
Specific topic will vary from offering to offering at the discretion of the department. Departmental permission will be required for enrollment. Prerequisites and/or corequisites may be required depending upon the special topic selected. Course may be repeated up to a total of 6 credits with permission of department. Departmental permission is required.

MRKT 592. Graduate Research in Marketing. 1-3 Credits.
Repeatable to 6 credits. BADM 502 and consent of instructor are the prerequisites.

MRKT 595. Graduate Readings in Marketing. 1-3 Credits.
Repeatable to 6 credits. Consent of instructor is required.

MRKT 996. Continuing Enrollment. 1-12 Credits.

MRKT 997. Independent Study. 2 Credits.

MRKT 998. Thesis. 1-15 Credits.

Chemistry

http://www.und.edu/dept/chem/mainpage.html

University of North Dakota
Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

The mission of the Department of Chemistry Ph.D. program is to provide quality learning experiences, primarily, in hands-on laboratory research and also in classroom settings to post-baccalaureate students. These experiences will establish independent critical thinking and professional communication skills based on the theory, principles, and techniques of chemistry. Graduates will be prepared to work as independent professional researchers in chemistry capable of contributing to the original literature.

Goal 1: Learning Chemistry: Students will increase their knowledge of chemistry facts and relationships, both theoretical and practical, significantly develop their logical and critical thinking skills, including the design and interpretation of experiments.

Goal 2: Communicating Chemistry: Students will learn to communicate effectively in writing and in oral presentations on technical topics.

Goal 3: Acting Professionally: Students will learn the most appropriate way to get a job done by acting ethically, professionally, and becoming an independent scholar.

Master of Science (M.S.)

Thesis Option

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A baccalaureate degree with a major in chemistry.
2. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergrad work.
3. Undergraduate credit in mathematics through integral calculus.
4. One year of physics.
5. Graduate Record Examination General test for all students. (Chemistry subject test also required for all applicants without a baccalaureate degree in Chemistry.)
6. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Students seeking the Master of Science (Thesis Option) Degree at the University of North Dakota must satisfy all general requirements set forth by the Chemistry Department.

Thesis Option (32 credits total):

1. A minimum of 32 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institute.
4. Required Courses:
   A. CHEM 509 Graduate Seminar – 1 credit
   B. Six (6) credit hours from major sequence
   C. Analytical
      Select two of the following: 6
      CHEM 541 Analytical Spectroscopy
      CHEM 542 Electrochemical Methods
      CHEM 543 Chromatography
   Inorganic
      CHEM 510 Intermediate Inorganic Chemistry 3
      Select one of the following: 3
      CHEM 511 Advanced Inorganic Chemistry

Combined Degree Bachelor of Science/
Master of Science (B.S./M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Completed the junior year (95 semester credits) in a Chemistry baccalaureate program with cumulative chemistry GPAs of 3.0 or better in upper division courses in an American Chemical Society (ACS) certified program.+ International degrees will be evaluated for ACS certification equivalency.
2. One year general chemistry, one year organic chemistry, one semester analytical chemistry, and one semester physical chemistry.
3. International Students: A minimum TOEFL Score of 550 on the paper-based test or 213 on the computer-based test, or for the Internet-based TOEFL, a composite score of 79, with minimum scores of 21/30 (Speaking); 19/30 (Listening); 19/30 (Reading); and 17/30 (Writing). Applicants may also meet language requirements by presenting IELTS scores of 6.5.
4. International applicants who have received their bachelor’s or master’s degree in the United States or English-speaking Canada are not required to submit the TOEFL or IELTS.
5. At least one letter of recommendation must be from a chemistry faculty member.
6. * Students will be admitted to School of Graduate Studies upon completion of 125 credits.
   * Applicants being considered for Graduate Teaching Assistantships must achieve these minimum TOEFL scores, but have a minimum score of 26/30 on the Speaking subtest.

Degree Requirements

Students seeking the Bachelor of Science combined with the Master of Science (Non-Thesis Option) Degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Chemistry Department.

Non-Thesis Option (32 credits total):

1. Twelve (12) credits of graduate chemistry from area of specialization. May include one 400-level course from the list below.*+
2. Nine (9) elective credits (may come from departments other than chemistry).+
3. One (1) credit of CHEM 509 Graduate Seminar or CHEM 488 Undergraduate Seminar (taken for graduate credit).
4. Eight (8) credits from either Co-op track or Research Track.
5. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
6. Two (2) credits of CHEM 997 Independent Study. Preparation of a written independent study and oral presentation of results to the advisor and interested faculty are required for successful completion of this course.

7. A written Comprehensive Examination in area of chemistry specialization will be taken while in residence. Students will be required to pass the nationally normalized ACS exam in their area of specialization at a proficient level.

8. Required Courses:
   A. One (1) CHEM 509 Graduate Seminar or CHEM 488 Undergraduate Seminar (taken for graduate credit)
   B. Two (2) credits of CHEM 997 Independent Study. Preparation of a written independent study and oral presentation of results to advisor and interested faculty are required for successful completion of this course.
   C. Eight (8) credit hours from either Co-op tract or Research Track
   D. Co-op Track
      CHEM 537 Graduate Cooperative Education 6
      CHEM 599 Research 2
      Research Track
      CHEM 599 Research 8
   E. Twelve (12) credits of graduate chemistry from area of specialization. May include one 400-level course.
   F. Analytical
      CHEM 541 Analytical Spectroscopy 3
      CHEM 542 Electrochemical Methods 3
      CHEM 543 Chromatography 3
      CHEM 441 Instrumental Analysis I - Spectroscopy 2
      CHEM 442 Instrumental Analysis II - Electrochemistry 2
      CHEM 443 Instrumental Analysis III - Chromatography / Mass Spectrometry 2
   G. Nine (9) elective credits (may come from departments other than chemistry). *
   H. * The following undergraduate courses are eligible for inclusion on graduate programs of study as long as they are NOT required for the B.S. degree. Additional assignments and higher standards of accomplishment are required of students taking these courses for graduate credit: CHEM 441 Instrumental Analysis I - Spectroscopy; CHEM 442 Instrumental Analysis II - Electrochemistry; CHEM 443 Instrumental Analysis III - Chromatography/Mass Spectrometry; CHEM 454 Inorganic Chemistry II; CHEM 455 Spectroscopy and Structure; CHEM 463 Advanced Synthesis Laboratory; CHEM 470 Thermodynamics & Kinetics; and CHEM 471 Quantum Mechanics & Spectroscopy. See the Undergraduate catalog for course descriptions.
      * Requires prior approval of student's committee.

Doctor of Philosophy (Ph.D.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A baccalaureate degree with a major in chemistry.
2. Undergraduate credit in mathematics through integral calculus.
3. One year of physics.
4. Graduate Record Examination General test for all students. (Chemistry subject test also required for all applicants without a baccalaureate degree in Chemistry).
5. Students with a bachelor’s degree may be directly admitted into the Ph.D. program.
6. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Chemistry Department.

The degree of Doctor of Philosophy with a major in chemistry is a research degree and is conferred only in recognition of high achievement in independent scientific research and scholarship.

A candidate for the Ph.D. degree with a major in chemistry must complete a research problem in one of the four fields of chemistry. The scope of the doctoral dissertation will be such as to require the equivalent of at least one full-time academic year of research. Some doctoral research will require a substantially longer time. This research is expected to make a significant contribution to the candidate’s chosen field of chemistry. When the major professor decides that the candidate has satisfactorily completed the research problem, the candidate, in accordance with the regulations of the University, is required to prepare a dissertation covering the research.

1. Completion of 90 semester credits beyond the baccalaureate degree
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
3. Required Courses:
   A. Two (2) credits of CHEM 509 Graduate Seminar
   B. Nine (9) credits of 500-level courses from major sequence
   C. Analytical
      CHEM 541 Analytical Spectroscopy 3
      CHEM 542 Electrochemical Methods 3
      CHEM 543 Chromatography 3
   Inorganic
      CHEM 510 Intermediate Inorganic Chemistry 3
      CHEM 511 Advanced Inorganic Chemistry 3
      CHEM 512 Organometallic Chemistry 3
   Organic
      CHEM 520 Advanced Organic Chemistry I 3
      CHEM 521 Advanced Organic Chemistry II 3
CHEM 532. Advanced Organic Chemistry III 3 Credits.
CHEM 530. Chemical Thermodynamics 3 Credits.
CHEM 531. Chemical Dynamics 3 Credits.
CHEM 532. Quantum Mechanics in Chemistry 3 Credits.

D. Twelve (12) credits of elective courses (at least nine must be 500-level Chemistry courses; six of these nine must be taken in two divisions other than the major).

E. CHEM 599 Research 55-57 credits

F. CHEM 999 Dissertation 10-12 credits

Courses

CHEM 508. Departmental Lecture. 1 Credit.
CHEM 509. Graduate Seminar. 1 Credit.
Student presentation of a seminar based on current peer-reviewed literature.

CHEM 510. Intermediate Inorganic Chemistry. 3 Credits.
Review of atomic concepts, molecular topologies, and symmetry. Theories of bonding including directed and undirected atomic orbital view. An introduction to the chemistry of transition metals. Prerequisite: CHEM 454 or an equivalent approved by the department.

CHEM 511. Advanced Inorganic Chemistry. 3 Credits.
Structure of coordination compounds, mechanisms of inorganic reactions, biochemical applications of inorganic chemistry. Three hours lecture per week. Prerequisite: CHEM 510.

CHEM 512. Organometallic Chemistry. 3 Credits.
Preparation, bonding and reactivity of organometallic compounds, both main group and transition metal. Prerequisite: CHEM 454.

CHEM 519. Special Topics in Inorganic Chemistry. 1-3 Credits.
Topic of current interest to be considered each semester; may be repeated for credit if topic is different. Prerequisite: CHEM 510.

CHEM 520. Advanced Organic Chemistry I. 3 Credits.
Reaction mechanisms. Carbaniions and radicals. Substitution, elimination and addition reactions. Carbonyl chemistry. Three hours lecture per week. Prerequisite: CHEM 352 or an equivalent approved by the department.

CHEM 521. Advanced Organic Chemistry II. 3 Credits.
Carbocations and carbenes. Oxidations and reductions. Alkylations. Carbonyl additions. Substitution and addition reactions. Three hours lecture per week. Prerequisite: CHEM 352 or an equivalent approved by the department.

CHEM 522. Advanced Organic Chemistry III. 3 Credits.
Photochemistry. Concerted reactions and cycloadditions. Aromatic and heterocyclic chemistry. Transition metals in organic chemistry. Three hours lecture per week. Prerequisite: CHEM 520 or CHEM 521.

CHEM 529. Special Topics in Organic Chemistry. 1-3 Credits.
Topic of current interest. May be repeated for credit if topic is different. Prerequisite: CHEM 520 or CHEM 521.

CHEM 530. Chemical Thermodynamics. 3 Credits.
Application of classical and statistical thermodynamics to chemical equilibrium, phase equilibrium and the physical properties of solutions. Three hours lecture. Prerequisite: CHEM 465 or an equivalent approved by the department.

CHEM 531. Chemical Dynamics. 3 Credits.
Study of the kinetics of complex, coupled chemical reactions in gas and solution phases; dynamics of gas phase reactions. Three hours lecture. Prerequisite: CHEM 465 or equivalent or consent of instructor.

CHEM 532. Quantum Mechanics in Chemistry. 3 Credits.
Application of the time-dependent Schroedinger equation to rotational, vibrational and magnetic spectroscopy; selection rules. Relation of molecular structural parameters and spectroscopic measurements; principles of group theory. Three hours lecture. Prerequisite: CHEM 464 or an equivalent approved by the department.

CHEM 534. Quantum and Computational Chemistry. 3 Credits.
Study of the electronic structure of atoms and molecules using modern approximation methods; formal aspects of various perturbation and variational techniques as applied to chemical problems. Three hours lecture. Prerequisite: CHEM 532.
CHEM 563A. Organic and Biochemistry for Teacher Development. 3 Credits.
Sixth of a chemistry course sequence intended for: a) teachers planning to quality to teach high school chemistry; or b) teachers looking to enrich their content knowledge in chemistry for professional development. Topics include: hydrocarbons; alcohols; amines; aldehydes and ketones; carboxylic acids and their derivatives; proteins; carbohydrates, lipids; nucleic acids, enzymes; generation of biochemical energy; and pedagogical issues. May not be used in Ph.D. or Master’s programs. Prerequisite: CHEM 563L.

CHEM 563B. Organic and Biochemistry for Teacher Development. 3 Credits.
Continuation of CHEM 563A. Prerequisite: CHEM 563A.

CHEM 563L. Guided Inquiry Learning in Organic and Biochemistry. 2 Credits.
Fifth of a chemistry course sequence intended for: a) teachers planning to qualify to teach high school chemistry; or b) teachers looking to enrich their content knowledge in chemistry for professional development. Topics include: hydrocarbons; alcohols; amines; aldehydes and ketones; carboxylic acids and their derivatives; proteins; carbohydrates, lipids; nucleic acids, enzymes; and pedagogical issues. May not be used in Ph.D. or Master’s programs. Prerequisites: CHEM 562L and CHEM 562B.

CHEM 599. Research. 1-15 Credits.
Maximum of 15 credits each semester. May be repeated for credit.

CHEM 996. Continuing Enrollment. 1-12 Credits.

CHEM 997. Independent Study. 2 Credits.

CHEM 998. Thesis. 1-9 Credits.

CHEM 999. Dissertation. 1-18 Credits.

Undergraduate Courses for Graduate Credit
CHEM 470. Thermodynamics & Kinetics. 3 Credits.
The use of energy concepts in studying and understanding the nature of matter, equilibria, reactivity, kinetics, criteria for reactions. Prerequisites: CHEM 341, MATH 265, and PHYS 252.

CHEM 471. Quantum Mechanics & Spectroscopy. 3 Credits.
Theory and nature of bonding and structure, spectroscopy, and optics. Prerequisite: CHEM 470.

Communication
http://arts-sciences.und.edu/communication

FACULTY: Antonova (Graduate Coordinator), Aregood, Conway, Cowden, Fiordo, Kalbfleisch, Ommen, Pasch, Rakow, Rendahl and Shafer

Degrees Granted: Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.)

The Communication Program offers graduate programs leading to the Master of Arts and the Doctor of Philosophy degrees. The Masters program in Communication strikes a purposeful balance between specialization and integration among the various approaches to the study of human communication. The Ph.D. program in Communication and Public Discourse provides the opportunity for specialized study in various aspects of communication. Both the Masters and Ph.D. programs provide a flexible array of advanced coursework and intensive research. For Ph.D. students, the program culminates in the doctoral dissertation. Both the Masters and Ph.D. programs offer the opportunity for students to develop a broad range of professional and scholarly competencies. The Masters program expands the professional options for graduates as well as provides them for more advanced study. The Ph.D. program prepares graduates for positions in the academy, industry, and government. The student’s plan of study is prepared and directed in cooperation with the student’s adviser and faculty committee.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Arts (M.A.)
Mission Statement and Program Goals
The Master of Arts program in communication strikes a purposeful and creative balance between the study and practice of human communication. The intent of the M.A. program is to graduate students with professional and scholarly competencies enabling them to be leaders in assessing and improving public communication and/or pursuing an advanced degree.

In the area of communication theory, M.A. graduates are expected to:
1. Distinguish between and explain basic tenets of major theoretical positions in the field.
2. Compare and contrast at least two models or definitions of communication.
3. Demonstrate breadth of knowledge about at least two significant topics or concepts relevant to communication or depth in one topic or concept.
4. Apply or develop a communication theory to frame a research project.
5. Explain the development of communication studies as an academic discipline.
6. Acquire particular expertise in an area of communication scholarship relevant to their career.
7. Critically assess the implications of communication scholarship relevant to their career.

In the area of communication research, M.A. graduates are expected to:
1. Demonstrate familiarity with the basic principles and issues of social scientific, humanistic, rhetorical, and critical communication research methods.
2. Be conversant with the range of methodologies used in communication research, including quantitative/qualitative approaches.
3. Identify the main scholars, scholarship, and journals applicable to their area of interest.
4. Conceptualize and design an independent research project.
5. Assess the strengths and weaknesses of published communication studies.
6. Find and evaluate information relevant to an area of professional practice.
7. Conduct research leading to usable research findings.

In the area of professional practice, M.A. graduates are expected to:
1. Understand the possible relationships between practice and theory.
2. Transfer and apply findings of communication research to professional practice.
3. Display highly competent verbal and written communication skills.
4. Integrate emerging communication technologies into the workplace.
5. Serve the public interest by using communication theory and research to address practical, real-world situations.
6. Exhibit competence in teaching (if applicable).
7. Provide informed leadership in their area of professional practice (if applicable).

Communication and Public Discourse
Doctor of Philosophy (Ph.D.)
Mission Statement and Goals
The Ph.D. program in communication and public discourse provides the opportunity to explore the range of ways human symbolic activity affects the public sphere. The intent of the Ph.D. program is to graduate students with scholarly competencies enabling them to assume roles as intellectual leaders of the field of communication as well as public intellectuals stimulating discussion of significant communication issues.

In the area of communication theory, Ph.D. graduates are expected to:
1. Understand the ontological, epistemological, and ideological principles and differences of major theoretical positions in the field.
2. Contribute to critical discussion of models and definitions of communication.
3. Demonstrate depth of knowledge about at least three significant topics or concepts relevant to communication.
4. Be familiar with major scholars and works across the spectrum of communication studies.
5. Conduct a comprehensive literature review of work relevant to a scholarly project.
6. Generate new theoretical insights from critical reading, analysis, and research.
7. Integrate theoretical insights into an in-depth analysis of an aspect of public discourse.

In the area of communication research, Ph.D. graduates are expected to:
1. Understand the basic principles of social scientific, humanistic, rhetorical, and critical communication research approaches.
2. Compare positions on the role of and relationships between theory and research.
3. Contribute to critical discussion of research issues, methods, and ethics.
4. Know the range of methodologies and their logic used in communication research.
5. Demonstrate expertise in using at least two research methodologies.
6. Design, propose, seek funding for, and carry out independent research projects.
7. Describe the use, significance, and limitations of their research results.

In the area of professional practice, Ph.D. graduates are expected to:
1. Be knowledgeable of the field of communication, its historical development, professional associations, and major debates and issues.
2. Demonstrate teaching competency.
3. Articulate a philosophy of service or engagement to guide contributions to the field, higher education or other professional setting, and the public.
4. Be familiar with processes of submission, review, presentation, and publication of scholarly work.
5. Have exemplary skills in writing and presenting scholarly work for a variety of audiences.
6. Contribute to public discussion of significant communication issues.

Master of Arts (M.A.)

Admission Requirements
The Communication Graduate Faculty will recommend admission based on the following applications materials.

Master of Arts in Communication:
1. A letter of application, including a statement of purpose answering the question of why one would be interested in advanced study of communication. This letter should also include an indication of a faculty member with whom applicant might work.
2. Acceptable performance on Graduate Record Examination General Test.
3. Completion of the equivalent of 20 undergraduate credits in speech communication and/or mass communication, journalism or related field, including at least 12 upper division credits.
4. Provide a transcript with a minimum 3.0 undergraduate Grade Point Average.
5. Three letters of recommendation.
6. To be considered for a teaching assistantship, the student must submit a statement of teaching philosophy.
7. Students whose native language is not English must submit results of the TOEFL, with a minimum score of 600 to be admitted.
8. Optional materials, including writing or work samples.

Degree Requirements
Students seeking the Master of Art degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Communication Program.

Required core courses for all Communication Master’s students:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 501</td>
<td>Theoretical Perspectives in Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 505</td>
<td>Concepts in Quantitative Communication Research</td>
<td>3</td>
</tr>
<tr>
<td>COMM 506</td>
<td>Concepts in Qualitative Communication Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Thesis Option
Students choosing the thesis option must meet the following requirements:
1. A minimum of 30 credits in communication are required if a minor or cognate is not chosen.
2. The coordinator of graduate studies appoints a three-person advisory committee from the Graduate Faculty, normally drawn from the Communication Program and chaired by the student’s adviser.
3. Candidates are administered written comprehensive examinations after the completion of 18 hours of graduate credit.
4. Thesis topics must be approved by the student’s faculty advisory committee, with research conducted under the guidance of the student’s faculty advisory committee, then completed to the satisfaction of the faculty advisory committee with a final oral examination.

Non-Thesis Option with Professional Portfolio
Students choosing the non-thesis option whose final project is a professional portfolio must meet the following requirements:
1. A minimum of 32 credits in communication are required if a minor or cognate is not chosen.
2. The coordinator of graduate studies appoints a four-person advisory committee comprised of three Graduate Faculty, normally drawn from the Communication Program and chaired by the student’s adviser, plus an external professional member to the committee who serves in an advisory capacity only.
3. Candidates will be expected to prepare a professional portfolio to be examined by their advisory committee.
4. Portfolio content must be approved by the student’s advisory committee, with review of the completed professional portfolio to the satisfaction of the advisory committee.

A Minor or Cognate Option
1. If a minor or cognate is approved by a student’s faculty advisory committee, the student will be required to take the same amount of credits required for a major (30 credits for the thesis option or 32 credits for the non-thesis option with professional portfolio) with a minimum of 20 credits in communication and a minimum of 9 credits in a minor or cognate.

Communication and Public Discourse

Doctor of Philosophy (Ph.D.)

Admission Requirements
Admission Requirements for the Doctor of Philosophy degree in the Communication Program include:
1. Successful completion of a master’s degree.
2. Statement of interest, including personal goals and the relevance of the Ph.D. in Communication and Public Discourse to those goals.
3. Original academic paper, 10-15 pages in length, reflecting the student’s ability to articulate and synthesize ideas.
4. Three letters of recommendation from sources familiar with the applicant’s potential as a doctoral student in Communication.
5. Graduate Record Examination General Test (500 Verbal, 500 Quantitative).
6. To be considered for a teaching assistantship, the student must submit a statement of teaching philosophy and letters of recommendation must address the student's teaching abilities.
7. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Note: For both Masters and Ph.D. applicants, students whose native language is not English are not permitted to hold teaching assistantships unless they have attained a score of at least 50 on the SPEAK (Speaking Proficiency
Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Communication Program.

Requirements for the Doctor of Philosophy Degree set forth by the Communication Program include:

1. Completion of 90 semester credit hours beyond the baccalaureate degree. Thirty credit hours from a Masters degree in communication or related discipline may be applied toward the 90 credit hours. (30 cr)
2. Core Requirements, including: (9 cr)
   A. COMM 501 Theoretical Perpectives in Communication
   B. COMM 505 Concepts in Quantitative Communication Research
   C. COMM 506 Concepts in Qualitative Communication Research
3. Theory Requirements, including: (9 cr)
   A. COMM 508 Rhetorical and Communication Theory
   B. COMM 509 Media and Mass Communication Theory
   C. Theory Course, selected from a menu of options
4. Scholarly Tools Requirements, including: (9 cr)
   A. COMM 510 Advanced Quantitative Research Design or COMM 520 Criticism and Communication, offered alternatively as media criticism or rhetorical analysis
   B. Interdisciplinary Qualitative Tools, including one course selected from a menu of options
   C. Interdisciplinary Quantitative Tools, including one course selected from a menu of options
5. Major Area Courses, including three courses, with up to one course outside Communication (9 cr)
6. Elective Courses, including three courses, with up to one course outside communication (9 cr)
7. Comprehensive Examination, taken over the student’s first 36 credit hours of coursework as a Ph.D. student.
8. Dissertation (15 cr)

Courses

COMM 501. Theoretical Perpectives in Communication. 3 Credits.
Course provides a conceptual and historical overview of Communication Studies, paying special attention to questions of epistemology.

COMM 502. Research Methods in Communication. 3 Credits.
Study of the methodologies of historical, descriptive, survey and experimental research in communication.

COMM 503. Public Theories. 3 Credits.
Study of various theories of public and publicity and the relationships between communication, technology, democracy, and citizenship.

COMM 504. Semiotics and Visual Communication. 3 Credits.
Application of visual communication theories to the analysis, interpretation, and critical assessment of media images.

COMM 505. Concepts in Quantitative Communication Research. 3 Credits.
In the two-part 505/506 course, students focus on honing their understanding of the quantitative/qualitative paradigm in Communication research. While this course section focuses on the various methods that fall under the labels of quantitative, both portions of the course seek to identify possible points of connection and resistance across the spectrum of methodological choices and require participation in Communication Program colloquium series.

COMM 506. Concepts in Qualitative Communication Research. 3 Credits.
In the two-part 505/506 course, students focus on honing their understanding of the quantitative/qualitative paradigm in Communication research. While this course section focuses on the various methods that fall under the labels of quantitative, both portions of the course seek to identify possible points of connection and resistance across the spectrum of methodological choices and require participation in Communication Program colloquium series.

COMM 507. Communication, Technology, and Media. 3 Credits.
An examination of the role of media technologies in shaping communication processes and of the way societies respond to technological change. Covers issues such as emerging digital technologies, technological determinism, technology transfer, access, and cost.

COMM 508. Rhetorical and Communication Theory. 3 Credits.
Surveys the principal rhetorical and communication theories associated with the communication subdisciplines of rhetoric and interpersonal communication with special emphasis on definitional and modeling issues.

COMM 509. Media and Mass Communication Theory. 3 Credits.
An examination of contemporary theories in mass communication and media studies, beginning with the mass society paradigm and ending with postmodern media studies.

COMM 510. Advanced Quantitative Research Design. 3 Credits.
Discussion of contemporary quantitative research methods in the field of Communication.

COMM 511. Advanced Qualitative research Design. 3 Credits.
Discussion of contemporary qualitative research methods in the field of Communication.

COMM 512. Communication Ethics, Law, and Regulation. 3 Credits.
Focuses on the ethical foundations of media law and communication public policy.

COMM 514. Research Design Special Topics. 3 Credits.
Closely examines an emerging approach to communication research. Course considers implications of the new method(s) and deploys the emerging method in a research project directed by the instructor. Can be repeated for up to 6 credits with change in topics.

COMM 520. Criticism and Communication. 3 Credits.
A study of various methods of criticism applied to several types of communication including: public communication, film, electronic media, and print media.

COMM 521. Perspectives on Media Writing. 3 Credits.
An analysis of historical and technological developments in contemporary media writing styles and content and a critical analysis of the cultural content of media writing with regard to serving diverse audiences with targeted messages. Examines the intended and real effects of persuasive forms of writing on intended audiences, including speech writing and writing for print and broadcast. Students write in a variety of media styles to improve their own media writing skills.

COMM 525. Interpersonal Relations and Communication. 3 Credits.
Face-to-face and mediated transactions between two people or people in small groups in diverse settings. Deals with inquiry, conflict management, interpersonal sensitivity, individuality, and conformity.

COMM 530. Gender, Culture, and Communication. 3 Credits.
An examination of how males and females from different cultural, ethnic and national backgrounds use, and are portrayed by, communication institutions and processes. Covers issues of representation, identity and difference.

COMM 535. Intercultural Communication. 3 Credits.
This course incorporates critical conceptualizations of identity, "the Other", and multiculturalism. It explores theoretical reflections of the symbolic systems of unfamiliar cultures, and the emergence of mutual understanding.

COMM 540. Communication and Organizations. 3 Credits.
Examines the general communication processes and dynamics within and among organizations and explores the dynamics in network organizations, with a particular focus on communication in interpersonal groups and inter-organizational working teams. Theories of power and politics in and among organizations, as well as of decision-making, conflict management, and strategic communication are explored.

COMM 545. Advocacy and Communication. 3 Credits.
Focuses on various communication strategies designed to influence audiences across contexts (e.g., advertising, journalism, public relations, social movements, grass root activities). Theories of public relations, rhetoric, mass communication, and persuasion are applied to specific cases of mediated and face-to-face advocacy.

COMM 550. International and Global Communication. 3 Credits.
An analysis of international media, comparative telecommunications systems and globalization. Covers issues such as transnational communication, global journalism, satellite broadcasting and communication in diplomacy and international affairs.
COMM 555. Film/Video as Communication. 3 Credits.
A view of film from analytical, promotional, and critical perspectives. Cinematography is addressed in historical, creative, semiotic, rhetorical, and technical contexts. Cinema, directors, genres, and problems from diverse nations are examined. Students write commentaries and promotions for oral and print media sources.

COMM 560. Health Communication. 3 Credits.
Current theories and issues in health communication are explored, with attention given to the health communication issues for at-risk and marginalized populations, and to ethical approaches to conducting health communication.

COMM 565. Communication and Rural Community. 3 Credits.
This course addresses issues related specifically to communication in rural settings. Topics and approaches will vary. Can be repeated for up to 6 credits with change in topics.

COMM 570. Seminar in Communication. 3 Credits.
In-depth studies in specific communication areas such as relational communication, rhetoric and public discourse, intercultural/international communication. May be repeated for credit with change of topic (up to 15 hours).

COMM 591. Individual Readings and Research. 3 Credits.
Directed readings and research in speech communication and mass communication topics and issues. May be repeated to a total of 12 credits. 3 credit limit per semester.

COMM 996. Continuing Enrollment. 1-12 Credits.
COMM 997. Independent Study. 2 Credits.
COMM 998. Thesis. 1-4 Credits.
4 credits required for thesis option.

COMM 999. Dissertation. 1-15 Credits.
Repeatable to a maximum of 15 credits.

Undergraduate Courses for Graduate Credit

COMM 301. Psychology of Communication. 3 Credits.
Analysis of the nature and function of communication in interpersonal relationships, special consideration of recurring patterns of communication behavior and the relations among personal characteristics and communications. Admitted communication major is the prerequisite or instructor consent.

COMM 310. Media and Diversity. 3 Credits.
Study of minority status within mass media organizations and in media content from historical, contemporary and speculative points of view. Admitted communication major is the prerequisite.

COMM 401. Organizational Communication. 3 Credits.
Analysis of communication behavior in formally structured relationships as it relates to the organization and to individuals. Special attention given to organizational style, status, trust and conflict-management. Informal communication networks and rumor are studied. Admitted communication major is the prerequisite or instructor consent.

COMM 402. Intercultural/International Communication. 3 Credits.
This course will provide an overview of the study of intercultural or international communication. Topics addressed will include: history, literature, and culture of specific groups including racial, religious, and ethnic issues that affect communication patterns and outcomes. Admitted communication major is the prerequisite or instructor consent.

COMM 403. Community Relations. 3 Credits.
Examination of strategies organizations use to establish and maintain rapport with communities. Theoretical foundations, crisis and issues management, conflict resolution, promotional strategies and effective media relations. Admitted communication major is the prerequisite or instructor consent.

COMM 404. Advertising and Society. 3 Credits.
Examines and evaluates the social, ethical and economic aspects of advertising. Attention is given to appraising the effects of advertising on the consumer and competition. Admitted Communication Major is the prerequisite or consent of the instructor.

COMM 405. Social Implications of the Information Society. 3 Credits.
Considers and evaluates different perspectives on the information society, ranging from humanistic and Neomarxist critiques to the optimistic scenarios of some futurists. Examines the implications of new means of creating, storing, manipulating and disseminating information. Discussion of whether or not the potential benefits will be realized. Admitted communication major is the prerequisite or consent of the instructor.

COMM 407. Political Communication. 3 Credits.
Examines and evaluates the political communication patterns and outcomes. Admitted communication major is the prerequisite or instructor consent.

COMM 428. Media History. 3 Credits.
Origins and evolution of human communication, mass media and related technological innovations. Addresses mass media's historical influence on social, political and economic change, as well as on maintaining the status quo. Admitted communication major is the prerequisite or instructor consent.

COMM 461. Political Communication. 3 Credits.
Analysis of political campaigns: a study of leading speakers, their speeches and the impact these have on our political, social, legal, and religious life. The rhetoric of mass movements and power, protest, and conciliation are analyzed. Admitted communication major is the prerequisite or instructor consent.

Communication Sciences and Disorders

http://www.und.edu/dept/cdis/index.html

FACULTY: Madden, Rami (Graduate Director & Chair), Robinson, Schill, Seddoh and Swisher

Degrees Granted: Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)

The Department of Communication Sciences and Disorders offers graduate programs leading to the Master of Science and the Doctor of Philosophy in Communication Sciences and Disorders.

The master’s degree program has been accredited by the Council on Academic Accreditation in Speech-Language Pathology and Audiology. A graduate degree is required for students planning a career in speech-language pathology and audiology. It is anticipated that graduates with a master’s degree will meet the academic and practicum requirements for the Certificate of Clinical Competence of the Boards of Examiners in Speech-Language Pathology and Audiology. The Master of Science degree with thesis or without thesis is available with a major emphasis in Speech-Language Pathology and with supporting work in Audiology.

The doctoral program provides a background of study in normal and disordered speech, language and hearing. This program prepares the student for employment in a variety of settings including university teaching and research, clinical services and research, and/or research and consultation in industry. Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The larger mission of the Department of Communication Sciences and Disorders (CSD) is to provide its students with a liberal arts education through the College of Arts and Sciences, including instruction in the arts and sciences, communication skills, habits of independent thought, and the understanding of diverse cultures. The specific mission of CSD is to provide academic and clinical instruction, supervised clinical practical, and research experience for students that will lead to state, regional and national accreditation and licensing; to provide clinical services to individuals, groups and agencies within the University and the greater Grand Forks area; to provide professional leadership in local, state, and national organizations; to contribute to the body of knowledge concerning communication sciences and communication
disorders; and to serve the University through participation in its governance. This mission is directed at meeting the interests and needs of the University of North Dakota constituency.

Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

The larger mission of the Department of Communication Sciences and Disorders (CSD) is to provide its students with a liberal arts education through the College of Arts and Sciences, including instruction in the arts and sciences, communication skills, habits of independent thought, and the understanding of diverse cultures. The specific mission of CSD is to provide academic and clinical instruction, supervised clinical practical, and research experience for students that will lead to state, regional and national accreditation and licensing; to provide clinical services to individuals, groups and agencies within the University and the greater Grand Forks area; to provide professional leadership in local, state, and national organizations; to contribute to the body of knowledge concerning communication sciences and communication disorders; and to serve the University through participation in its governance. This mission is directed at meeting the interests and needs of the University of North Dakota constituency.

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Graduate Record Examination—General Test.
2. Overall undergraduate GPA of at least 2.75 and a 3.00 in the courses required for an undergraduate major in Communication Sciences Disorders.
3. Admittance to approved status typically requires an undergraduate major in Communication Sciences Disorders.
4. Those admitted to Qualified Status must have at least 12 semester credits of undergraduate work in the field, but will be required to complete the coursework for the undergraduate major.
5. Criteria used in admission decisions:
   A. Scores on the Graduate Record Examination General test;
   B. All grade point averages from previous undergraduate, post-baccalaureate and graduate studies;
   C. The extent and quality of previous clinical, research, and service activities; and
   D. Quality of speaking, writing, and interpersonal skills.
6. Applicants should include documentation of their qualifications relative to the criteria above.
7. Admissions for summer and fall enrollment and the award of financial aid will be based on applications completed by February 1.
8. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Communication Sciences and Disorders Department.

Thesis Option:

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. Required CSD Courses:
   5. CSD 525  Introduction to Research in Speech-Language Pathology and Audiology  3
   CSD 530  Audiology for SLPs  1

Non-Thesis Option:

1. Thirty-two (32) credits including credits required for the major.
2. A minimum of two credits of Independent Study.
3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
5. Preparation of a written independent study approved by the faculty advisor.
7. Required CSD Courses:
   8. CSD 525  Introduction to Research in Speech-Language Pathology and Audiology  3
   CSD 530  Audiology for SLPs  1
   CSD 532  Neurogenic Communication Disorders I  3
   CSD 533  Investigations in Child Language  3
   CSD 534  Advanced Management of Articulation and Phonological Disorders  2
   CSD 536  Stuttering Intervention  2
   CSD 538  Management of Phonatory Disorders  3
   CSD 542  Neurogenic Communication Disorders II  3
   CSD 552  Neurogenic Communication Disorders III  3
   CSD 583  Evaluation and Service Delivery  3
   CSD 584  Advanced Clinical Practicum  1-16
   CSD 572  Neurogenic Communication Disorders IV  3

Scholarly Tools

EFR 515  Statistics I  3

School Practicum

CSD 585  Practicum in the School Setting  10

Electives

CSD 595  Research Problems in Speech-Language Pathology-Audiology  1-3
CSD 597  Special Problems in Communication Disorders  1-3

Thesis

CSD 998  Thesis  4

Total Credits  49-68

Students wishing to qualify for employment in a school setting must complete requirements for a teaching credential as a graduate student. These include , School Program in CSD, and . Students must also take the Praxis I Teacher Certification Examination.
Doctor of Philosophy (Ph.D.)

Admission Requirements

The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog.

1. A master’s degree in communication sciences and disorders, speech-language pathology, audiology, speech and hearing science, or a related field.
2. Graduate Record Examination-General Test.
3. An overall grade point average of 3.0, on a 4.0 scale, in graduate coursework in speech-language pathology, audiology, or a related area.
4. Criteria used in admission decisions:
   A. Scores on the Graduate Record Examination General Test;
   B. All grade point averages from previous undergraduate, post-baccalaureate and graduate studies;
   C. The extent and quality of previous clinical, research, and service activities; and
   D. Quality of speaking, writing and interpersonal skills.
5. Applicants should include documentation of their qualifications relative to the criteria above.
6. Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.
7. Applications must be submitted by February 1 to be considered for financial aid for the following fall semester.

Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Communication Sciences and Disorders Department.

1. Completion of 90 semester credits beyond the baccalaureate degree.
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
3. Completion of a dissertation, which incorporates independent work that is an original contribution to knowledge.
4. With approval of a student’s Faculty Advisory Committee, up to one-half of the work beyond a master’s degree may be transferred from another institution.
5. At least one-half of the work must be in the major field.
6. Successful completion of a comprehensive examination.
7. Required Courses:
   8. Seminars

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<tr>
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<td>Special Problems in Communication Disorders</td>
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<td>CSD 999</td>
<td>Dissertation</td>
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Total Credits 60

The Doctor of Philosophy degree in Communication Sciences & Disorders is a research degree and is conferred only in recognition of high achievement in independent scientific research and scholarship. This research is expected to make a significant contribution to the student’s chosen area of study.

Students will enter holding a Master’s degree in Speech Pathology, Audiology, or Speech and Hearing Science. Students without this degree or equivalent coursework will be required to complete a core curriculum of the following eight courses currently offered at the Master’s level:

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<th>Course</th>
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<tr>
<td>CSD 530</td>
<td>Audiology for SLPs</td>
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<td>Neurogenic Communication Disorders I</td>
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<td>Neurogenic Communication Disorders II</td>
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<td>CSD 552</td>
<td>Neurogenic Communication Disorders III</td>
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Courses

CSD 501. Seminar in Speech-Language Pathology and Audiology. 1-3 Credits.
A study of the application of current and emerging data in the area of clinical assessment and management of speech disorders, language disorders, or disorders of hearing, in children and adults with communication impairments. May be repeated as topics change. Consent of instructor is required.

CSD 525. Introduction to Research in Speech-Language Pathology and Audiology. 3 Credits.
Research methods in Speech-Language Pathology and Audiology. Steps in research before data analysis is undertaken. Culminates in a research proposal.

CSD 530. Audiology for SLPs. 1 Credit.
Diagnosis and management of auditory disorders. Prerequisites: CSD 431 and CSD 434.

CSD 532. Neurogenic Communication Disorders I. 3 Credits.
Study of the representation or organization of language in the human brain as determined by multidisciplinary techniques such as neuroimaging, electrical stimulation mapping, etc. Includes aphasia and communication disturbance in adults following traumatic injury to the brain, and also clinical management. Prerequisites: CSD 231 and CSD 422.

CSD 533. Investigations in Child Language. 3 Credits.
Student formulation of questions and concerns about normal and disordered child language which are studied through a search of pertinent literature and through observation and analysis of children’s linguistic production. Prerequisites: CSD 343.

CSD 534. Advanced Management of Articulation and Phonological Disorders. 2 Credits.
Advanced knowledge of articulation and phonological disorders; skills needed to assess and treat individuals with these disorders. Emphasis on childhood apraxia, velopharyngeal disorders, cognitive disorders, hearing loss, tongue thrust, dialectal differences, dysarthrias in children, and phonemic disorders concurrent with language disorders. Prerequisites: CSD 333 or equivalent.

CSD 536. Stuttering Intervention. 2 Credits.
A study of the theoretical bases for and the clinical management of stuttering in children and adults.

CSD 538. Management of Phonatory Disorders. 3 Credits.

CSD 542. Neurogenic Communication Disorders II. 3 Credits.
Assessment and intervention strategies for children with traumatic brain injury, cerebral palsy, fetal alcohol syndrome and developmental apraxia. Includes evaluation for and application of augmentative and alternative communication devices.

CSD 552. Neurogenic Communication Disorders III. 3 Credits.
Assessment and intervention strategies for adults with traumatic brain injury, dysarthria, and apraxia, and swallowing disorders. Includes the study of normal and abnormal swallowing, and swallowing disorders in children. Prerequisites: CSD 532 or CSD 542; or equivalent.

CSD 553. Swallowing Disorders. 2 Credits.
Prerequisites: CSD 422 and CSD 542; or equivalents.
CSD 573. Neurogenic Communication Disorders IV. 3 Credits. 
A study of cognitive and communication deficits that accompany right hemisphere damage, as well as traumatic brain injury, their diagnosis and management. Prerequisites: CSD 422 and CSD 532.

CSD 580. Interprofessional Health Care. 1 Credit. 
The purpose of the course is to learn to work effectively in an interdisciplinary health care team, using a shared patient-centered approach. Students work with other team members from physical therapy, nursing, occupational therapy, medicine, social work, clinical lab science, and dietetics. Case studies using problem-based learning techniques are the primary teaching strategy.

CSD 583. Evaluation and Service Delivery. 3 Credits. 
The study of: 1) the underlying principles and philosophies of evaluation in speech-language pathology, including interviewing, administering and interpreting diagnostic tests and protocols, and client counseling; and 2) the concepts and principles of service delivery including creative problem solving, decision making, collaboration, and management of services.

CSD 584. Advanced Clinical Practicum. 1-16 Credits. 
Provision of clinical services to individuals with communication disorders under the supervision of an ASHA certified supervisor. Placement will be the UND Speech-Language-Hearing Clinic or a departmentally-approved external site. CSD 485 and consent of instructor are the prerequisites.

CSD 585. Practicum in the School Setting. 10 Credits. 
Supervised practicum in a University-approved cooperating school. Graduate standing and consent of department are the prerequisites.

CSD 586. Advanced Clinical Practicum: Audiology. 1-16 Credits. 
The administration and interpretation of tests and procedures for evaluation of human auditory functioning; practice involving interviews, case histories and client counseling.

CSD 592. Research Design in Speech and Hearing Sciences. 3 Credits. 
The use of speech science instrumentation and data collection and analysis in human speech, language and hearing. Prerequisites: CSD 541 and 543.

CSD 595. Research Problems in Speech-Language Pathology-Audiology. 1-3 Credits. 
A. Speech-Language Pathology, B. Audiology. Consent of instructor is required.

CSD 597. Special Problems in Communication Disorders. 1-3 Credits. 
An examination of special topics in communication disorders. Consent of instructor is required.

CSD 996. Continuing Enrollment. 1-12 Credits. 

CSD 997. Independent Study. 2 Credits. 

CSD 998. Thesis. 1-9 Credits. 

CSD 999. Dissertation. 1-12 Credits. 

Undergraduate Courses for Graduate Credit

CSD 343. Language Development. 3-4 Credits. 
The nature and development of linguistic content, form, and use from birth to adulthood are studied relative to the development of communication and speech; relative to cognitive, social, and physical development; and relative to cultural diversity. Prerequisites or corequisites: ENGL 209, PSYC 241 and PSYC 250 and CSD 340; or equivalents.

CSD 431. Introduction to Audiology. 3 Credits. 
Elementary structure and function of the hearing mechanism; basic psychophysical dimensions of the auditory mechanism; types of deficient hearing; pure tone threshold and screening audiometry. Students are required to do hearing testing to qualify for certification in speech and hearing. Prerequisites: CSD 231 and CSD 235, and MATH 103.

CSD 434. Aural Rehabilitation. 3 Credits. 
Principles, techniques and clinical practice in the diagnosis and rehabilitation of hearing disorders in children and adults; auditory training, speech reading and hearing conservation. Prerequisites: CSD 431 and CSD 434, or consent of instructor.

CSD 497. Special Problems in Communication Disorders. 1-3 Credits. 
An examination of special topics in Communication Disorders. Consent of instructor is the prerequisite.

Computer Science

http://www.cs.und.edu

FACULTY: Desell, Grant (Graduate Director), Hu, Kim, Liu, Marsh (Chair), O'Neill and Reza

Degrees Granted: Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)

The Department of Computer Science offers graduate study leading to the Master of Science degree, thesis and non-thesis options, a combined degree, and the Doctor of Philosophy in Scientific Computing (emphasizing the development of software, the science and the technology required to support Computational Science). The department is a part of the John D. Odegard School of Aerospace Sciences, which provides unique opportunities for research by faculty and graduate students. There is strong interest within the department in the areas of artificial intelligence, computer security, database, image processing, internet applications, networks, object oriented design, operating systems, simulation, software engineering, and theoretical computer science.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The mission of the Computer Science Department’s graduate program is to serve as a center for intellectual and educational development that promotes critical and logical thinking, and the mastery of a student focused Computer Science curriculum. The graduate program strives to give all students a solid foundation in the core areas of computer science, to prepare students for research and study beyond the master’s level, and to prepare students for careers in computing and software development.

In support of this mission, a curriculum has been developed which encourages a formal, abstract, theoretical, and practical approach to the study of computer science, while providing students with experience on state-of-the-art equipment. A number of hardware and software computing platforms are available to students.

Goal 1: Students will acquire a broad knowledge of theoretical and applied topics in computer science and develop communication skills.

Goal 2: Students will develop creative thinking, problem solving and research skills, and acquire expertise in a specific computer science domain.

Combined Degree Program (B.S./M.S.)

To encourage undergraduate computer science students to extend their studies to include a graduate degree, the Computer Science Department has a combined program which permits students to earn both B.S. and M.S. degrees in the discipline. This program allows students to designate two three-credit hour courses to count for both degrees. The two three-credit hour courses designated for both degrees must have been completed at the time of application and they must have graduate course standing.

Students may be admitted to the Computer Science Combined Degree Program after completion of 90 credit hours towards the B.S. degree with a GPA of at least 3.0, and before completion of the B.S. degree.

Completed applications must be received at the School of Graduate Studies by May 15 for Fall semester admittance and August 15 for Spring semester admittance. A complete application includes:

1. School of Graduate Studies application and application fee
2. Three letters of reference
3. Statement of Purpose
4. Transcripts
5. Program of Study - Computer Science Combined Degree

Mission Statement and Program Goals

The mission of the Computer Science Department’s graduate program is to serve as a center for intellectual and educational development that promotes critical and logical thinking, and the mastery of a student focused Computer Science curriculum. The graduate program strives to give all students a solid foundation in the core areas of computer science, to prepare students for research and study beyond the master’s level, and to prepare students for careers in computing and software development.

In support of this mission, a curriculum has been developed which encourages a formal, abstract, theoretical, and practical approach to the study of computer science, while providing students with experience on state-of-the-art equipment. A number of hardware and software computing platforms are available to students.

Goal 1: Students will acquire a broad knowledge of theoretical and applied topics in computer science and develop communication skills.

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Combined Degree Program (B.S./M.S.)

To encourage undergraduate computer science students to extend their studies to include a graduate degree, the Computer Science Department has a combined program which permits students to earn both B.S. and M.S. degrees in the discipline. This program allows students to designate two three-credit hour courses to count for both degrees. The two three-credit hour courses designated for both degrees must have been completed at the time of application and they must have graduate course standing.

Students may be admitted to the Computer Science Combined Degree Program after completion of 90 credit hours towards the B.S. degree with a GPA of at least 3.0, and before completion of the B.S. degree.

Completed applications must be received at the School of Graduate Studies by May 15 for Fall semester admittance and August 15 for Spring semester admittance. A complete application includes:

1. School of Graduate Studies application and application fee
2. Three letters of reference
3. Statement of Purpose
4. Transcripts
5. Program of Study - Computer Science Combined Degree
The student is admitted to the School of Graduate Studies upon the completion of 125 credit hours toward the B.S. degree with a GPA of 3.0 or higher. Students in the program may opt to be awarded their B.S. and M.S. degrees sequentially or at the same time.

**Scientific Computing Doctor of Philosophy (Ph.D.)**

**Mission Statement and Program Goals**

The mission of the Computer Science Department’s graduate program is to serve as a center for intellectual and educational development that promotes critical and logical thinking, and the mastery of a student-focused Computer Science curriculum. The graduate program strives to prepare students to become lead or supporting researchers in any branch (bioinformatics, atmospheric science, software design, etc) of Computational Science.

Given the breadth of disciplines served by scientific computing and the wide range of experience we expect students to bring to the program, the curriculum has been designed such that the student will gain invaluable “practice experience” by experiencing first-hand the needs of practitioners in that particular field. A number of hardware and software computing platforms are available to students.

**Goal 1:** Graduates will be prepared to become experts in the fields of Computational Science.

**Goal 2:** Graduates will be proficient in the use of high-performance computing platforms and computing techniques.

**Master of Science (M.S.)**

**Admission Requirements**

1. Bachelor’s degree, normally in Computer Science.
2. Overall undergraduate GPA of at least 2.85.
3. Graduate Record Examination General Test or an undergraduate degree from a CSAB/ABET accredited degree program in Computer Science.
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
5. International applicants who have received their bachelor’s or master’s degree in the United States or English-speaking Canada are not required to submit the TOEFL or IELTS.

Applicants with a background in mathematics, science or engineering will also be considered if they are adequately prepared in the field of computer science.

Students who do not meet all of these prerequisites may be admitted in Qualified or Provisional status with the obligation of meeting the remaining requirements early in their graduate study.

**Degree Requirements**

Students seeking the Master of Science degree must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Computer Science Department.

**Required Core Courses - 12 credits (2 courses from each group):**

**Group 1**

- CSCI 522 Theoretical Foundations of Computer Science 3
- CSCI 532 High Performance Computing and Paradigms 3
- CSCI 565 Advanced Software Engineering 3
- CSCI 575 Analysis of Algorithms 3

**Group 2**

- CSCI 513 Advanced Database Systems 3
- CSCI 543 Advanced Artificial Intelligence 3
- CSCI 551 Distributed Operating Systems 3
- CSCI 555 Computer Networks 3

**Non-Thesis Option (32 credit hours):**

1. The core of required courses (12 credits).
2. Six elective courses (18 credits). CSCI 500 Graduate Orientation and CSCI 566 Software Engineering Project may not be used as electives. Only three credits of CSCI 591 Directed Studies may be used as an elective.
3. CSCI 997 Independent Study, in a format suitable for publication (2 credits).
4. Successful completion of a written comprehensive examination in the four areas.
5. Preparation of an oral presentation of the study (CSCI 997 Independent Study) to the advisor, Graduate Program Committee, and interested faculty and students.

**Scientific Computing Doctor of Philosophy (Ph.D.)**

**Admission Requirements**

1. Master’s degree, normally in an engineering or science related field with an overall graduate GPA of at least 3.25 (on a 4.0 scale), or a Bachelor’s degree, normally in an engineering or science related field with an overall undergraduate GPA of at least 3.00 (on a 4.0 scale) and the Graduate Record Examination General Test.
2. Prerequisites:
   - Expertise in a high level language and a basic knowledge of data structures.
   - Basic knowledge of formal languages, automata, and computability.
   - Basic knowledge of computer architecture or operating systems.
   - Basic knowledge of calculus, statistics, and linear algebra.
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as listed in the Graduate Academic Information section.

The department recognizes that the prerequisite expertise identified above may be acquired in several ways. Students who do not meet all of the requirements may be admitted to qualified status with the obligation of meeting the remaining requirements early in their graduate study.

**Degree Requirements**

All students are required to obtain interdisciplinary graduate training. This requirement may be met by:

1. Taking two course clusters from the computational category and one course cluster from an applications category, or
2. Taking three course clusters from the computational category and conducting dissertation research in an applications category in the applicable department.

Course clusters must be approved by the student’s Faculty Advisory Committee.

- Students may, with approval of the Computer Science Department’s Graduate Committee, design their own applications category cluster.
- The student’s Faculty Advisory Committee must include one member from the applicable applications cluster or dissertation research.
- The Computer Science Department’s Graduate Committee must approve the Faculty Advisory Committee membership.
- Students who have a degree in a field other than Computer Science are not required to obtain interdisciplinary graduate training. These students are required to take three computational category course clusters. In addition, the student’s Faculty Advisory Committee will comprise only Computer Science faculty.
Students with approved Bachelor’s degree:

• Complete 51-66 credit hours of coursework.
• Complete eight of the core courses.

Students with approved Master degree:

• Complete 27-39 credit hours of coursework.
• Complete four of the core courses.

Elective courses: CSCI 500 Graduate Orientation and CSCI 566 Software Engineering Project may not be used as electives. Only 3 credits of CSCI 591 Directed Studies may be used as an elective.

Successful completion of a written qualifying examination taken within the first two years of admittance into the program.

CSCI 599 Research 1-21
CSCI 999 Dissertation 1-12

Final oral examination, which includes a defense of the dissertation.

Core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSCI 513</td>
<td>Advanced Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 522</td>
<td>Theoretical Foundations of Computer Science</td>
<td>3</td>
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<tr>
<td>CSCI 532</td>
<td>High Performance Computing and Paradigms</td>
<td>3</td>
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<tr>
<td>CSCI 543</td>
<td>Advanced Artificial Intelligence</td>
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<tr>
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<td>Distributed Operating Systems</td>
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<tr>
<td>CSCI 575</td>
<td>Analysis of Algorithms</td>
<td>3</td>
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</tbody>
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Core Clusters:

Computational Clusters:

The computing clusters contain related courses that provide depth of knowledge in specialized computing systems or methods.

1. **Software Engineering Cluster**: Software engineering combines the ideas from engineering, management, and math disciplines in order to improve our ability to build complex software systems on time and within the budget. Requires any three of the following courses:
   - CSCI 463 Software Engineering 3
   - CSCI 562 Formal Specification Methods 3
   - CSCI 565 Advanced Software Engineering 3
   - CSCI 582 Software Architecture 3

2. **Data Management Cluster**: The cluster enhances a student’s knowledge in data engineering and management. It includes the study of database systems, data management, data mining and data warehousing, digital libraries and information retrieval and systems. Requires the following three courses:
   - CSCI 455 Database Management Systems 3
   - CSCI 513 Advanced Database Systems 3
   - CSCI 515 Data Engineering and Management 3

3. **Artificial/Computational Intelligence Cluster**: The goal of this track is to provide the student with both classical and advanced topics in artificial and computational intelligence. It includes the study of problem solving methods, approximate reasoning, machine learning, decision making, data mining and other application techniques. Requires the following three courses:
   - CSCI 543 Advanced Artificial Intelligence 3
   - CSCI 544 Soft Computing 3
   - CSCI 554 Applications in AI/Computational Intelligence 3

4. **Distributed Systems Cluster**: The goal for this track is to provide the student with an understanding of the hardware technologies (hardware, network, and storage devices) required to develop a machine suitable for high performance computing. Requires the following three courses:
   - CSCI 427 Advanced Data Communications 3
   - CSCI 551 Distributed Operating Systems 3
   - CSCI 555 Computer Networks 3

5. **High Performance Computing Cluster**: The cluster provides an understanding of the system architecture (hardware, network, and storage devices) and the software technologies (MPI, PVM, and Java) required to create a system capable of high performance computing. Requires the following three courses:
   - CSCI 452 Operating Systems II 3
   - CSCI 532 High Performance Computing and Paradigms 3
   - CSCI 575 Analysis of Algorithms 3

6. **Graphics and Visualization Cluster**: The goal of this track is for the student to master the OpenGL graphics library, to develop a working understanding of signal and image processing techniques, and to be able to apply those skills to the visualization of results generated by complex computer simulations. Requires the following three courses:
   - CSCI 446 Computer Graphics I 3
   - CSCI 448 Computer Graphics II 3
   - CSCI 547 Scientific Visualization 3

7. **Modeling and Simulation Cluster**: In this cluster the student will study the various techniques for developing mathematical models and software simulations to predict the behavior of complex physical phenomena. Requires the following three courses:
   - MATH 460 Mathematical Modeling 3
   - CSCI 445 Mathematical Modeling and Simulation 3
   - CSCI 545 Discrete Dynamical Systems Modeling and Simulation 3

Application Clusters

The application clusters provide exposure to specific scientific disciplines that commonly make use of scientific computing methods. In addition to the clusters listed here, other clusters may be defined by the Faculty Advisory Committee with approval of the Computer Science Department’s Graduate Committee.

1. **Computational Mathematics Cluster**: This cluster provides an understanding of the computational methods used to solve complex mathematical problems on a digital computer. Requires three graduate level mathematics courses. Possible courses are:
   - MATH 461 Numerical Analysis 3

2. **Computational Chemistry Cluster**: This cluster provides an understanding of the mathematical tools used to solve several major classes of problems in modern theoretical chemistry on a digital computer. Requires three graduate level chemistry courses. Possible courses include:
   - CHEM 470 Thermodynamics & Kinetics 3
   - CHEM 471 Quantum Mechanics & Spectroscopy 3
   - CHEM 530 Chemical Thermodynamics 3
   - CHEM 534 Quantum and Computational Chemistry 3

3. **Computational Physics Cluster**: This cluster provides an understanding of the mathematical tools used to solve current problems in modern physics on a digital computer. Requires the following courses:
   - PHYS 402 Computers in Physics 3
   - PHYS 509 Methods of Theoretical Physics 3
   - Select one of the following:
     - PHYS 460 Introduction to Astrophysics 3
     - PHYS 461 Introduction to Astrophysics II 3
     - PHYS 510 Methods of Theoretical Physics 3
     - PHYS 535 Solid State Physics 3
     - PHYS 536 Solid State Physics II 3
     - PHYS 539 Quantum Mechanics 3
     - PHYS 540 Quantum Mechanics 3
     - PHYS 541 Theory Electricity Magnetism 3
Courses

CSCI 500. Graduate Orientation. 1 Credit.
A discussion of various research and applied computing projects. Continued enrollment required of all graduate students until a research/project topic and an advisor are selected.

CSCI 501. Topics in Computer Science. 1-3 Credits.
Selected topics from current developments in Computer Science. Repeatable to 3 credits. Permission of department is required.

CSCI 513. Advanced Database Systems. 3 Credits.
A study of concurrency control, recovery, query processing and optimization, security, and new advancements including research issues in database systems. Prerequisite: CSCI 455.

CSCI 515. Data Engineering and Management. 3 Credits.
This course studies theoretical and applied research issues related to data engineering and management. Topics will reflect state-of-the-art and state-of-the-practice activities in the field. The course focuses on well-defined theoretical results and empirical studies that have potential impact on the acquisition, management, storage, and graceful degeneration of data, as well as in provision of data services. Prerequisite: CSCI 513.

CSCI 522. Theoretical Foundations of Computer Science. 3 Credits.
A selection of topics from theoretical computer science, possibly including formal languages, automata, other models of computation, and the theory of computability, decidability, and complexity. Prerequisite: CSCI 435.

CSCI 532. High Performance Computing and Paradigms. 3 Credits.
A study of current topics in threads, inter-process communication and synchronization, master-slave and peer designs for concurrency, client-server architectures, cluster/grid computing and massively parallel computer architectures. A considerable amount of programming will be done in one or more of these environments.

CSCI 537. Graduate Cooperative Education. 1-3 Credits.
A practical work experience in advanced computing, approved by the student’s advisor. Requirements include a written report and an oral presentation upon completion of the work experience. A minimum of 9 graduate credits in computer science and consent of the Department are the prerequisites.

CSCI 543. Advanced Artificial Intelligence. 3 Credits.
Study and application of advanced and recent topics drawn from two or more areas of Artificial Intelligence: problem solving, knowledge representation, expert system, approximate reasoning, planning, machine learning, natural language processing and perception. Prerequisite: CSCI 365 or CSCI 384.

CSCI 544. Soft Computing. 3 Credits.
A study of the new computational paradigm and its techniques called Soft Computing, which stands between the pure/hard mathematical computing and a classical symbolic AI computing. The topic includes Fuzzy Logic, Neural Network, Evolutionary Algorithm, and/or Support Vector Machine. Consent of instructor is the prerequisite.

CSCI 545. Discrete Dynamical Systems Modeling and Simulation. 3 Credits.
A study of various modeling methods applicable to large scale distributed and parallel systems. Topics include cellular automata, grid models, and chaos theory. Prerequisite: CSCI 445.

CSCI 546. Advanced Computer Graphics. 3 Credits.
An introduction to advanced topics in computer graphics. Included are light and color theory, image processing and compression, spatial-frequency transformations, raytracing, sampling theory, and topics of current interest. Prerequisites: CSCI 466 and MATH 265.

CSCI 547. Scientific Visualization. 3 Credits.
This course will conduct a detailed study of visualization techniques useful in the analysis of engineering and scientific data. Topics include the study of physical models; methods of computational science; two- and three-dimensional data types; visual representation schemes for scalar, vector, and tensor data; isosurface and volume visualization methods; visual monitoring and interactive steering. Prerequisites: CSCI 466 and CSCI 546.

CSCI 551. Distributed Operating Systems. 3 Credits.
A study of operating systems in the context of distributed systems and distributed processing. Topics include: interprocess communication, process synchronization, distributed file systems and memory management, performance measurement and evaluation. A modern distributed processing system will be examined. Prerequisites: CSCI 370, CSCI 451; and one of the following CSCI 327, CSCI 427 or CSCI 555.

CSCI 554. Applications In AI/Computational Intelligence. 3 Credits.
A continuous study of the computational paradigms of Soft Computing in the field of Computational Intelligence. The topics include the applications of various soft computing techniques in Computational Intelligence as well as more evolutionary algorithms in Swarm Intelligence. Prerequisite: CSCI 544.

CSCI 555. Computer Networks. 3 Credits.
A study of new and developing network architectures and communication protocols. Broadband technologies will be considered including BISDN, ATM networks, and other high-speed networks. Prerequisite: CSCI 327.

CSCI 562. Formal Specification Methods. 3 Credits.
A foundational course that introduces several formal specification techniques for construction and analysis of software artifacts. Included are rigorous program development, abstract specifications of modules, and modeling of concurrent and distributed software. Prerequisites: CSCI 435 and CSCI 463.

CSCI 565. Advanced Software Engineering. 3 Credits.
A study of current topics related to the design and implementation of large software systems. Course content may vary with instructor and student interest. Potential topics include: software testing and validation, programming environments, program metrics and complexity, design methodologies, software reliability and fault tolerance. Prerequisite: CSCI 463.

CSCI 566. Software Engineering Project. 3-6 Credits.
The complete development of a useful software product, including specifications, design, documentation, coding, testing and verification. Students may work in teams. The project is supervised by the students’ Independent Study Advisor. This course may not be used as an elective for the thesis option in computer science. Repeatable to 6 credits. Prerequisite: CSCI 463.

CSCI 575. Analysis of Algorithms. 3 Credits.
The time and space complexity of classical computer algorithms is analyzed. NP hard and NP complete problems are characterized and illustrated. Prerequisite: CSCI 435.

CSCI 582. Software Architecture. 3 Credits.
Software architecture is a fairly young sub-discipline within software engineering; it is aimed at shifting the designer’s focus from algorithmic control structure to interactive interrelations among components. This course, among other things, will expose students to the concepts of design, design of design, principles and state-of-the-art methods and techniques in software architectures, which include the discussion of architectural patterns (or styles), domain specific architectural design, formal architectural description languages (ADLs), software connectors (simple and composite), architectural analysis, and middleware and component-based software development. Prerequisites: CSCI 463 and CSCI 435.

CSCI 588. Data Structure, Algorithms, and Software Design in C++. 3 Credits.
This course is intended for the Scientific Computing Ph.D students. The course attempts to introduce C++ via laboratory sessions. More specifically, this course tries to incorporate Data Structures and Algorithms in C++ as well as Software Design in C++. During these sessions the students are introduced to C++ concepts using a series of examples. Having examined the examples given in the session and having understood the concepts covered, the student should be able to complete open-ended problems. This course assumes no prior knowledge of C++.
CSCI 591. Directed Studies. 1-3 Credits.
An investigation of some specific area by an individual or small group of students working closely with a member of the graduate faculty. 1-3 credits in each graduate degree program. Graduate standing and consent of instructor are the prerequisites.

CSCI 599. Research. 1-6 Credits.
This course is intended for Ph.D students to obtain credit for their research efforts. Repeatable to 21 credits.

CSCI 996. Continuing Enrollment. 1-12 Credits.
CSCI 997. Independent Study. 2 Credits.
CSCI 998. Thesis. 1-9 Credits.
CSCI 999. Dissertation. 1-12 Credits.

Undergraduate Courses for Graduate Credit

CSCI 427. Advanced Data Communications. 3 Credits.
Analysis of existing and future data communications technologies and protocols, including the modeling of realistic networked environments and the analysis of their performance. Prerequisites: CSCI 327.

CSCI 435. Formal Languages and Automata. 3 Credits.
A study of automata, grammars, and Turing machines as specifications for formal languages. Computation is defined in terms of deciding properties of formal languages, and the fundamental results of computability and decidability are derived. Prerequisites: CSCI 242 and minimum second semester junior standing.

CSCI 445. Mathematical Modeling and Simulation. 3 Credits.
A study of various mathematical applications for digital computers, including the modeling, simulation and interpretation of the solution of complex systems. Prerequisites: CSCI 161 or CSCI 170, MATH 166 and a statistics course.

CSCI 446. Computer Graphics I. 3 Credits.
Introduction to computer graphics. Topics include display technology, light and color, 2D and 3D representations, image processing, ray-tracing, and computer animation. Prerequisite: CSCI 242, CSCI 283, and MATH 166.

CSCI 448. Computer Graphics II. 3 Credits.
A continuation of CSCI 446. Topics covered include: history of games, game theory, game design, computer game development, physics engines and AI engines. Prerequisite: CSCI 446.

CSCI 451. Operating Systems I. 3 Credits.
Introduction to operating system theory and fundamentals. Topics include: multiprogramming, CPU scheduling, memory management methods, file systems, interprocess communication, and a survey of modern operating systems. Prerequisites: CSCI 242 and CSCI 370.

CSCI 452. Operating Systems II. 3 Credits.
A study of the implementation of operating systems and parts of operating systems, and development of system software. Prerequisites: CSCI 451.

CSCI 455. Database Management Systems. 3 Credits.
Database concepts, database administration, database design, and database performance, including the partial design of a DBMS application. Prerequisite: CSCI 242.

CSCI 457. Electronic Commerce Systems. 3 Credits.
A study of electronic commerce system architecture and electronic commerce content design and implementation. Topics include Internet basics, business issues, Web markup languages, static and dynamic Web programming, e-commerce content design and construction, and databases and host languages with embedded SQL such as JDBC. Prerequisite: CSCI 260.

CSCI 463. Software Engineering. 3 Credits.
This course teaches software engineering principles and techniques used in the specification, design, implementation, verification and maintenance of large-scale software systems. Major software development methodologies are reviewed. As development team members, students participate in a group project involving the production or revision of a complex software product. Prerequisites: CSCI 242 and CSCI 363.

CSCI 465. Principles of Translation. 3 Credits.
Techniques for automatic translation of high-level languages to executable code. Prerequisites: CSCI 365 and CSCI 370.

CSCI 491. Seminars in Computer Science. 1 Credit.
A course for advanced students. Repeatable to 3 credits. Consent of instructor is the prerequisite.

Counseling Psychology and Community Services

The Department of Counseling Psychology and Community Services offers graduate programs leading to the Master of Arts in Counseling and Doctor of Philosophy in Counseling Psychology. The Doctor of Philosophy in Counseling Psychology is accredited by the American Psychological Association (APA). Graduates of the M.A. program are eligible to apply for licensure as a school Counselor in North Dakota as well as other states. Completion of the M.A. program partially fulfills requirements for certification as a School Counselor or certification as a Certified Rehabilitation Counselor or licensure as an Addiction Counselor in North Dakota. The Ph.D. in Counseling Psychology provides preparation for licensure as a Psychologist in North Dakota, as well as other states.

To encourage students who are majoring in Rehabilitation and Human Services to extend their studies to include a graduate degree, the Department offers a Combined Program in Counseling with a Rehabilitation Emphasis. The Combined Program allows students to earn a bachelor’s degree in Rehabilitation and Human Services and a master’s degree in Counseling with a Rehabilitation Emphasis in approximately five years. This would be a year less than typically required to complete these degrees separately.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Arts (M.A.)

Mission Statement

The Master of Arts is appropriate for those who wish to become counselors in K-12 schools or community agencies, such as addiction treatment clinics, mental health centers, rehabilitation agencies, and family service organizations. A commitment to social justice and appreciation of diversity are integrated throughout the curriculum. The Department of Counseling Psychology and Community Services is also committed to seeking and valuing diversity in students and staff. This includes the variety of cultures, backgrounds, values, and experiences found among faculty and students; it also includes the diversity of our professional ways of practice, our ways of learning, and our personal and professional goals. We are committed to training multicultural competent counselors. On-campus students are admitted to one of three program emphases: Addiction Counseling, Community Mental Health Counseling, or Rehabilitation Counseling. An emphasis in School Counseling is available only through our synchronous distance program. Each program emphasis has separate requirements.

Program Goals

Students are expected to:

1. demonstrate critical thinking skills through written assignments and oral presentations;
2. articulate an awareness of the needs of diverse populations and develop sensitivity and skills to meet these needs;
3. demonstrate counseling skills such as empathic listening, clarification, cognitive reframing, confrontation, and crisis intervention;
4. demonstrate the ability to reflect upon one’s values, beliefs, skills, and interventions, particularly in the context of a clinical supervisory relationship in which accepting and responding positively to feedback are expected;
5. conduct an independent research project, analyze the findings, and report the results in a scholarly manner;
6. develop ethical decision-making skills demonstrated across a broad
spectrum of professional functioning areas, and
7. acquire knowledge in eight areas of competency.
The eight competencies are:
1. Human Growth and Development;
2. Social and Cultural Foundations;
3. Helping Relationships;
4. Group Work;
5. Career and Lifestyle Development;
6. Appraisal;
7. Research and Program Evaluation; and
8. Professional Orientation & Ethics.

Counseling Psychology Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals
The program provides preparation at the Ph.D. level for employment in a
variety of academic and psychological service settings, such as: community
mental health agencies, college and university counseling centers, hospitals
and medical centers, college and university departments of counseling and
psychology, or independent private practice. The program provides preparation
for licensure as a psychologist and is accredited by the American Psychological
Association. The curriculum adheres to recommendations of the American
Psychological Association for the preparation of counseling psychologists and
reflects a model which equally emphasizes science and practice.

The program accepts students at the post bachelor’s and post master’s level.
The Department is committed to diversity, particularly to training for Native
Americans, and emphasizes the role of social justice across all psychological
practice. The program offers unique training in Rural Psychology in Integrated
Care Settings, with support of a federal Graduate Psychology education grant.

The overarching goal of the Ph.D. program in Counseling Psychology is
to prepare entry-level counseling psychologists who are well-trained and
competent in both the practice and science of the profession. Within that
overarching goal, the program has developed a set of six specific training
goals:

1. To prepare entry-level counseling psychologists who demonstrate
   attitudes and behaviors related to foundational professionalism.
2. To prepare entry-level counseling psychologists who have a knowledge
   base in the biological, social, cognitive/affective and individual differences
   foundations of psychology.
3. To prepare entry-level counseling psychologists who have strong and
   coherent professional identities.
4. To prepare entry-level counseling psychologists who demonstrate
   competency in their use of clinical skills.
5. To prepare entry-level counseling psychologists who possess sound
   research skills.
6. To prepare entry-level counseling psychologists who possess effective
   teaching skills.

In addition to the six required training goals, each student must develop a
level of proficiency in one additional area of competency, to be selected from
Consultation, Leadership, or Grant-Writing.

Master of Arts (M.A.)
Admission Requirements
On-Campus M.A. Emphasis
The applicant must meet the School of Graduate Studies’ current minimum
general admission requirements as published in the graduate catalog.

1. A four-year bachelor’s degree from a recognized college or university (or
be in a combined program).

2. Twenty semester credits of coursework in the behavioral sciences at
the undergraduate level, which must include theories of personality, abnormal
psychology, developmental psychology, and statistics.
Additional courses in psychology and sociology may be applied toward
this prerequisite. Courses in other social science disciplines where
the focus is on the description or explanation of individual or group
behavior may be accepted in fulfillment of this prerequisite at the
discretion of the department. Applicants must submit this information on
the “Supplemental Application Form and Undergraduate Coursework
Summary.”
3. A cumulative Grade Point Average (GPA) of at least 2.75 for all
undergraduate work or a GPA of at least 3.0 for the junior and senior
years of undergraduate work (based on A= 4.00).
4. Satisfactory performance on the Graduate Record Exam General Test or
the Miller Analogies Test.
5. Favorable recommendations and the admission committee’s perception
of the “best fit” based on the applicant’s personal statement.
6. Satisfy the School of Graduate Studies’ English Language Proficiency
requirements as published in the graduate catalog.

On-Campus M.A. Degree Requirements
Students seeking the Master of Arts degree at the University of North Dakota
must satisfy all general requirements set forth by the School of Graduate
Studies as well as particular requirements set forth by the Counseling
Psychology and Community Services Department.

Thesis Option:
1. A minimum of 30 semester credits in a major field, including the credits
   granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may
   be transferred from another institution.
4. Required Core and Emphasis courses.

Non-Thesis Option:
1. Thirty-two (32) credits including credits required for the major.
2. A minimum of two credits of Independent Study.
3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth (usually 8-9 semester credits) of the credit
   hours required for the degree may be transferred from another institution.
5. Preparation of a written independent study approved by the faculty
   advisor.
6. Comprehensive final examination.
7. Required Core and Emphasis courses.

Required Core Courses:

- COUN 502 Professional Issues in Counseling 1
- COUN 503 Professional Issues: Internship and Job Preparation 1
- COUN 507 Life-Span Development in Counseling 3
- COUN 510 Counseling Methods 3
- COUN 515 Methods of Research 3
- COUN 516 Counseling Research Laboratory 1
- COUN 518 Group Theory and Process 3
- COUN 519 Career Counseling 3
- COUN 520 Diagnostic and Prevention Strategies in Counseling 3
- COUN 529 Dynamics of Addiction 3
- COUN 530 Theories of Counseling, Personality and Development 3
- COUN 531 Psychology of Women, Gender and Development 3
- COUN 532 Multicultural Counseling 3
- COUN 533 Couples And Family Counseling 3
- COUN 580 Counseling Practicum 4

Total Credits 40

Plus One of the Following Emphasis Areas:

Addiction Counseling Emphasis
- COUN 501 Ethics: Counseling and Counseling Psychology 3
An independent research project conducted under the direction of the student's completion of COUN 997 Independent Study or COUN 995 Scholarly Project.

In addition to this practitioner course sequence, students are required during the second year in the program for full-time students. Internship placements are individually arranged in collaboration with the School Counseling Coordinator.

After successfully completing practicum, students will enroll in an Internship in COUN 584 Community Counseling Internship, COUN 587 Addictions Counseling Internship or COUN 588 Rehabilitation Counseling Internship, depending on program emphasis, which is a two-semester supervised counseling experience at an external site. Internship will typically be completed during the second year in the program for full-time students. Internship assignments are individually arranged and administered by the department’s Internship Coordinator.

In addition to this practitioner course sequence, students are required to complete a series of research training experiences, culminating in the completion of COUN 997 Independent Study or COUN 995 Scholarly Project an independent research project conducted under the direction of the student’s advisor. Students are encouraged to begin considering and planning their research project early in their program.

After completing the majority of coursework for the degree and advancing to candidacy, students are eligible to sit for the Master’s Comprehensive Examination, which is offered once each fall and spring semester. A passing score on the examination is required for graduation.

School Counseling Emphasis - Distance

A Master of Arts in Counseling, with a school counseling emphasis is offered via an synchronous distance program. The School Counseling emphasis prepares students to promote the academic, career, personal, and social development of K-12 students. Completion of coursework prepares students for licensure from the North Dakota Educational Standards and Practices Board as a school counselor, and is compatible with licensure requirements in other states.

Through online courses, practical experiences, and two extended-weekend, on-campus visits for two consecutive summers, students are prepared to practice as professional school counselors in elementary schools, middle schools, and high schools. Students receive a broad, theoretical foundation in counseling, plus hands-on experiences. A commitment to social justice and appreciation of diversity is also integrated throughout the curriculum.

Distance M.A. Degree Admission Requirements

Prerequisites:

- Twenty semester credits of undergraduate coursework in the behavioral sciences at the undergraduate level, which must include educational psychology, educational instruction methods, classroom management, and statistics. Coursework in other social sciences disciplines where the focus is on the education, description or explanation of individual or group behavior may be accepted in fulfillment of this prerequisite at the discretion of the Counseling Psychology and Community Services Department.

- Admission is based on achievement in undergraduate work, favorable letters of recommendation and the admission committee’s perception of the “best fit” based on the applicant’s personal statement. Applicants must complete the "Supplemental Application Form and Undergraduate Coursework Summary."

Distance M.A. Degree Requirements

- Students may enroll in the school counseling practicum after they have satisfactorily completed at least ten credits in the program. After successfully completing practicum, students will enroll in Internship in School Counseling which is a two-semester (4-6 credit) supervised counseling experience at elementary and secondary school sites. Students with a current educator license will complete 4 credit (400 hours) internships while students without educational backgrounds will be required to complete a 6 credit (600 hour) internship. Internship will typically be completed during the final semesters of the program. Internship placements are individually arranged in collaboration with the School Counseling Coordinator.

- In addition to the professional school counseling course sequence, students are required to complete a series of research training experiences, culminating in the completion of an independent research project conducted under the direction of the student’s adviser. Students are encouraged to begin considering and planning their research project early in their program.

After completing the majority of coursework for the degree and advancing to candidacy, students are eligible to sit for the Master’s Comprehensive Examination, which is offered spring semester. A passing score on the examination is required for graduation.

Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COUN 501</td>
<td>Ethics: Counseling and Counseling Psychology</td>
<td>3</td>
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<tr>
<td>COUN 510</td>
<td>Counseling Methods</td>
<td>3</td>
</tr>
<tr>
<td>COUN 515</td>
<td>Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>COUN 516</td>
<td>Counseling Research Laboratory</td>
<td>1</td>
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<tr>
<td>COUN 517</td>
<td>Psychological Testing</td>
<td>3</td>
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<tr>
<td>COUN 518</td>
<td>Group Theory and Process</td>
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<td>COUN 519</td>
<td>Career Counseling</td>
<td>3</td>
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<tr>
<td>COUN 520</td>
<td>Diagnostic and Prevention Strategies in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 522</td>
<td>Management of School Counseling Programs</td>
<td>2</td>
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</tbody>
</table>

COUN 505 History of Psychology
COUN 560 Supervision Theory and Technique
COUN 561 Consultation Theory and Practice
COUN 562 Consultation Laboratory
COUN 565 Professional Seminars
COUN 585 Counseling Psychology Research Practicum

Rehabilitation Counseling Emphasis

COUN 506 Rehabilitation Counseling: Foundations and Ethical Issues
COUN 514 Rehabilitation Counseling: Assessment and Evaluation
COUN 588 Rehabilitation Counseling Internship (2 semesters; 4 credits/semester)

Electives (i.e.)

COUN 505 History of Psychology
COUN 560 Supervision Theory and Technique
COUN 561 Consultation Theory and Practice
COUN 562 Consultation Laboratory
COUN 565 Professional Seminars
COUN 585 Counseling Psychology Research Practicum

Community Mental Health Counseling Emphasis

COUN 501 Ethics: Counseling and Counseling Psychology
COUN 517 Psychological Testing
COUN 584 Community Counseling Internship (2 semesters; 4 credits/semester)

Electives (i.e.)

COUN 505 History of Psychology
COUN 560 Supervision Theory and Technique
COUN 561 Consultation Theory and Practice
COUN 562 Consultation Laboratory
COUN 565 Professional Seminars
COUN 585 Counseling Psychology Research Practicum

Addictions Counseling Internship (2 semesters; 4-6 credits/semester)

Electives (i.e.)

COUN 505 History of Psychology
COUN 560 Supervision Theory and Technique
COUN 561 Consultation Theory and Practice
COUN 562 Consultation Laboratory
COUN 565 Professional Seminars
COUN 585 Counseling Psychology Research Practicum

Management of School Counseling Programs

Total Credits: 60

* program prerequisite PPT 410 Drugs Subject to Abuse or equivalent
** program prerequisite RHS 350 Overview of Disabilities or equivalent

After successfully completing practicum, students will enroll in an Internship in COUN 584 Community Counseling Internship, COUN 587 Addictions Counseling Internship or COUN 588 Rehabilitation Counseling Internship, depending on program emphasis, which is a two-semester supervised counseling experience at an external site. Internship will typically be completed during the second year in the program for full-time students. Internship assignments are individually arranged and administered by the department’s Internship Coordinator.

University of North Dakota
Combined Program in Counseling with a Rehabilitation Emphasis

Bachelor of Science in Rehabilitation and Human Services/Master of Arts in Counseling

Admission Requirements

The deadline for a completed application to be received in the School of Graduate Studies is February 1. In addition to the admission requirements for the Counseling Master’s program, a completed application must include the following:

1. At least 95 credit hours (including credits in progress) towards the bachelor’s degree in Rehabilitation and Human Services, including
   - RHS 200 Helping Skills in Community Services 3
   - RHS 250 Contemporary Issues in Rehabilitation 3
   - RHS 350 Overview of Disabilities 3
   - Parts IV and V in the RHS curriculum
   
2. Minimum GPA of 3.0 in all undergraduate work.

3. Written statement of interest in Rehabilitation Counseling as a profession.

Graduate Degree Requirements

1. Completion of additional 24 undergraduate credits or after the senior year.

2. Completion of the following 35 credits of graduate course work in the Counseling Department:
   - COUN 502 Professional Issues in Counseling 1
   - COUN 503 Professional Issues: Internship and Job Preparation 1
   - COUN 506 Rehabilitation Counseling: Foundations and Ethical Issues 3
   - COUN 507 Life-Span Development in Counseling 3
   - COUN 510 Counseling Methods 3
   - COUN 514 Rehabilitation Counseling: Assessment and Evaluation 3
   - COUN 515 Methods of Research 3
   - COUN 516 Counseling Research Laboratory 1
   - COUN 518 Group Theory and Process 3
   - COUN 519 Career Counseling 3

Total Credits

With educator license 48
Without educator license 50

Counseling Psychology Doctor of Philosophy (Ph.D.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Keep grade of B or higher in at least four graduate level counseling courses or equivalent, including Counseling Methods, Theories and Techniques of Counseling, Counseling Practicum and Research Methods (for post-Master’s applicants).

2. Overall GPA of 3.0

3. Eighteen (18) semester credits of undergraduate psychology including coursework in general psychology, developmental psychology, abnormal psychology, personality theory, experimental and research methods, and statistics.

4. Graduate Record Examination—General Test, verbal, quantitative and analytic writing.

5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Students are selected on the basis of undergraduate GPA, master’s degree GPA (if applicable), evaluations of pre-practicum and practicum performance when appropriate to the master’s degree program, scores on the verbal, quantitative and writing subtests of the Graduate Record Examination, references, vocational training and experiences, career goals, and perceived “best fit” by the admissions committee based on the applicant’s personal statement and the research and clinical interests of the faculty. Doctoral graduates from a recent three-year period have had the following average grades and scores: undergraduate GPA 3.44, master’s GPA 3.88, GRE-V 538, GRE-Q 603 and GRE-W 4.97. A balance between numbers of male and female students is preferred in the program. Students from minority ethnic groups are strongly encouraged to apply.

Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Counseling Psychology and Community Services Department.

1. Coursework in the Counseling Psychology Major;

2. Coursework in the Psychology Minor and the psychological foundations of behavior;

3. Coursework/experiences to fulfill two Scholarly Tools;

4. Accumulation of Supervised Experience in practices settings;

5. Successful completion of Comprehensive Examinations;

6. Successful defense of the Dissertation;

7. Competencies measured in the Comprehensive Multi-Dimensional Assessments (see Counseling Psychology Ph.D. Student Handbook);

8. Internship.

Cognate in the Department of Counseling Psychology and Community Services

A cognate in the Department of CPCS, consisting of a minimum of nine semester credits of counseling coursework, may be taken by master’s or
doctoral students in related fields. Cognate coursework should be planned in consultation with a member of the department faculty. Cognates will not include practicum or internship; students interested in these experiences should consider a formal minor in Counseling (below).

**Department Evaluation of Students**

The CPCS faculty conduct periodic reviews of students' progress in the MA and PhD programs, including their academic performance, counseling and psychoeducational skills, professionalism, and ethics. An interview may be required as part of the review. Deficits identified through faculty review may result in either a requirement that the student engage in remedial work or the removal of the student from the program.

As noted in Standard 7.04 of the 2002 Ethics Code of the American Psychological Association, students may need to disclose personal information if that information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to the students or others.

The practice of counseling requires significant self-disclosure for the person receiving counseling. CPCS students must become very familiar with this process. Therefore, it is an essential training component of the Department to provide assignments and classroom experiences that call for student self-disclosure of a personal nature, in an atmosphere of respect and confidentiality, to an extent not expected in other academic disciplines. The nature or extent of expected self-disclosure is specified in each course syllabus.

**Minor in the Department of Counseling Psychology and Community Services**

A minor in the Department of CPCS consisting of a minimum of 20 semester credits of counseling coursework may be taken by master's or doctoral students majoring in a related field. Such a minor should include the following five courses:

- **COUN 510** Counseling Methods 3
- **COUN 517** Psychological Testing 3
- **COUN 519** Career Counseling 3
- **COUN 530** Theories of Counseling, Personality and Development 3
- **COUN 532** Multicultural Counseling 3

All doctoral students who wish to complete a minor in the department must include a Counseling faculty member on the Faculty Advisory Committee and should seek advice about appropriate courses and course sequences.

**Courses**

- **COUN 501. Ethics: Counseling and Counseling Psychology. 3 Credits.** Focus will be on the Codes of Ethics and Standard of Practice of the American Psychological Association and corresponding ethics codes for subspecialties within the counseling profession. Students will learn to interpret these codes and apply them to their professional practice.

- **COUN 502. Professional Issues in Counseling. 1 Credit.** An introduction to counseling practice and services in mental health, addiction, and other community agencies. Emphasizes professional issues in the field, professional development and career paths, and related topics. Corequisite: COUN 501; only for students in the Community Agencies Emphasis and Addictions Emphasis.

- **COUN 503. Professional Issues: Internship and Job Preparation. 1 Credit.** This course explores the characteristics of professional counselor preparation, including identity development, professional organizations, licensure and certification, career paths, specializations in the field, and continuing education. Preparation for counseling internship will also be explored. Prerequisite: COUN 502 or COUN 506.

- **COUN 505. History of Psychology. 3 Credits.** Historical development of modern psychology with an emphasis on philosophical precursors to psychology, experimental and systematic phases of early psychological thought, important issues during the growth of psychology, and current and future trends. Graduate standing in Counseling or Psychology is the prerequisite.

- **COUN 506. Rehabilitation Counseling: Foundations and Ethical Issues. 3 Credits.** Comprehensive introduction to the rehabilitation profession, including past, present, and future trends. Areas emphasized: profession philosophy; organizational structure; historical and legislative influence; rehabilitation process and service delivery systems; professional issues, ethical codes, and behavior.

- **COUN 507. Life-Span Development in Counseling. 3 Credits.** This course examines the foundations of human development across the life span, including pre-natal issues, infancy, childhood, adolescence, adulthood, and aging. Theories that address biological, neurological, behavioral, social, cognitive, cultural, and environmental issues of development will be examined. Structural theories of growth, maturation, and aging will be presented with an emphasis on strategies and interventions used by counselors to deal with developmental processes and transitions.

- **COUN 510. Counseling Methods. 3 Credits.** Two training components are combined to provide an intensive prepracticum experience. The didactic component introduces the basic interviewing and active listening skills; a laboratory component provides practice in the practical application of those skills in simulated counseling interviews.

- **COUN 514. Rehabilitation Counseling: Assessment and Evaluation. 3 Credits.** An introduction to assessment and related ethical issues in rehabilitation counseling. Assessment for vocational ability and independent living will be emphasized. Theory and research will be addressed, within a primarily applied framework.

- **COUN 515. Methods of Research. 3 Credits.** Methods and procedures of research development, design and analysis related to counseling and behavioral science. Experience in formulating and developing an individual research project. Considers research ethics and protection of human participants.

- **COUN 516. Counseling Research Laboratory. 1 Credit.** Introduces basic procedures in analysis of counseling research data. Topics including data coding, data entry and use of statistical packages are presented in an individualized manner. Repeatable to 2 credits. Prerequisite: COUN 515.

- **COUN 517. Psychological Testing. 3 Credits.** The application of principles of psychological measurement to selected instruments in the areas of intellectual functioning and aptitudes; educational and occupational achievements; career interests; and personality. Development of test interpretation skills.

- **COUN 518. Group Theory and Process. 3 Credits.** Addresses the principles and practices of support, task, psycho-educational and therapeutic groups with various populations in a multicultural context. Includes study of professional issues relevant to group processes. Involves participation and leading group experiences.

- **COUN 519. Career Counseling. 3 Credits.** An introduction to the psychology of careers and to the practice of career counseling. Career development theories, occupational classification systems, assessment instruments, and the use of occupational information for career education and life planning are included. Career counseling strategies for use with a diverse population are introduced.

- **COUN 520. Diagnostic and Prevention Strategies in Counseling. 3 Credits.** This course will focus on the assessment and diagnosis of individual psychiatric disorders as defined by classification systems such as the Diagnostic Statistical Manual (DSM) and the International Classification of Diseases (ICD). Understanding of defined diagnostic disorders relative to the helping context will be emphasized. Knowledge of cultural concerns associated with classification systems will be explored. Emphasis will be placed on the following: assessment strategies designed to promote healthy human functioning; prevention strategies that focus on organizational/community/social justice advocacy; and the impact of diagnostic and prevention strategies on human functioning and wellness across the life span.
COUN 522. Management of School Counseling Programs. 2 Credits.
Study of the organization and administration of counseling programs in school settings, including foundations of program development and evaluation. Characteristics of effective school counselors. Consideration of professional and ethical concerns in school counseling.

COUN 523. Elementary School Counseling. 2 Credits.
Exploration of models of elementary counseling and examination of counseling materials in implementing a counseling program.

COUN 524. Middle School Counseling. 2 Credits.
Exploration of models of middle school counseling and examination of counseling materials in implementing a middle school counseling program.

COUN 525. Secondary School Counseling. 2 Credits.
Exploration of models of secondary school counseling and examination of counseling materials in implementing a secondary school counseling program.

COUN 526. Educational Collaboration. 3 Credits.
The course focuses on the knowledge and skills essential to the consulting/collaboration process for professional school counselors in order to effectively support student adjustment and achievement. Collaboration for school improvement, program implementation, and work with parents, educators and professionals in the community is emphasized. Enrollment in School Counseling Distance Program or permission of Instructor is the prerequisite.

COUN 527. School-Based Family Counseling. 3 Credits.
The course provides an overview of relevant theoretical models, approaches and specific issues of families in order for school personnel to facilitate student adjustment and achievement. Enrollment in School Counseling Distance Program or Permission of Instructor is the prerequisite.

COUN 529. Dynamics of Addiction. 3 Credits.
The course emphasizes the addiction and recovery process including vulnerability factors, diagnosis and treatment, and relapse prevention of addiction disorders for individuals and families. Shared characteristics of behavioral and chemical addictions, addiction theory, research, and policy will be addressed.

COUN 530. Theories of Counseling, Personality and Development. 3 Credits.
Study and analysis of counseling interventions based on different theoretical models, emphasizing personality and human development. Course involves viewing videotapes of simulated or actual counseling sessions, role-play demonstrations, and role played practice of various theoretically based counseling interventions.

COUN 531. Psychology of Women, Gender and Development. 3 Credits.
This course presents current research and trends in development theory, particularly theories pertaining to the psychological development of women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects. S/U grading only.

COUN 532. Multicultural Counseling. 3 Credits.
This course offers an introduction to counseling theories and interventions appropriate for American ethnic and non-ethnic minority clients. The values suppositions of various cultural groups will be examined. In-class group experience is included.

COUN 533. Couples And Family Counseling. 3 Credits.
Prerequisite: COUN 510 or consent of instructor.

COUN 540. Advanced Vocational Psychology. 3 Credits.
Advanced study of major career counseling theories, models, and methods. Prerequisites: COUN 519 or equivalent and admission to doctoral program.

COUN 551. Research Issues in Counseling Psychology. 3 Credits.
This seminar is designed to increase students’ self-efficacy and ability to examine critically research issues in Counseling Psychology and their relationship to practice. Students will further develop and demonstrate skills necessary to conduct the science of Counseling Psychology, including problem conceptualization, study design and the writing of proposals. Admission to the doctoral program is the prerequisite.

COUN 552. Counseling Psychology Professional Seminar I. 1 Credit.
An examination of the skills necessary for developing as a counseling psychologist trainee, with an emphasis on critical analysis, writing, and self-examination. Introduction to the breadth of competencies expected in counseling and professional psychology. Admission to the doctoral program in Counseling Psychology is the prerequisite.

COUN 553. Counseling Psychology Professional Seminar II. 1 Credit.
An introduction to the profession of Counseling Psychology, emphasizing the history of the specialty, the philosophical underpinnings of Counseling Psychology values, and the organizational structure of leadership in the discipline. Admission to the doctoral program in Counseling Psychology is the prerequisite.

COUN 554. Preparation for the Predoctoral Internship. 1 Credit.
A focused preparation of skills necessary for successful attainment of a predoctoral internship in Psychology. Emphasis on self-presentation and interview skills. Admission to the doctoral program in Counseling Psychology or Clinical Psychology and permission of the instructor are the prerequisites.

COUN 555. Advanced Psychometrics. 3 Credits.
A critical examination of the rationale, construction, and uses of structured personality tests and interest inventories, including current views of test validities and reliabilities, prediction models, and related observational techniques. Prerequisites: COUN 517 or equivalent and admission to doctoral program.

COUN 560. Supervision Theory and Technique. 3 Credits.
A survey and critical examination of approaches, techniques and issues in providing supervision to counselors-in-training. Includes reading of current theory and research on supervision, critical analysis of approaches to supervision, demonstrations, and role-played experiences of different supervision techniques. Admission to the doctoral program is the prerequisite or instructor permission.

COUN 561. Consultation Theory and Practice. 2 Credits.
This course provides an introduction to theories, models and practices of mental health and psychological consultation and collaboration. Consultant roles, for both program and case consultation, will be defined. Practices include initiating and developing a consultation relationship, developing a consultation contract, enacting the contract, and consultation process.

COUN 562. Consultation Laboratory. 1 Credit.
Under supervision by a member of the faculty, students will develop and implement a consultation project with an organization or client from the community. Prerequisite or Corequisite: COUN 561.

COUN 563. Advanced Application of APA Ethical Standards. 2 Credits.
This elective course is designed for students in the second or third year of doctoral study, those who have already completed some work with clients and are seeking an opportunity to think more critically about the application of ethical expectations to professional work. The course will emphasize the integration of ethical and legal standards and the implementation of such standards in case-based exercises.

COUN 564. Advanced Therapy Techniques. 3 Credits.
This elective course is designed for advanced students who are engaged in clinical practica and have completed COUN 530 (Theories of Counseling Personality and Development) or its equivalent. The course will provide focused discussion and application of various evidence-supported techniques to case material. Prerequisite: COUN 530.

COUN 565. Professional Seminars. 1-3 Credits.
Seminars are designed to present current research and supplement coursework in several areas. May be repeated up to eight credits.

COUN 568. Personality Assessment. 3 Credits.
Theory, research, evidence, and training in the administration, scoring, interpretation and use of personality assessment instruments. Clinical interviewing and checklists, behavioral observations and report writing skills. Issues of race, ethnicity, gender, age and disability in the use of these instruments is emphasized. A two-hour lab provides supervised practice in test administration and scoring. Prerequisites: COUN 517 or equivalent and admission to the doctoral program or permission of instructor.
COUN 569. Cognitive Assessment. 3 Credits.
Theory, research, evidence, and training in the administration, scoring, interpretation and use of cognitive assessment instruments. Clinical interviewing and checklists, behavioral observations and report writing skills. Issues of race, ethnicity, gender, age and disability in the use of these instruments is emphasized. A two-hour lab provides supervised practice in test administration and scoring. Prerequisites: COUN 517 or equivalent and admission to the doctoral program or permission of instructor.

COUN 580. Counseling Practicum. 4 Credits.
Introduction to counseling practice. Emphasis on development, improvement, and evaluation of counseling relationships. Interview skills in counseling practice with live supervision. Instructor permission is required.

COUN 581. School Counseling Practicum. 3 Credits.
Introduction to counseling practice in a school setting. Emphasis on improvement and evaluation of individual and group counseling relationships. Development of skills in applying the role of counselor to the school environment. Prerequisites: COUN 501, COUN 510, COUN 530 or permission of the instructor; 10 completed COUN credits.

COUN 583. Doctoral Practicum. 3 Credits.
Participation in the activities of a counseling agency or similar appropriate organization. Continued development of counseling, assessment, and consultation skills with individuals, couples, groups, organizations, and communities in a multicultural context. Participation in small group and individual supervision and in case conferences. Repeatable to 15 credits. Admission to doctoral program is the prerequisite.

COUN 584. Community Counseling Internship. 4 Credits.
Professional practice in counseling, assessment, consultation, teaching, or research in an approved community agency. Supervision must meet criteria established by the department and the Graduate School. Department permission needed for Summer Session enrollment. Repeatable to 8 credits.

COUN 585. Counseling Psychology Research Practicum. 1-3 Credits.
This course involves student participation in one of several, topical research groups conducted by faculty on an ongoing basis. Groups will design and carry out research studies, and prepare manuscripts for publication or presentation. May be repeated up to 8 credits.

COUN 586. Practicum in Supervision. 1-3 Credits.
Supervised experience in providing supervision to counselors-in-training. Experience may be gained in supervising beginning students in role-played labs, live supervision in practicum, individual supervision, and/or small group supervision of interns. May be repeated up to 8 credits. Prerequisite: COUN 560.

COUN 587. Addictions Counseling Internship. 4-6 Credits.
Professional practice in counseling, assessment, consultation, teaching, or research in an approved agency specializing in addictions counseling. Supervision must meet criteria established by the department and the Graduate School. Department permission needed for SS enrollment. Repeatable to 12 credits. Prerequisite: COUN 580.

COUN 588. Rehabilitation Counseling Internship. 4 Credits.
Professional practice in counseling, assessment, consultation, teaching, or research in an approved agency specializing in rehabilitation counseling. Supervision must meet criteria established by the department and the Graduate School. Department permission needed for SS enrollment. Repeatable to 8 credits. Prerequisite: COUN 580.

COUN 589. School Counseling Internship. 2-3 Credits.
Supervised internship in a school setting. Emphasis on observing and performing guidance and counseling methods and techniques. Knowledge and performance of the roles and duties of professional school counselors. Supervision must meet criteria established by the department and the Graduate School. Repeatable to 8 credits. Prerequisite: COUN 581.

COUN 590. Problems in Counseling. 1-3 Credits.
Supervised independent study or application of selected problems in the counseling field.

COUN 593. Readings in Counseling. 1-3 Credits.
Reading in selected areas of counseling. May be repeated up to six credits.

COUN 595. Scholarly Project. 2 Credits.
The scholarly project will be collaborative investigations by two or more students of a relevant topic within the School Counseling profession. Before initiating the project students must obtain approval from designated faculty. Prerequisites: Enrollment in School Counseling Distance Program, COUN 515, and COUN 516.

COUN 995. Scholarly Project. 2 Credits.
The scholarly project will be collaborative investigations by two or more students of a relevant topic within the School Counseling profession. Before initiating the project students must obtain approval from designated faculty. Prerequisites: Enrollment in School Counseling Distance Program, COUN 515, and COUN 516.

Criminal Justice
http://www.und.edu/dept/cjs/

FACULTY
UND: DiCristina, Gottschalk, Hume, Mayzer and Meyer (Graduate Program Director)
MiSU: Archambeault and Rabe

Degree Granted: Doctor of Philosophy (Ph.D.)
The Department of Criminal Justice at the University of North Dakota in partnership with the Department of Criminal Justice at Minot State University offers a graduate program of study leading to the degree of Doctor of Philosophy in Criminal Justice. The program is designed to prepare students for academic teaching and research, research in government service, and higher-level administrative positions in criminal justice agencies. While retaining a traditional core of research and study on national and international issues in the administration of criminal justice systems, this program places special emphasis on the operation and administration of criminal justice agencies and systems in rural and American Indian Tribal jurisdictions. The program also offers a specialized program of study for those individuals holding a Juris Doctorate and wishing to meet educational requirements for teaching and research positions in criminal justice higher education programs.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Doctor of Philosophy (Ph.D.)
Mission Statement and Program Goals
The mission of the Department of Criminal Justice is broadly subsumed within the three functions of teaching, research and service to achieve the production and dissemination of knowledge guided by the principle of a just system of social regulation and control in the advancement of societal well-being. The goals of the teaching mission are achieved primarily through direct classroom instruction supplemented by experiential learning opportunities grounded in establishing foundations for lifelong learning. The research mission addresses both basic and applied research intended to contribute to the advancement of knowledge in the discipline of Criminal Justice as well as operational issues confronting criminal justice agencies and institutions. The Department of Criminal Justice meets its service mission through participation in departmental, college, and university governance, as well as involvement in professional and community activities that contribute to the betterment of the criminal justice discipline, the community and society.

Goal 1: Develop advanced analytic and communication skills.

Goal 2: Develop advanced understanding of criminological theories.

Goal 3: Develop an advanced understanding of statistics and research methods.

Goal 4: Develop an advanced understanding of various criminal justice relevant concepts.
Doctor of Philosophy (Ph.D.)

Admission Requirements

In addition to the admission requirements of the School of Graduate Studies, the following requirements must be met by all applicants with the exception of those applying under the J.D./Ph.D. specialization:

1. A master’s degree in criminal justice or a related field.
2. A cumulative G.P.A. of at least 3.0 for all coursework taken for graduate credit.
3. Achieve a minimum combined score of 300 on the verbal and quantitative components of the revised Graduate Record Exam (GRE), or a minimum combined score of 1,000 on earlier versions of the GRE.
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Combined J.D/Ph.D. Option: Students currently enrolled in an ABA accredited law school or individuals with a juris doctorate (J.D.) from an ABA accredited law school may be eligible for admission to the Ph.D. program in criminal justice. Interested individuals should contact the graduate program director for details.

Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Department of Criminal Justice.

1. Complete a minimum of 60 credit hours beyond the master’s degree.
2. Complete 9 semester hours of criminological theory and 15 semester hours of doctoral level research methods/analysis.
3. Complete an additional 18 credit hours of electives of which:
   A. A minimum of 9 elective credits must be taken in criminal justice courses from the approved lists and not previously taken for graduate credit and,
   B. Up to 9 elective credits, not previously taken for graduate credit, may be selected from any courses approved by the student’s advisory committee and offered for graduate credit at either the University of North Dakota or Minot State University.
4. Complete comprehensive examination in criminological theory and research methods/analysis prior to submission and approval of the dissertation prospectus.
5. Complete an examination in one area of specialization (to be determined in consultation with the student’s advisory committee).
7. Successfully defend a dissertation.

Required Curriculum:

Theory

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CJ 510</td>
<td>Historical Perspectives in Criminology (UND)</td>
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<tr>
<td>CJ 511</td>
<td>Contemporary Perspectives in Criminology (UND)</td>
<td>3</td>
</tr>
<tr>
<td>CJ 515</td>
<td>Human Nature and Crime (UND)</td>
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Methods

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<td>CJ 520</td>
<td>Topics in Research Methods (UND)</td>
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<td>CJ 522</td>
<td>Qualitative Research Methods in Criminal Justice (UND)</td>
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<td>CJ 525</td>
<td>Advanced Quantitative Methods/Analysis (UND)</td>
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<td>Special Topics in Quantitative Analysis (UND)</td>
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<td>CJ 690</td>
<td>(MiSU)</td>
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Electives (18 Credits, 9 of which must be from the following list)

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<td>CJ 535</td>
<td>Seminar in Juvenile Justice (UND)</td>
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<td>or CJ 635 (MiSU)</td>
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<td>CJ 540</td>
<td>Seminar in Criminal Justice Policy (UND)</td>
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<td>or CJ 640 (MiSU)</td>
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<td>CJ 545</td>
<td>Seminar in Rural Justice Issues (UND)</td>
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<td>or CJ 645 (MiSU)</td>
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<tr>
<td>CJ 555</td>
<td>Seminar in Tribal Justice Systems (UND)</td>
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Graduate Academic Information

J.D./PH.D. Specialization

Option 1: Students who have successfully completed all requirements from an ABA accredited law school and have been awarded a Juris Doctorate (J.D.) degree may complete the Ph.D. in Criminal Justice through meeting the Theory and Methods/Statistics requirements of the doctoral program, successfully passing the comprehensive examination, and successfully defending a dissertation.

Option 2: Students currently enrolled in an ABA accredited law school may also complete requirements for the J.D./Ph.D. option. These students must successfully complete the Theory and Methods/Statistics components of the doctoral program, the comprehensive examination, and defend a dissertation. Students on this track must receive their J.D. prior to or coincident with receipt of their Ph.D.

Courses

**CJ 510. Historical Perspectives in Criminology. 3 Credits.**
An overview of the development of western criminological thought from the enlightenment to the mid-twentieth century. The course examines viewpoints ranging from the demonic perspective to early learning, anomie/strain, social disorganization, labeling, and conflict theories.

**CJ 511. Contemporary Perspectives in Criminology. 3 Credits.**
An overview of developments in criminological thought from the mid-twentieth century to the present. The course examines the growth of mainstream viewpoints (e.g., anomie/strain, learning, and control theories) and critical criminology (e.g., Marxist, feminist, post-modern, and peacemaking perspectives). Prerequisite: CJ 510.

**CJ 515. Human Nature and Crime. 3 Credits.**
This course examines historical and contemporary applications of the concept of "human nature" in explanations of criminal behavior. Attention is also given to the role played by "human nature" in the evaluation of social institutions that react to crime and deviance. Finally, attempts to integrate biological and cultural explanations of human behavior as they pertain to crime will be addressed. Prerequisite: CJ 510.

**CJ 516. Theories of Punishment. 3 Credits.**
This course surveys the variety of attempts to describe, justify and explain punishment as a feature of human social life. Emphasis is placed on criminal punishment, but extra-legal punishments and their relationship to criminal punishments are also explored. Prerequisite: CJ 510.

**CJ 520. Topics in Research Methods. 3 Credits.**
An examination of philosophical underpinnings of the scientific method in social research. The course examines epistemological and ontological debates in contemporary social research and their application to research design.

**CJ 522. Qualitative Research Methods in Criminal Justice. 3 Credits.**
An examination of the underlying rationale, methods, and limitations of qualitative research in criminal justice. Topics include ethnographic research, action research, historical research, case studies, and content analysis.
CJ 525. Advanced Quantitative Methods/Analysis. 3 Credits.
This course is intended to familiarize students with advanced multivariate statistical techniques. Topics include regression analysis, factor analysis and path analysis. Other specific statistical analysis techniques may also be explored. Prerequisite: SOC 521 or consent of the instructor.

CJ 526. Special Topics in Quantitative Analysis. 3 Credits.
Variable topics exploring advanced statistical methods/analytical techniques such as time-series analysis, structural equation models, logistics regression, hierarchical linear modeling, categorical-data analysis and general linear models. Topics to be determined based on student demand. Prerequisite: CJ 525 or consent of instructor.

CJ 535. Seminar in Juvenile Justice. 3 Credits.
This course provides an analysis of the literature and research concerning criminal victimization. Attention will be directed toward current trends concerning the victim in the American criminal justice system with particular emphasis on measuring victimization, the impact of victimization and victim’s rights and compensation initiatives. Admission into Criminal Justice Ph.D program is the prerequisite.

CJ 540. Seminar in Criminal Justice Policy. 3 Credits.
Variable topics addressing policy and policy development in the criminal justice system, including police, prosecution, courts, and corrections systems. Course will consist of lectures, discussion and readings. Repeatable to 9 credits. Admission into Criminal Justice Ph.D program is the prerequisite.

CJ 545. Seminar in Rural Justice Issues. 3 Credits.
Variable topics addressing issues in the administration of policing, prosecution, courts, and corrections in rural areas, course will consist of lectures, discussion and readings. Repeatable to 9 credits. Admission into Criminal Justice Ph.D program is the prerequisite.

CJ 555. Seminar in Tribal Justice Systems. 3 Credits.
Variable topics addressing the administration of criminal justice in Indian territory. Course will consist of lectures, discussion and readings. Repeatable to 9 credits. Prerequisites: Admission into Criminal Justice Ph.D program and IS 420.

CJ 565. Victimology. 3 Credits.
This course provides an analysis of the literature and research concerning criminal victimization. Attention will be directed toward current trends concerning the victim in the American criminal justice system with particular emphasis on measuring victimization, the impact of victimization and victim’s rights and compensation initiatives. Admission into Criminal Justice Ph.D program is the prerequisite or consent of the instructor.

CJ 594. Practicum: Research. 1-6 Credits.
This course is intended to place advanced students in criminal justice agencies as research analysts. Students will be under the supervision of a program faculty member and are expected to carry out research at the direction of an agency director or designee. CJ 621 and consent of instructor are the prerequisites.

CJ 597. Administrative Internship. 1-6 Credits.
Students are employed on a full-time or part-time basis in on-the-job assignments related to the administration of criminal justice agencies of federal, state or local governments. Students are required to produce an analytical report based on internship responsibilities. Admission into Criminal Justice Ph.D program or consent of instructor are the prerequisites.

CJ 996. Continuing Enrollment. 1-12 Credits.
Original research project suitable for publication. Repeatable to 18 credits. Successful completion of comprehensive exams and consent of department are the prerequisites.

CJ 999. Dissertation. 1-12 Credits.

Degrees Granted: Master of Science (M.S.), Master of Environmental Management (M.E.M.), and Doctor of Philosophy (Ph.D.)
The graduate program in Earth System Science and Policy is organized around the field of environmental sustainability and offers three degrees: Master of Environmental Management, Master of Science, and Doctor of Philosophy. Sustainability science has emerged as an intellectually exciting, growing discipline that is a driving concept for major international scientific and environmental policy efforts. By bridging theory with practice, global and local perspectives, and scientific and social disciplines, sustainability science seeks to meet the needs of society while sustaining the life support systems of the planet.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)
Mission Statement and Program Goals
The mission of the Master of Science in ESSPP is to provide an integrated and creative learning environment that fosters intellectual growth, critical thinking, and practical engagement, especially in research and management of the Earth system and resources. The MS program is a thematic one, emphasizing practical experience, student-centered learning, and integration of knowledge across traditional disciplinary boundaries, and active dialogue both in and outside the classroom. The Master of Science is designed to accommodate a large range of research interests all of which must be multi-disciplinary. It is intended for those primarily interested in the science of the Earth’s systems, as well as how that science can be integrated into programs of action that lead to sustainability. Those who are highly focused in a particular discipline are encouraged to seek graduate opportunities in that discipline. Requirements for the MS degree will culminate in submission and defense of a thesis.

Goals and Associated Learning Outcomes
To achieve the MS mission, we target specific goals in the area of sustainability science and Earth System Science and Policy. The strategies are linked by a set of organizing principles that are essential to all program activities. These include:

1. Excellence in learning. In order to represent the full complexity of nature and sustainability science, crucial elements of the MS’s learning objectives include: a student-structured curriculum, a multi disciplinary teaching approach, and experiential learning environments.
2. Excellence in discovery. Research within the MS program is driven by societal needs and values and occurs within an Earth System Science paradigm, in which the Earth is treated as a single system that cannot be understood by summing the features of its component parts.
3. Excellence in engagement. Through its outreach and service activities, one of the chief aims of the program is to put knowledge to work creating new opportunities that advance society, solve scientific and social problems related to Earth System Science and Policy, and empower citizens to make informed decisions about their environment.

Given the broad mission statement and organizing principles of the Earth System Science and Policy program MS goals and learning outcomes for program graduates include:

1. A breadth of knowledge in Earth System Science and Policy and the ability to apply that knowledge to address societal-driven sustainability science research.
2. A strong foundation in applications-driven science, basic science, geographical information systems (GIS), remote sensing, environmental policy, and statistics.
3. Valuable hands-on experiences and the ability to understand the fundamental value of experimental work needed to substantiate theoretical developments.
4. Written and oral communication skills that will facilitate the presentation of ideas to peers and the public.

Earth System Science and Policy

http://essp.und.edu/index.html

FACULTY: Hill, Kirilenko, Lagouette (Chair), Romdahl, Van Looy, Zhang and Zheng (Graduate Director)
5. The ability to function within multi-disciplinary teams to accomplish goals of interest to the group.
6. Skills and experience using cutting-edge computer technology to solve complex applications problems.
7. An awareness of issues of scale associated with environmental sustainability and Earth System Science and Policy, i.e., spatial, temporal, impact, etc., and a broad sense of ethical and professional responsibilities.

Master of Environmental Management (M.E.M.)

Mission Statement and Program Goals

The mission of the Masters of Environmental Management is to provide an integrated and creative learning environment that fosters intellectual growth, critical thinking, and practical engagement especially in management of the Earth system and resources, acquired through practical experience in an internship. The MEM program is a thematic one, emphasizing practical experience especially through an Internship, student-centered learning, and integration of knowledge across traditional disciplinary boundaries, and active dialogue both in and outside the classroom. The Master of Environmental Management is a professional degree for those who seek careers as environmental managers or policymakers.

Goals and Associated Learning Outcomes

To achieve the MEM degree mission, we target specific goals in the area of sustainability science and Earth System Science and Policy. The strategies are linked by a set of organizing principles that are essential to all program activities. These include:

1. Excellence in learning. In order to represent the full complexity of nature and sustainability science, crucial elements of the MEM’s learning objectives include: a student-structured curriculum, a multi-disciplinary teaching approach, and experiential learning environments, especially emphasized through the Internship.
2. Excellence in discovery. Projects and research activities within the MEM are driven by societal needs and values and occur within an Earth System Science paradigm, in which the Earth is treated as a single system that cannot be understood by summing the features of its component parts.
3. Excellence in engagement. Through its outreach and service activities, one of the chief aims of MEM is to put knowledge to work creating new opportunities that advance society, solve scientific and social problems related to Earth System Science and Policy, and empower citizens to make informed decisions about their environment.

Given the broad mission statement and organizing principles of the Earth System Science and Policy program, MEM goals and learning outcomes for program graduates include:

1. A breadth of knowledge in Earth System Science and Policy and the ability to apply that knowledge to address societal-driven sustainability science research.
2. A strong foundation in applications-driven science, basic science, geographical information systems (GIS), remote sensing, environmental policy, and statistics.
3. Valuable hands-on experiences and the ability to understand the fundamental value of experimental work needed to substantiate theoretical developments.
4. Written and oral communication skills that will facilitate the presentation of ideas to peers and the public.
5. The ability to function within multi-disciplinary teams to accomplish goals of interest to the group and enable successful development of management practices.
6. Skills and experience using cutting-edge computer technology to solve complex research and applications problems.
7. An awareness of issues of scale associated with environmental sustainability and Earth System Science and Policy, i.e., spatial, temporal, impact, etc., and a broad sense of ethical and professional responsibilities.

Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

The mission of the Doctor of Philosophy in ESSP is to provide an integrated and creative learning environment that fosters intellectual growth, critical thinking, and practical engagement, especially in research and management of the Earth system and resources. The Ph.D program is a thematic one, emphasizing practical experience, student-centered learning, and integration of knowledge across traditional disciplinary boundaries, and active dialogue both in and outside the classroom. The PhD in Earth System Science and Policy is intended to prepare innovative researchers and problem-solvers for the public and private sectors, as much as for academia. Its core requirement is an original contribution, presented in final form as a dissertation that assesses, mitigates, manages, remedies, or prevents a significant environmental problem. The program is multi-disciplinary and practical in nature, involving faculty from various disciplines and institutions, from public or private research laboratories, and stakeholders.

Goals and Associated Learning Outcomes

To achieve the PhD mission, we target specific goals in the area of sustainability science and Earth System Science and Policy. The strategies are linked by a set of organizing principles that are essential to all program activities. These include:

1. Excellence in learning. In order to represent the full complexity of nature and sustainability science, crucial elements of the PhD’s learning objectives include: a student-structured curriculum, a multi-disciplinary teaching approach, and experiential learning environments.
2. Excellence in discovery. Research within the PhD program is driven by societal needs and values and occurs within an Earth System Science paradigm, in which the Earth is treated as a single system that cannot be understood by summing the features of its component parts.
3. Excellence in engagement. Through its outreach and service activities, one of the chief aims of the program is to put knowledge to work creating new opportunities that advance society, solve scientific and social problems related to Earth System Science and Policy, and empower citizens to make informed decisions about their environment.

Given the broad mission statement and organizing principles of the Earth System Science and Policy program, PhD goals and learning outcomes for program graduates include:

1. A breadth of knowledge in Earth System Science and Policy and the ability to apply that knowledge to address societal-driven sustainability science research.
2. A strong foundation in applications-driven science, basic science, geographical information systems (GIS), remote sensing, environmental policy, and statistics.
3. Valuable hands-on experiences and the ability to understand the fundamental value of experimental work needed to substantiate theoretical developments.
4. Written and oral communication skills that will facilitate the presentation of ideas to peers and the public.
5. The ability to function within multi-disciplinary teams to accomplish goals of interest to the group.
6. Skills and experience using cutting-edge computer technology to solve complex applications problems.
7. An awareness of issues of scale associated with environmental sustainability and Earth System Science and Policy, i.e., spatial, temporal, impact, etc., and a broad sense of ethical and professional responsibilities.
Master of Science (M.S.)

Admission Requirements

Applicants who are seeking admission to School of Graduate Studies must meet all of the minimum general education requirements identified in the graduate catalog. In addition, students must fulfill the requirements below for admission to Earth System Science and Policy M.S.degree program.

1. Hold a bachelor’s degree from an accredited college or university.
2. Have satisfactorily completed a minimum of college-level algebra plus 3 credits of college statistics or calculus.
3. Have completed a minimum of 12 semester credits in the natural or physical sciences, e.g., physics, chemistry, geosciences, biology or related sciences.
4. Have earned a minimum average GPA of 3.00 on a 4.00 scale, on all upper division college-level coursework.
5. Submit score from the Graduate Record Examination (GRE) General Test.
6. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Earth System Science and Policy Department.

The overarching goal of all the degree programs offered in Earth System Science and Policy is to facilitate the acquisition of skills required to solve environmental problems or to seize opportunities presented by a changing environment. Much of the responsibility for learning rests upon the student.

1. Students enrolled in the MS program will take the following sequences. Students will complete the basic two-semester core sequences of courses during their first year of study.
   
   **ESSP 501** Earth System Science and Policy I 10
   & 501R Earth System Science and Policy Recitation
   & 501L Earth System Science and Policy Laboratory I (offered in the Fall)
   **ESSP 502** Earth System Science and Policy II 10
   & 502R Earth System Science and Policy Recitation II
   & 502L Earth System Science and Policy Laboratory II (offered in the Spring)

2. A minimum of 36 credits beyond the baccalaureate is required, including six to nine credits for thesis.
3. At least one-half of the credits must be at or above the 500 level.
4. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.
5. By the end of the first semester the student will select a chair of her/his Advisory Committee and, in consultation with that chair, recommend membership on the Advisory Committee. The Advisory Committee will have 3 members, at least two of whom must be from the ESSP faculty. If the student is pursuing a minor concurrently with the MS in ESSP, one of the committee members will be from the department of the minor.
6. Students must file with the School of Graduate Studies an approved program of study before the completion of fifteen credits of coursework.
7. Students must maintain a GPA of 3.00, and comply with the requirements of the School of Graduate Studies. Grades poorer than “C” will not be accepted as fulfilling degree requirements.
8. MS student must complete oral and written examinations to qualify for candidacy in the Master of Science program. These will occur no later than the end of the first year of coursework and will entail a 15 to 30 page written description and an oral presentation of their intended research project.
9. Successful completion, and oral defense, of a thesis is required for the MS degree.
10. All exams will be administered and evaluated by the student’s Advisory Committee.

Master of Environmental Management (M.E.M.)

Admission Requirements

Applicants who are seeking admission to School of Graduate Studies must meet all the minimum general education requirements identified in the graduate catalog. In addition students must fulfill the requirements below for admission to Earth System Science and Policy M.E.M. degree program.

1. Hold a Bachelor’s degree from an accredited college or university.
2. Have satisfactorily completed a minimum of college-level algebra plus 3 credits of college statistics or calculus.
3. Have completed a minimum of 6 semester credit hours in natural sciences and 6 semester credits in social sciences, e.g., economics, sociology, psychology, political science, anthropology/archeology, or related fields.
4. Have earned a minimum average GPA of 3.00 on a 4.00 scale, on all upper division college-level coursework.
5. Submit score from the Graduate Record Examination (GRE) General Test.
6. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Students seeking the Master of Environmental Management degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Earth System Science and Policy Department.

The overarching goal of all the degree programs offered in Earth System Science and Policy is to facilitate the acquisition of skills required to solve environmental problems or to seize opportunities presented by a changing environment. Much of the responsibility for learning rests upon the student.

1. Students enrolled in the MEM program will take the following sequences. Students will complete the basic two-semester core sequence of courses during their first year of study.
   
   **ESSP 501** Earth System Science and Policy I 10
   & 501R Earth System Science and Policy Recitation
   & 501L Earth System Science and Policy Laboratory I (offered in the Fall)
   **ESSP 502** Earth System Science and Policy II 10
   & 502R Earth System Science and Policy Recitation II
   & 502L Earth System Science and Policy Laboratory II (offered in the Spring)

2. A minimum of 36 credits, including three to nine credits for Internship is required.
3. At least one-half of the credits must be at or above the 500 level.
4. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.
5. By the end of the first semester the student will select a chair of her/his Advisory Committee and, in consultation with that chair, recommend membership on the Advisory Committee.
6. Students must file with the School of Graduate Studies an approved program of study before the completion of fifteen credits of coursework.
7. Students must maintain a GPA of 3.00, and comply with the requirements of the School of Graduate Studies. Grades poorer than “C” will not be accepted as fulfilling degree requirements.
8. Complete written and oral comprehensive examinations to qualify for candidacy in the MEM program. These will occur no later than one month before leaving for the internship and will entail a 5 to 15 page written description and an oral presentation of their intended internship project.

9. In place of a thesis, MEM students must submit a comprehensive written report of their internship with an appropriate organization. The written report will be in the form of an Independent Study Report, following the guidelines and procedures for such a report set by the School of Graduate Studies. Students shall make a final oral presentation to an audience from the ESSP program, stakeholders affected by their project, and relevant professionals.

10. All exams will be administered and evaluated by the student’s Advisory Committee.

Doctor of Philosophy (Ph.D.)

Admission Requirements

Applicants who are seeking admission to School of Graduate Studies must meet all of the minimum general education requirements identified in the graduate catalog. In addition, students must fulfill the requirements below for admission to Earth System Science and Policy Ph.D. degree program.

1. Hold a Master’s degree from a recognized college or university.
2. Have satisfactorily completed a minimum of college-level algebra plus 3 credits of college statistics or calculus, AND a minimum of 12 semester credit hours in natural or physical sciences, e.g., physics, chemistry, geosciences, biology or related sciences, AND 6 semester credits in social sciences, e.g., economics, geography, environmental studies, sociology, psychology, anthropology, archeology, political science or related fields.
3. Have earned a minimum average GPA of 3.50 on a 4.00 scale on all graduate-level coursework.
4. Submit score for the Graduate Record Examination (GRE) General Test.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Students seeking the Doctorate degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Earth System Science and Policy Department.

The overarching goal of all the degree programs offered in Earth System Science and Policy is to facilitate the acquisition of skills required to solve environmental problems or to seize opportunities presented by a changing environment. Much of the responsibility for learning rests upon the student.

1. Students enrolled in the PhD program will take (in most cases) the following sequences. Students will complete the basic two-semester core sequence of courses during their first year of study.

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<th>Course</th>
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<td>ESSP 501</td>
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Courses

ESSP 501. Earth System Science and Policy I. 5 Credits.
An overview of the fundamental issues from five research areas: Biodiversity and Ecosystem Functioning; Climate and Environmental Change; Land and Resource Management; Environmental Policy, Management, and Communication; and Human Health and the Environment. Material will be presented "situationally" in a problem-based learning environment. ESSP faculty and guest lecturers will present background information relevant to the topics. Students are expected to engage actively in the learning process by 1) determining what further information they need to understand the problem, 2) researching the questions, 3) clearly and concisely presenting the findings of their research to one another. Prerequisites: Graduate standing in ESSP. Corequisites: ESSP 501R and ESSP 501L.

ESSP 501L. Earth System Science and Policy Laboratory I. 2 Credits.
Laboratory session. Will require one or more full day field trips; may require one or more weekend field trips. Prerequisites: Graduate standing in ESSP. Corequisites: ESSP 501 and ESSP 501R.

ESSP 501R. Earth System Science and Policy Recitation. 3 Credits.
Small group discussions to include many parties to an environmental issue. Prerequisites: Graduate standing in ESSP. Corequisites: ESSP 501 and ESSP 501L.
ESSP 502. Earth System Science and Policy II. 5 Credits.
Course follows the design of ESSP 501 but with more emphasis on written reports and team projects. At the beginning of the semester, students will either select or be assigned a topic for an interdisciplinary team project for completion by the end of the semester. The team project helps students acquire an interdisciplinary outlook, and fosters communication and cooperation within a positive multi-disciplinary work environment. This will provide students with skills that are integral to the management of complex environmental problems they will face in the world beyond academia. Prerequisites: ESSP 501, 501R and 501L. Corequisites: ESSP 502R and ESSP 502L.

ESSP 502L. Earth System Science and Policy Laboratory II. 2 Credits.

ESSP 502R. Earth System Science and Policy Recitation II. 3 Credits.

ESSP 506. Ecosystem Services: Valuing Nature in a Market Society. 3 Credits.
Analyzes the services and goods provided by natural and human-made ecosystems with a primary focus on the agroecosystems and grasslands of the northern Great Plains. Explores the scientific framework of ecosystem services, their disruption or disturbance, economic and ecological values, methods of analyzing these values, and policy implications. Prerequisite: Consent of instructor.

ESSP 520. Earth Systems Modeling. 3 Credits.
Introduction to statistical and deterministic approaches for modeling earth systems, including use of modeling to support management and policy making. Develops systems thinking skills and emphasizes modeling as a framework for environmental analysis and problem solving. Students will learn how different classes and scales of models are used to explore different types of environmental questions. Emphasis will be on the dynamic, interconnected and interactive relationships between human activities and ecosystem function and structure as well as the effects of these activities on biogeochemical cycles, energy flow, and biodiversity. Students will use these analyses to evaluate opportunities to shift toward more sustainable human behavior. Prerequisite: Graduate standing in ESSP or consent of instructor.

ESSP 530. Principles of Environmental Science. 3 Credits.
Provides a basis for understanding the complex responses of plants and animals to environmental change and presents clear explanations and analysis of interactions between organisms and their physical environment. Students will learn the physical principles that explain key Earth system processes, such as water cycle and energy cycle, and key interactions, such as radiative forcing. More importantly, students will learn principles that apply in conducting research and in the interpretation of measurements. Even though this graduate level course is intended for students who are expected to conduct research toward their degree, non-thesis graduate students are also encouraged to enroll as it covers a wide range of physical topics associated with Earth System Science. Prerequisites or corequisites: Statistics, Calculus, College Physics, and permission of the instructor.

ESSP 540. Advanced Topics in Geospatial Technologies. 3 Credits.
The course’s intent is to stay abreast of technological developments in a rapidly evolving field. Course contents will vary according to where the advances have the most immediate impact. The goal is to provide students exposure and hands-on experience needed to apply technologies to significant Earth System problems. Among technologies to be discussed are sensors for satellites and aircraft, data acquisition and image processing tools, verification and validation techniques, precision navigation by Global Positioning Satellites, and advanced uses of Geographic Information Systems. Prerequisite: Consent of instructor.

ESSP 562. Environmental Economics, Policy and Management. 3 Credits.
Examines the principles of economics, natural resource limitations and management, and the role of science in public policy decision-making with the intent of preserving Earth’s vital life-support systems while meeting human needs and aspirations. Through case studies, guest speakers, and personal experience, studies how science does or does not inform environmental policymaking. Students apply economic theory and analysis to evaluate environmental problems and policies and apply ecological principles to shape economic policy. Particular emphasis will be on wetland habitats and agroecosystems. Prerequisite: Consent of instructor.

ESSP 570. Communicating Environmental Information. 3 Credits.
The focus of this class is on communication of scientific information to non-science audiences. Students will 1) probe the role of communication in the public perceptions of environmental issues, 2) examine the effectiveness of different tools in raising environmental awareness, 3) explore the barriers that hinder effective communication and subsequent motivation to action, and 4) profile a variety of environmental outreach activities. Ways to convert polarization among differing parties into consensus by communicating accurate, timely information will be explored. Prerequisite: Consent of instructor.

ESSP 590. Colloquium Series. 1 Credit.
Speaker series, approximately weekly, on timely topics and research. An emphasis will be to hear from outside speakers. Speakers may occasionally deliver presentations electronically. Graduate students in ESSP are expected to attend.

ESSP 594. Directed Study. 1-5 Credits.
Directed reading or investigations tailored to the needs of individual students for advanced knowledge in specific areas. Typically requires weekly meetings with the assigned faculty member. Usually culminates in a paper on the specific topical area. Doctoral candidates may repeat once. Prerequisite: Permission of an ESSP faculty member who agrees to serve as supervisor.

ESSP 596. Doctoral Research. 1-9 Credits.
Arranged with student’s advisory committee. May be repeated for credit. Prerequisite: Graduate standing in ESSP or consent of instructor.

ESSP 597. Internship. 3-9 Credits.
Practical experience for ESSP students in a professional environment. Repeatable to 9 credits. Prerequisite: Graduate standing in ESSP.

ESSP 599. Special Topics. 1-6 Credits.
Topics of current interest. May be provided by program or visiting ESSP faculty. May be repeated for credit. Prerequisite: Graduate standing in ESSP or consent of instructor.

ESSP 995. Continuing Enrollment. 1-12 Credits.
Independent study and preparation of written and oral reports describing internships. Prerequisite: Approval by student’s advisor of written proposal describing internship to be completed.

ESSP 998. Thesis. 3-9 Credits.
Academic credit for thesis research that has been approved in advance by a student’s advisory committee. May be repeated, but no more than 9 credits will be allowed in a master’s degree program. Prerequisite: Graduate standing in ESSP or consent of instructor.

ESSP 999. Dissertation. 3-18 Credits.
Academic credit for doctoral dissertation research that has been approved in advance by a student’s advisory committee. May be repeated but no more than 18 credits will be allowed in the degree program. Prerequisite: Consent of instructor.

Economics (Applied)

http://business.und.edu/dept/economics/

FACULTY: Professors Bagheri, Biederman, Blackwell, da Silva, Flynn, Goenner (Graduate Director), Simlai, Tsang and O’Neill

Degree Granted: Master of Science in Applied Economics (M.S.A.E.)

The Master of Science in Applied Economics (MSAE) reflects the current state of knowledge and skills used by professional economists. It is characterized by strong foundational courses in economic theory, mathematical economics and applied statistical methods.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.
**Master of Science in Applied Economics (M.S.A.E.)**

**Admission Requirements**

1. A four-year bachelor’s degree from a recognized college or university.
2. Applicants may be eligible for admission in “Qualified” status with nine credits of requisite undergraduate work provided that they meet all other stated admission criteria. In such cases, the student must satisfy all conditions in her/his admission letter in order to advance to “Approved” status. Failure to address the conditions of admission as stated in the admission letter will be viewed as unsatisfactory progress and could result in dismissal from the School of Graduate Studies.
3. An overall undergraduate grade point average of 2.75 or greater for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on a 4.0).
4. Official scores from the Graduate Record Examination (GRE) General Test or Graduate Management Admission Test (GMAT). At the discretion of the MSAE Program Director, test scores may be waived for students holding a graduate degree.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
6. ECON 410 Empirical Methods in Economics I and ECON 411 Empirical Method in Economics II are the two courses that students in the combined program are permitted to count toward both a UND bachelor’s degree and the MSAE degree, but only if these courses are declared for graduate credit. All other courses taken for credit in the combined program must satisfy only bachelor’s program requirements, or only MSAE program requirements.

Combined BS/MSAE Option: A combined BS/MSAE option is available to outstanding undergraduates who have completed 90 semester hours in a bachelor’s program at UND. Interested students should consult with the MSAE Program Director.

**Degree Requirements**

Students seeking the Master of Science degree through the Department of Applied Economics at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Department of Economics.

The MSAE curriculum varies according to whether the student chooses a thesis option or a non-thesis option (see below). The thesis option is available for students who conduct original research. Thesis topics must be approved by the student’s faculty advisory committee, conducted under the guidance of the student’s faculty advisor and then completed to the satisfaction of the faculty advisory committee.

The independent study must demonstrate the student’s ability to do independent scholarly work but does not demand an original contribution to knowledge. Independent study topics must be approved by and completed to the satisfaction of the student’s faculty advisor.

**Thesis Option (minimum of 31 credit hours)**

Required core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 410</td>
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<td>3</td>
</tr>
<tr>
<td>ECON 411</td>
<td>Empirical Method in Economics II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 416</td>
<td>Mathematics for Economists</td>
<td>3</td>
</tr>
<tr>
<td>ECON 504</td>
<td>Advanced Price Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 505</td>
<td>Advanced Macroeconomic Theory</td>
<td>3</td>
</tr>
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<td>ECON 534</td>
<td>Applied Economic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECON 596</td>
<td>Applied Economics Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ECON 998</td>
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Electives (minimum of 6 credit hours):

<table>
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**Non-thesis option (minimum of 32 credit hours)**

Required core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 410</td>
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</tr>
<tr>
<td>ECON 411</td>
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<td>Applied Economics Research Seminar</td>
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<td>ECON 997</td>
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Electives (minimum of 6 credit hours):

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

**Outline of Full-Time Course Schedule**

The MSAE is designed to be completed in one and a half years of full time study. The non-thesis option requires a minimum of 32 credits hours. Below is the recommended course schedule of completion.

**First Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

**Spring**

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<tr>
<th>Course</th>
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<th>Credits</th>
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</table>

**Second Year**

**Fall**

<table>
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<tr>
<th>Course</th>
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</table>

**Spring**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
</table>

**Third Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</table>

**Spring**

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<tr>
<th>Course</th>
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<th>Credits</th>
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</table>

**Fourth Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</table>

**Spring**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</table>

**Non-thesis option (minimum of 32 credit hours)**

Required core courses:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
</table>

Electives (minimum of 6 credit hours):

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<th>Credits</th>
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</thead>
</table>

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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

**Second Year**

**Fall**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</table>

**Spring**

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<th>Course</th>
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<th>Credits</th>
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</table>

**Third Year**

**Fall**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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**Spring**

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
</table>

**Fourth Year**

**Fall**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

**Non-thesis option (minimum of 32 credit hours)**

Required core courses:

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<thead>
<tr>
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</table>

Electives (minimum of 6 credit hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
**Courses**

**ECON 503. Government and Business. 3 Credits.**

**ECON 504. Advanced Price Theory. 3 Credits.**

**ECON 505. Advanced Macroeconomic Theory. 3 Credits.**

Economic theory and methodology; theory of consumer behavior and demand; theory of production and distribution; equilibrium in commodity and factor markets; general equilibrium and welfare; behavior of economic agents in imperfect competition. Particular attention is given to efficiency and equity ramifications of perfectly competitive economic systems. Prerequisite: ECON 308. Prerequisite or corequisite: ECON 416.

**ECON 509. Macroeconomic Decision Making. 3 Credits.**

Study of macroeconomic models with particular attention to the analysis of business cycles, income growth and evaluation of public policies concerned with inflation and unemployment. Prerequisites: ECON 309 and ECON 416.

**ECON 510. Topics in Applied Econometrics. 3 Credits.**

Statistical models and applied econometrics methods relevant to estimation and the testing of economic relationships. Prerequisites: ECON 410.

**ECON 514. Advanced Managerial Economics. 3 Credits.**

Microeconomic analysis applied to business decision-making. Topics include: the nature and scope of the firm, strategic decisions concerning product line, pricing, entry or exit from specific markets and the internal organization of the firm. Case studies are utilized as a main method of analysis. Prerequisites: ECON 201, ISBC 217 and MATH 146 or consent of instructor.

**ECON 516. Advanced Managerial Economics. 3 Credits.**

Prerequisites: ECON 201, ISBC 117 and ISBC 317, MATH 146 or consent of instructor.

**ECON 512. Advanced International Economics. 3 Credits.**

This course provides a broad overview of international trade theory, policy, and/or international finance. The course focuses on empirical application based on these theories. Prerequisite: ECON 410.

**ECON 534. Applied Economic Analysis. 3 Credits.**

This is an applied course in economics, the purpose of which is to build on the tools learned in previous coursework, learn new tools, and discover how to apply these tools to the analysis of data from the real world. The course includes theory, though the focus is on applying the tools of modern econometrics to the study of cross sectional, time series, and panel data. Prerequisite: ECON 410, ECON 411, ECON 414, ECON 416 and ECON 504.

**ECON 545. Applied Public Economics. 3 Credits.**

This course aims to familiarize the student with the current literature on the economics and econometrics of policy and program evaluation. Prerequisite: ECON 410 and ECON 504.

**ECON 556. Demographic Methods for Economics. 3 Credits.**

We examine the three key demographic processes: mortality, fertility, and migration. The course emphasis will be on model development for each of the processes. Applications include economic policy issues such as pensions, medical insurance, and other current issues. Prerequisite: ECON 210.

**ECON 575. Advanced Special Topics. 1-3 Credits.**

Topics of course will change from semester to semester but will typically emphasize an important aspect of economic theory or a significant issue in economic policy. Repeatable to 6 credits with different topics.

**ECON 580. Economic Development: Global, National, and Regional Issues. 3 Credits.**

The first part of this course focuses on growth theories, globalization and economic development and sustainable growth among less developed, developing, and more developed countries, as well as countries in transition to market economies. The second part of the course specifically examines economic development for advanced nations, incorporating rural, urban and regional economic analysis. Issues such as rural technology, employment, poverty, housing, transportation, location problems, industrialization, urbanization and sustainable growth in North Dakota and North Central Region are explored. Prerequisites: ECON 504 and ECON 505.

**ECON 592. Research in Economics. 2-3 Credits.**

Research work and use of original documents; collecting of material and preparing of special topics and bibliographies; familiarizing the student with government publications and other material available for study of economic problems.

**ECON 596. Applied Economics Research Seminar. 3 Credits.**

Seminar course intended to strengthen and further develop essential skills of research and formal presentation (written and oral) for both academic and professional audiences. Students will apply these skills to the development of their individual Independent Study or Thesis Project Proposal. Enrollment is restricted to MSAE degree students who plan to complete their Independent Study or Thesis in the following academic year.

**ECON 597. Economic Research Internship. 1-3 Credits.**

An internship is designed to provide the student with an opportunity for participating in a supervised work experience directly related to the field of training. Students will work closely with the program advisor in planning the internship with an approved cooperating institution. Prerequisite: Permission of program director.

**ECON 996. Continuing Enrollment. 1-12 Credits.**

The independent study requires the student to investigate a topic in applied economics and to prepare a formal report satisfactory to the MSAE program director.

**ECON 998. Thesis. 4 Credits.**

The thesis is an original research project completed under the supervision of a thesis committee.

**Undergraduate Courses for Graduate Credit**

**ECON 324. Public Finance. 3 Credits.**

Growth and effects of the public sector of the economy emphasizing effects of taxation and spending or borrowing and debt management on efficiency and use of economic resources. Prerequisites: ECON 201 and ECON 202.

**ECON 338. International Economics. 3 Credits.**

Economic basis for gain in international trade; capital and population movements; international disequilibrium and the process of balance-of-payments adjustments; tariffs, underdeveloped countries. Prerequisites: ECON 201 and ECON 202.

**ECON 341. Labor Economics and Labor Relations. 3 Credits.**

A survey of the nature and causes of the economic problems of the American wage and salary earner and of the attempts of wage earners and society, through organizations and legislation, to alleviate these problems. The course comparatively surveys the history and systematic theories of labor movements and the market and institutional influences on wages and employment. Particular emphasis will be placed on the law of industrial relations, employment and income access, and the adjustment of labor disputes. Prerequisites: ECON 201 and ECON 202.

**ECON 355. Government Regulation of Business. 3 Credits.**

An exploration of the many ways that federal and state governments regulate business activity. Government regulation falls into three broad areas: economic regulation; social regulation; antitrust laws. The historical development of regulation, from both a legal and economic perspective, will be discussed. Particular attention will be paid to the current trend toward deregulation of previously regulated industries such as airlines, telecommunications, and trucking. Prerequisites: ECON 201 and ECON 202.
ECON 400. History of Economic Thought. 3 Credits.
Broad overview of the major schools of thought including Mercantilist, Physiocrat, Classical, Marxian, Socialist, Historical, Austrian, Neoclassical, Institutional, Keynesian, and Monetarist. The coverage includes value theory, income/expenditure theory, growth/pre-development theory, scientific method, scope and public policy. Prerequisites: ECON 105 or ECON 201, and ECON 202.

ECON 410. Empirical Methods in Economics I. 3 Credits.
This course is an introduction to econometrics, the joint area of economics and statistics dealing with the application of statistics to economic problems. The course objectives are to acquire a basic understanding of the theory and methods of econometrics and to gain practical experience in utilizing these methods. The students will use the tools developed in the course in homework and written assignments so that they can develop an insight to theory and its application. Prerequisites: ECON 201, ECON 202 and ECON 210.

ECON 411. Empirical Method in Economics II. 3 Credits.
A continuation of Econ 410, but with a major emphasis on business and economic forecasting. As with Econ 410, there is a heavy emphasis on solving practical problems of the major types common in the Economics profession. Prerequisite: ECON 410.

ECON 416. Mathematics for Economists. 3 Credits.
Study of mathematical methods in the areas of introductory calculus and linear algebra, and their application to economic analysis. Mathematical analysis of static and dynamic equilibrium models, growth models, distribution, production functions, cycles, activity analysis, mathematical programming, and model building. Prerequisites: ECON 308 and ECON 309; MATH 146 or MATH 165.

ECON 430. International Money and Finance. 3 Credits.
Identification of key international financial concepts and analysis of their relationships in the international money and capital markets; determination of the balance of payments and exchange rates; and examination of alternative theories of the international money and capital markets. Prerequisite: ECON 308.

Education

http://www.und.edu/dept/ehd/


Graduate programs in education are housed in three departments of the College of Education and Human Development. Faculty in the Departments of Educational Foundations and Research, Educational Leadership, and Teaching and Learning work closely together in design and delivery of the graduate programs described in this section. The department chairs and program coordinators are listed below.

Department Chairpersons

Educational Foundations and Research
S. LeMire

Educational Leadership
S. Houdek

Teaching and Learning
M. Baker

Program Coordinators

Early Childhood Education
M. Salyers

Education: General Studies
J. Holen

Educational Foundations and Research
K. Gershman

Educational Leadership Higher Ed Emphasis
M. Healy

Educational Leadership PK-12 Emphasis
S. Houdek

Elementary Education
B. Gourneau

English Language Learner Education
J. Shafer

Instructional Design and Technology
R. Van Eck

Reading Education
S. Barrentine

Special Education
L. Chalmers

Teaching and Learning Doctoral Program
M. Zidon

Programs Offered

Graduate programs in education at UND are accredited by the National Council for the Accreditation of Teacher Education (NCATE) through 2015, and those leading to teacher licensure or endorsement or to an advanced educator credential are approved by the North Dakota Education Standards and Practices Board and the North Dakota Department of Public Instruction as appropriate.

Design of Graduate Programs: Critical Inquiry

The College of Education and Human Development admits to advanced programs for educators students who are self-directed learners with considerable experience in the practice of education. Viewing knowledge as holistic, interconnected, and never fully defined, we encourage students to define their own programs of study within the framework of critical inquiry.

Critical inquiry begins as students, individually or in groups, identify and seek resolution to problems in education. Students engaged in critical inquiry observe and try to understand differences in proposed resolutions to problems; explore problem situations and the consequences of various resolutions; seek further definition of issues through reading, interaction, research, and creative activity; and further professional abilities consistent with their own understandings of directions for policy and practice in education. Foundational studies in education and the study of research methodologies contribute to student’s ability to engage in critical inquiry.

Goals that inform graduate programs for teachers are drawn from the core propositions of the National Board for Professional Teaching Standards.

Programs Offered

<table>
<thead>
<tr>
<th>Program</th>
<th>Degrees Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>M.S.</td>
</tr>
<tr>
<td>Educational Foundations &amp; Research</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>M.Ed., M.S., Ed.S., Ed.D., Ph.D.</td>
</tr>
<tr>
<td>Education-General</td>
<td>M.S.</td>
</tr>
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<td>Elementary Education</td>
<td>M.Ed., M.S.</td>
</tr>
<tr>
<td>English Language Learner Education</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>Instructional Design and Technology</td>
<td>M.Ed., M.S.</td>
</tr>
<tr>
<td>Reading Education</td>
<td>M.Ed., M.S.</td>
</tr>
<tr>
<td>Special Education</td>
<td>M.Ed., M.S.</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>Ed.D., Ph.D.</td>
</tr>
</tbody>
</table>

Degrees Offered

The Master of Education (M.Ed.) and the Specialist Diploma (Ed.S) focus graduate study on professional practice from a broad educational perspective and admit only licensed educators. Both programs require completion of a final research paper or special project to culminate degree study. Refer to the Degree Requirements section of this catalog for a discussion of M.Ed. and Specialist Diploma requirements.

The Master of Science (M.S.) degrees offered in education admit students who are licensed educators and others interested in the study of education. Degree requirements vary according to the background of the student and are described in the section devoted to each program. M.S. degree programs are available with thesis and non-thesis options.

The Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.) degrees are designed to prepare persons for leadership in the public schools or other educational agencies and for teaching and administration in colleges or
universities. Study at the doctoral level requires that the student demonstrate analytic inquiry and creative scholarship in the study of education. The Ed.D. program focuses on study of professional practice and requires completion of independent work leading to an original dissertation with implications for the practice of education. The Ph.D. program emphasizes educational research and requires completion of independent work leading to an original dissertation focused on educational theory. Refer to the Degree Requirements section of this Catalog for delineation of requirements for the Doctor of Education and Doctor of Philosophy degrees.

For a complete picture of each degree program, the student is advised to read sections discussing the requirements of the School of Graduate Studies referenced in the paragraphs above, the requirements of the Education faculty in the following section, the pages devoted to discussion of each of the programs offered, and the graduate handbooks available from the dean of the College of Education and Human Development and/or the department.

Admissions Process

Success in the graduate study of education is related to qualities of mind, motivation, literacy, and experience. Among the qualities of mind sought in candidates for admission to Education programs are creativity, intelligence, independence of thought, willingness to take risks, openness to new ideas, openness to diversity, and flexibility of thought. Motivation is demonstrated by commitment to learners of all ages, professional growth, self-direction, and commitment to academic study leading to a graduate degree. Literacy is the ability to communicate effectively both orally and in writing. Experience may be demonstrated by diverse activities including work with children or adults in a variety of settings, foreign or domestic travel, and a liberal education. Each student brings a different mix of characteristics and strengths to graduate study.

Within the catalog, each graduate program lists specific admission requirements. Consult the website for up-to-date admissions processes for each program.

Scholarly Tools

The scholarly tool requirement for the M.S., Ed.D., and Ph.D. degrees is an integral part of the graduate degree program. Since the purpose of the scholarly tool requirement in graduate study is to enable the student to read, understand and conduct research, the tools are to be directly related to the research interests of each graduate student. Achievement levels will be demonstrated by satisfactory completion of coursework in the appropriate scholarly tool area(s) or by a proficiency examination. A minimum of five semester credits in appropriate coursework for the M.S. degree is required.

There is no scholarly tool requirement for the M.Ed. or Ed.S. degrees. For the Ph.D., the minimum scholarly tool requirements of 12 credits may be met by one of the following options:

Option 1: Qualitative emphasis option:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFR 510</td>
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</tr>
<tr>
<td>EFR 520</td>
<td>3</td>
</tr>
<tr>
<td>EFR 516</td>
<td>3</td>
</tr>
<tr>
<td>Approved Electives</td>
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<tr>
<td>Total Credits</td>
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Option 2: Quantitative emphasis option:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EFR 510</td>
<td>3</td>
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<td>EFR 516</td>
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<td>Select one of the following:</td>
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<tr>
<td>EFR 517</td>
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<td>EFR 518</td>
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<tr>
<td>Total Credits</td>
<td>12</td>
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Option 3: Tests and measurements option:

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EFR 511</td>
<td>3</td>
</tr>
<tr>
<td>EFR 512</td>
<td>3</td>
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<tr>
<td>EFR 516</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>9</td>
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</table>

The student’s advisory committee may approve an exception to these three specializations upon consultation with the research faculty. An appropriate exception would be a different sequence of studies that assures breadth and depth in the research process that is related to both the student’s career goals in research and in regard to the student’s research.

For the Ed.D., the minimum scholarly tool requirements of six credits may be met by one of the following options:

Option 1: Qualitative emphasis option:

<table>
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<tbody>
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Option 2: Quantitative emphasis option:

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<tr>
<td>EFR 516</td>
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Select one of the following:

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<tbody>
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</tr>
<tr>
<td>EFR 512</td>
<td>3</td>
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</table>

Total Credits 6

The student’s advisory committee may approve an exception to these three specializations upon consultation with the research faculty. An appropriate exception would be a different sequence of studies that assures breadth and depth in the research process that is related to both the student’s career goals in research and to the student’s research.

Thesis and Independent Study Reports

All master’s degrees and the Ed.S. culminate in a final paper or project. The thesis in the Master of Science degree earns four to six credits. Both the Master of Education and the Master of Science (non-thesis) degrees require a two-credit independent study or Final Project instead of a thesis. The independent study requirement may be met by completing a formal master’s paper. The Final Project requirement is met by completing a project that demonstrates critical analysis of a topic in a scholarly way and integrates information and experiences gained throughout the program of study. All theses, independent studies, or final projects must be based on an approved proposal. Note that the Department of Educational Leadership may have requirements that differ from those noted above.

Comprehensive Examinations

Master’s and Specialist Diploma students in the Department of Educational Leadership take comprehensive examinations in the semester during which graduation is expected. Candidates take comprehensive examinations after making formal application to receive the Master’s or Specialist’s degree and having been notified of eligibility in writing by the School of Graduate Studies. Students enrolled in the following master’s programs complete a Final Project in lieu of comprehensive exams: Early Childhood Education, Elementary Education, General Studies, Reading Education, and Special Education.
Degrees Granted: Master of Science (M.S.), Master of Education (M.Ed.), Specialist Diploma (Spec. Dip.), Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.)

Graduate programs in Education are housed in three departments of the College of Education and Human Development. Faculty in the Departments of Educational Foundations and Research, Educational Leadership, and Teaching and Learning work closely together in design and delivery of the graduate programs described in this section. The graduate programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) through 2015, and those leading to teacher licensure or endorsement or an advanced educator credential are approved by the North Dakota Education Standards and Practices Board and the North Dakota Department of Public Instruction as appropriate.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Educational Foundations and Research
http://www.und.edu/dept/efr/

FACULTY: Gershman (Graduate Director), S. Hung, C. Hunter, LeMire (Chair), Rocha, Stupnisky and M. Weaver-Hightower

Degree Granted: Doctor of Philosophy (Ph.D.)
The Department of Educational Foundations and Research provides programs for educators and other professionals interested in educational foundations, educational evaluation, and/or educational research. The department is committed to the encouragement of interdisciplinary efforts and to increased understanding of our multicultural society.

The Department cooperates with the Department of Teaching and Learning in offering an M.S. in Education—General Studies. See the descriptions under Teaching and Learning for the details related to their program. Students are admitted to these programs following procedures established by the college.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Mission Statement and Program Goals
The Department of Educational Foundations and Research provides courses for educators and other professionals interested in educational foundations, educational evaluation, and/or educational research. The department is committed to the encouragement of interdisciplinary efforts and to increased understanding of our multicultural society. We cooperate with the Department of Teaching and Learning in advisement of the M.S. General Studies degree and the Ph.D. in Educational Foundations and Research (below).

The Ph.D. degree will prepare students for professional positions that rely on a full understanding of the broad intellectual and scholarly themes that are foundational to good practice, as well as excellent research skills. Students will study both the Foundations of Education as well as Research Methodologies, choosing to emphasize one or the other (see requirements below). They will design a graduate minor or cognate uniquely suited to their scholarly and research interests.

Educational Leadership
http://www.und.nodak.edu/dept/edl/degrees.html

FACULTY: DeLong, Healy, Houdek (Chair and Graduate Program Director), Kallio, Rice, Schnellert, Stonehouse, Sun and Worley

Degrees Granted: Master of Science in Higher Education (M.S.), Master of Education (M.Ed.), Specialist Diploma (Ed.S.), Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.)

The Department of Educational Leadership prides itself on being a leader in the field with an internationally recognized academic program that combines theory and practice to provide a scholar-practitioner educational model. Our innovative and responsive curriculum fosters intellectual vitality and facilitates the development of our world-class students and faculty.

The academic experience is designed to provide our students with an understanding of basic concepts and advanced knowledge of educational leadership. The academic offerings apply to leadership positions in the elementary, middle, secondary, and higher education levels as well as for the non-profit sector.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)
Mission Statement and Program Goals
The M.S. program in Higher Education is designed for students whose goals are to obtain positions as administrators in higher education. Students who are interested in a career in higher education administration or other education-related areas are encouraged to apply for the M.S. degree program. Upon completion of the M.S. degree, students are better prepared for entry level and mid-management positions in educational institutions and agencies.

Goal 1: Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice.

Goal 2: Candidates demonstrate an ability to collaborate with others as effective communicators both orally and in writing.

Goal 3: Candidates demonstrate an ability to be effective communicators both orally and in writing.

Goal 4: Candidates demonstrate an ability to create, enrich, maintain and alter learning environments to capture and engage their students.

Goal 5: Candidates research and reflect systematically about their practice and so deepen their knowledge and adapt and strengthen their practice.

Goal 6: Candidates demonstrate an ability to collaborate with others as members of learning communities who can contribute to the effectiveness of the college or university.

Master of Education (M.Ed.)
Mission Statement and Program Goals
The M.Ed. program in Educational Leadership is designed to prepare students for administrative positions in either elementary, middle school or secondary schools. Upon completion of the M.Ed. degree, a student will have completed the academic requirements for the North Dakota principal credential at PK-12 levels. Applicants for the M.Ed. must be licensed to teach and it is recommended they have a minimum of three years of teaching experience.

Goal 1: Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice.

Goal 2: Candidates demonstrate an ability to be effective communicators both orally and in writing.

Goal 3: Candidates demonstrate an understanding of the subjects they teach (content knowledge).
Degree Granted: Master of Science (M.S.)

The focus of the M.S. program in Early Childhood Education is on the advanced preparation of teachers and leaders in the field of Early Childhood Education. The program addresses the education of children age 3 through grade 3 by concentrating on the study of children ages 3-8 and the implications such study holds for educational practice. This degree does not lead to initial teacher licensure. Those pursuing this program will be prepared as professional teachers/leaders in a variety of early childhood settings, including public and private schools (Pre-K-grade 3), Head Start programs, child development and childcare centers, and college and University settings.

The Early Childhood education program is administered through the Department of Teaching & Learning in the College of Education and Human Development (EHD) and the UND School of Graduate Studies. The programs follow the policies of Early Childhood Education, the Department of Teaching & Learning, EHD, UND, UND School of Graduate Studies and NDUS.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The mission of the Early Childhood Education program is to teach and empower educators and leaders in the field of Early Childhood Education. The focus in this program is on educating teachers to be careful and open-minded observers who develop early learning curriculum and programs with the child in mind; thus, the child is at the center of the program, and the source of study.

The program is committed to establishing a theoretical foundation based on research in the field of early childhood education that is combined with practical experiences to prepare professionals who will:

1. Encourage the child’s natural curiosity and exploration of the environment;
2. Develop an understanding of human diversity and recognize its value in a community of learners;
3. Become reflective in their approach to teaching and leadership;
4. Develop supportive and productive learning environments for children, teachers, parents, and support staff;
5. Integrate knowledge of children with special needs into curriculum and program development.

Elementary Education

http://education.und.edu/teaching-and-learning/grad-elm-ed.cfm

FACULTY: Baker, Barrentine, Beck, Combs, Gourneau (Graduate Director), Guy, Helgeson, Keengwe, Shafer, and Walker

Degrees Granted: Master of Science (M.S.) and Master of Education (M.Ed.)

The Master of Science (MS) and the Master of Education (M.Ed) degrees are offered by the Department of Teaching and Learning in the College of Education and Human Development. These two Elementary Education Master Programs strive for excellence in education for all learners. The Programs are dedicated to the professional development of responsive teachers as learners, active agents of learning, and articulate visionaries. We provide high quality educational experiences that emphasize inquiry, reflection, and collaboration. In order to be accessible to our graduate students we offer Programs in a variety of formats including campus based and distance degrees.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The Master of Science: Elementary Education is committed to preparing knowledgeable and responsive educators through the advanced study of...
research, creative scholarship, and educational theory. Students in the program will:

• Commit to the continuing process of learning with an emphasis on learning to teach.
• Become more confident, responsive, and reflective as decision-makers in their educational learning communities.
• Plan, implement, and evaluate strategies of research in education.
• Examine practices and assumptions in schools, including moral and ethical standards along with the concerns of schools in society.
• Embrace inclusive diversity by meeting the varied needs of students and communities.

Master of Education (M.Ed.)

Mission Statement and Program Goals
The Master of Education Degree in Elementary Education: Elementary Education is committed to preparing knowledgeable and responsive educators through the advanced study of professional practice, theory, and foundations of education. Students in the program will:

• Commit to the continuing process of learning with an emphasis on learning to teach.
• Examine best practices, skills, and values to effectively teach all students.
• Become more confident, responsive, and reflective as decision-makers in their educational learning communities.
• Learn to adapt curricular experiences to provide for individual needs, backgrounds, interests, and learning standards.
• Embrace inclusive diversity by meeting the varied needs of students and communities.

English Language Learners (TESOL)

FACULTY: Shafer (Graduate Director) and Walker

Degree Granted: Master of Education (M.Ed.)
The Graduate Certificate in ELL Education and the M.Ed. in ELL Education are designed to provide licensed teachers and other professionals with in-depth and specialized knowledge in teaching K-12 and adult English language learners in the U.S. and abroad. Both programs are offered on-line; on-campus options are also available. Both programs require a field experience. Note: K-12 licensure is not required for admission; however, these programs do not lead to initial teacher licensure, which is required for North Dakota ELL teacher endorsement. Educators from other states seeking ELL teacher endorsement should check to determine whether the Graduate Certificate program or the Master’s degree program best meets their state requirements.

A variety of federal financial aid programs, including TEACH grants, are available for candidates who plan to work as ELL teachers in high needs schools in the United States.

Education: General Studies
http://www.und.edu/dept/efr/generalstudies.html

FACULTY: Anderson, Holen (Graduate Director), Gershan, Helgeson, Hung, Hunter, Ingwolson, Lemire, Pearson, Rocha, Smart, Weaver-Hightower and Zidon

Degree Granted: Master of Science (M.S.)
This M.S. degree program (thesis and non-thesis) is designed for both the licensed secondary or middle level teacher who seeks a major in education with a cognate or a minor in another field (Track I), or for those who wish to pursue a graduate degree in education that broadly will inform their own professional practice (Track II). Track I requires a teaching license; Track II does not require, nor does it lead to, teacher licensure.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Mission Statement
The General Studies program Track I is dedicated to educating the classroom teacher in educational philosophies and theories of curriculum, pedagogy and learners. The program is committed to the professional development of teachers who are lifelong learners, who value diversity, promote the learning of all students, use effective instructional practice and assessment, and systematically reflect on their practice in order to support learners and their learning.

The General Studies program Track II is dedicated to the pursuit of education as field of study. Historical, philosophical, sociological, anthropological, and psychological aspects of education are viewed through multiple perspectives of culture, gender, community and organizations. The program is committed to the development of professionals who value lifelong learning, diversity, inquiry and critical thinking.

Program Goals
The program goals for the Track I and Track II emphasis areas are designed to expand your awareness of philosophical, social and historical education issues, to enhance your understanding of curriculum and to promote your research knowledge and skills. The Track I emphasis area adds one more goal: to study and utilize various instructional and assessment strategies.

In this program you will:
• Explore and understand the historical, philosophical, sociological, and psychological foundations of education, schooling and curriculum.
• Study current learning theories, instructional principles, and curriculum development principles.
• Demonstrate awareness of individual differences in learning needs, cultural heritage, economics, ability/disability, religion, and gender.
• Develop competencies in accordance with North Dakota ESPB Standards and the National Board Professional Teaching Standards (NBPTS)
• Learn to design, develop, implement and evaluate curriculum.
• Collaborate with other professionals to consider learning theory and practice.
• Acquire knowledge, skills and dispositions for understanding and conducting educational research.
• Study current trends in assessment design and practices.
• Use learning technology to improve instructional content and delivery.

Instructional Design and Technology

http://idt.und.edu

FACULTY: Borysewicz, Grabke, W. Hung (Graduate Director) and Van Eck

Degrees Granted: Master of Science (M.S.), Master of Education (M.Ed.) and Graduate Certificates

The Instructional Design and Technology (IDT) program is a collaboration between the College of Education and Human Development, the College of Arts and Sciences, and the John D. Odégar School of Aerospace Sciences. The designers believe the program benefits from the expertise of a diverse faculty, the various resources of the different organizational units, and a collaborative decision-making structure among the three units. The IDT program is administered through the College of Education and Human Development (EHD) and follows the IDT, EHD, UND, UND School of Graduate Studies, and NDUS rules and policies. The IDT program currently offers a Master of Science, a Master of Education, a Certificate in K-12 Technology Integration, a Certificate in eLearning, and a Certificate in Corporate Training and Performance. IDT also offers a doctorate through the Teaching and Learning Ph.D. program, in which IDT is an area of emphasis (see Teaching and Learning in the graduate catalog).

The IDT master’s and certificate programs are available for on-campus and distance delivery, making it possible to attain these degrees via distance delivery, on-campus attendances, or a combination of both. Online students and on-campus students are peers in the same class sessions and experience the same educational opportunities. Courses typically have a few synchronous (live) class sessions, where students may attend on-campus in the actual classroom or they may participate through our distance delivery system. In this manner, class lectures, discussion, presentation, and collaboration are done seamlessly, in a nearly identical fashion to traditional classes.

Asynchronous sessions (those done at the time and place of the students’ choosing each week) are handled through a course management system. Students use these tools to read material loaded by the teacher, turn in assignments, communicate through message boards, participate in discussions through threaded discussion tools, take tests, and receive their grades. There are assignments and participation activities every week, whether the class meets live or not. In this way, students get the best of both worlds: the flexibility of online learning and the personal contact and connection of face-to-face instruction.

Details pertaining to admission requirements, degree requirements, and courses offered can be found in the Degree section.

Master of Science (MS)

Mission Statement and Program Goals

The primary mission of the Instructional Design and Technology (IDT) program is to prepare graduates for service in education, business, government, and industry who will enhance instruction and learning through the use of instructional design and technology. Graduates will be able to design curriculum, training, and human performance solutions using any medium, and for any subject area, environment, or learner. Graduates of the doctoral program will be qualified to work as university faculty in IDT.

The Master of Science (MS) degree is primarily intended for students who plan to work in business, government, and industry developing and delivering technologically supported curriculum and/or solving human performance problems. This degree is available in two tracks. The MS (thesis option) is intended for those students who want to develop and utilize research skills, (e.g., for work in academic environments where research is encouraged). The MS (scholarly project option) is intended for those students who prefer to emphasize the development and evaluation of instructional materials.

Master of Education (MEd)

Mission Statement and Program Goals

The primary mission of the IDT program is to prepare graduates for service in education, business, government, and industry who will enhance instruction and learning through the use of IDT. These graduates will be able to design curriculum, training, and human performance solutions using any medium, and for any subject area, environment, or learner.

The Master of Education (MEd) degree is primarily intended for students who plan to work in an education environment, including K-12 schools and higher education. Individuals pursuing this degree will work primarily as technology facilitators or curriculum design specialists. As technology facilitators, they are likely to work with instructors in assisting them to appropriately, effectively, and successfully integrate technology into their instruction. They are also likely to do some direct work with students in teaching skills associated with technology integration. As curriculum design specialists, they are likely to work at the school, district, or state levels to design curriculum for public education. Students pursuing this degree will learn the theoretical issues associated with technologically supported instruction but their emphasis will be in the application of this knowledge in terms of best practices. A scholarly project is required and is considered a capstone experience. The scholarly project must address a real-world, practical instructional design learning or performance problem and fully employ an instructional design or human performance technology model to the solution of that problem or address a theoretical construct in the same way that a thesis does.

Reading Education


FACULTY: Barrentine (Graduate Director), Beck, Combs and Walker

Degrees Granted: Master of Science (M.S.) and Master of Education (M.Ed.)

The Reading Education programs are designed for educators or other professionals interested in the study of individual readers and writers, reading/language arts instruction in the classroom and/or in the reading specialist setting, reading/language arts curriculum and assessment. A unique feature of these programs is that students become engaged in teaching literacy in a supervised practicum experience. With careful planning, licensed teachers can take course work that meets the requirements for obtaining the North Dakota Reading Credential.

Certified teachers with a bachelor’s degree in education may pursue either the Master of Education or the Master of Science. Non-certified individuals who have earned a bachelor’s degree in a field of study other than education may only pursue the Master of Science.

The Reading Education programs are administered through the Department of Teaching & Learning in the College of Education and Human Development (EHD) and the UND School of Graduate Studies. The programs follow the policies of Reading Education, the Department of Teaching & Learning, EHD, UND, UND School of Graduate Studies, and NDUS. The Reading programs are approved by the North Dakota Education Standards and Practices Board.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The Master of Science, Reading Education program prepares literacy specialists and classroom teachers in reading/language arts and leadership. Graduates possess specialized knowledge about how to work with readers who have diverse needs. Systematic reflection on instruction and assessment practice that aims to promote reading development for all learners is emphasized. Students in the program will:

• Learn to use the foundations of literacy to create a literate environment for literacy learning by diverse learners in a variety of literacy learning settings.
• Gain knowledge of literacy curriculum that is learner and literature based.
• Learn to use constructivist assessments and instructional practices in a variety of literacy learning settings, e.g., Title I classroom.
• Understand methods to assess, diagnose, and evaluate readers and writers.
• Use systematic study of practice to lead positive changes in literacy teaching and learning.

Master of Education (M.Ed.)

Mission Statement and Program Goals
The Master of Education, Reading Education program prepares teachers in reading/language arts. Graduates are equipped to become life-long learners in the field of literacy education, understand and respect diverse readers, promote the learning of all students, use effective instructional practice and assessment, and systematically reflect on their practice to advance literacy achievements for their students. Students in the program will:

• Learn to use the foundations of literacy to create a literate environment for literacy learning by diverse learners in the classroom.
• Gain knowledge of literacy curriculum that is learner and literature based.
• Learn to use constructivist assessment and instructional practices in the classroom.
• View professional development in literacy education as a career-long responsibility of the classroom teacher.

Special Education
http://www.und.nodak.edu/dept/tl/specialized/

FACULTY: Borgeson, Chalmers, Chiasson, Grave, Jacobson, Johnson, Lee, Mahar and Terras

Degrees Granted: Master of Science (M.S.) and Master of Education (M.Ed.)
The Special Education Program offers graduate coursework leading to a Master of Science or Master of Education degree in Special Education in the specialization areas of: Developmental/Cognitive Disabilities; Early Childhood; Emotional Disturbance; Learning Disabilities; Strategist; Visual Impairment; and Autism Spectrum Disorder.

The Special Education programs are designed for educators or other professionals interested in the study of children, adolescents, and/or adults with disabilities. Certified teachers with a bachelor’s degree in any area of education may pursue either the Master of Education or the Master of Science in any of the specialization areas. The Master of Education degrees have a foundation of education focus, whereas the Master of Science degrees have an assessment and research focus. Non-certified individuals who have earned a bachelor’s degree in a field of study other than education may only pursue the Master of Science. The Special Education programs are administered through the Department of Teaching and Learning in the College of Education and Human Development (EHD) and the UND School of Graduate Studies.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals
The Special Education faculty at the University of North Dakota believe that all children can learn. Thus, our mission is to provide the best preparation for students who aim to become special educators in schools, hospitals, state and private institutions, and other human service agencies.

Through this program, you will:

• Learn concepts, practices, and approaches that benefit children/young adults with disabilities.
• Become familiar with issues, trends, and research in the field of special education.

• Be encouraged to have an inquiring and questioning attitude toward your profession.
• Become conversant with the literature of the field and be encouraged to be a lifelong learner.

Degrees Offered
There are two types of degree programs and one certificate program available. The certificate program is composed of 12 credits and is offered in the area of autism spectrum disorder (ASD). The degree programs include the Master of Science (M.S.) and the Master of Education (M.Ed.). Certified teachers with a bachelor’s degree in education may pursue either the Master of Education or the Master of Science. Non-certified individuals who have earned a bachelor’s degree in a field of study other than education may only pursue the Master of Science. The Master of Science degree has an assessment and scholarly writing focus, whereas the Master of Education has a focus on the foundations of education.

Teaching and Learning
http://education.und.edu/teaching-and-learning/

FACULTY: Baker (Chair), Barrentine, Beck, Borgeson, Borysawicz, Burris, Chalmers, Chiasson, Combs, Gallo, Gouneau, Grabe, Grave, Guy, Helgeson, W. Hung, Ingwalson, Jacobson, Johnson, Keengwe, Lee, Mahar, Olsen, Olson, Onchwari, Ozaki, Pearson, Salyers, Shafer, Smart, Terras, Van Eck, Walker, Yearwood and Zidon

Graduate Programs Offered in the Department of Teaching and Learning

Doctoral Programs
Teaching and Learning Ed.D., Ph.D.

Masters and Certificate Programs
Early Childhood M.S.
Education
Education-General M.S.
Studies
Elementary M.Ed., M.S.
Education
English Language M.Ed.
Learner Education (TESOL) (ASD)
Certificate
Reading Education M.Ed., M.S.
Special Education M.Ed., M.S.
Certificate (ASD)
Instructional M.Ed., M.S.
Design and Technology
Technology
Certificate

The Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.) programs are designed to prepare persons for leadership in the public schools or other educational agencies and for teaching and administration in colleges or universities. Study at the doctoral level requires that the student demonstrate analytic inquiry and creative scholarship in the study of education. The Ed.D. program focuses on study of professional practice and requires completion of independent work leading to an original dissertation with implications for the practice of education. The Ph.D. program emphasizes educational research and requires completion of independent work leading to an original dissertation focused on educational theory. Refer to the Degree Requirements section of this Catalog for delineation of requirements for the Doctor of Education and Doctor of Philosophy degrees.

The Master of Education (M.Ed.) focuses graduate study on professional practice from a broad educational perspective and admits only licensed educators. The M.Ed. program requires completion of a final research paper or special project to culminate degree study. Refer to the Degree Requirements section of this catalog for a discussion of M.Ed. requirements.
The Master of Science (M.S.) degrees offered in education admit students who are licensed educators and others interested in the study of education. Degree requirements vary according to the background of the student and are described in the section devoted to each program. M.S. programs are available with thesis and non-thesis options.

Certificate programs augment skills in an area. Degree seeking students may simultaneously be enrolled in a degree and certificate program, although the certificate requirements are over and beyond the credits for the graduate degree.

For a complete picture of each degree program, the student is advised to read sections discussing the requirements of the School of Graduate Studies referenced in the paragraphs above, the requirements of each program in the following section, and the graduate handbooks available from the department of Teaching and Learning.

Degrees Granted: Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.)

The Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) programs in Teaching and Learning are designed to prepare individuals for leadership and teaching positions in schools, colleges and universities, and public or private agencies. The doctoral program in Teaching and Learning offers three areas of emphasis:

- **Higher Education** (preparation to be a college or university professor of an academic discipline and all of its responsibilities).
- **Teacher Education** (preparation to be an educator of teachers in a college or university setting and/or as a person providing consultation and in-service to teachers in pre-K-12 schools).
- **Instructional Design and Technology** (preparation to be a researcher and scholars. The focus is on understanding various areas in instructional design, human learning, and the integration of technology).

Coursework for all areas of emphasis is offered by faculty from the department of Teaching and Learning. Faculty members are able to serve as advisors to doctoral students.

Students are specifically admitted to the Ed.D. or the Ph.D. program.

- The Ed.D. degree emphasizes professional practice and educational foundations and theory.
- The Ph.D. degree emphasizes research, creative scholarship, and educational theory.

The doctoral student and advisory committee design the doctoral program of study to meet individual needs within the framework of guidelines set by the School of Graduate Studies and by the program faculty. School of Graduate Studies requirements for the Ph.D. and the Ed.D. are stated in the Degree Requirements section.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

It is the mission of the Teaching and Learning Doctoral Program to prepare persons for leadership and teaching positions in schools, colleges or universities, and public or private agencies.

**Goal 1:** The student will demonstrate knowledge of how personal educational practice guides and supports the learning of others.

**Goal 2:** The student will demonstrate the ability to apply research and research methods relevant to the field of study.

**Goal 3:** The student will demonstrate knowledge and application of educational practices related to the foundations (personal, historical, philosophical, sociological, anthropological, psychological, and/multicultural) for learning and teaching.

**Goal 4:** The student will demonstrate knowledge and skills in understanding ways of engaging learners in the active construction of knowledge relevant to the advanced discipline of study.

Education Foundations and Research Doctor of Philosophy (Ph.D.)

Admission Requirements

Students with a master’s degree in a field unrelated to Education are eligible for admission to the Ph.D. program.

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

Important dates:

- For admission in the Fall semester, please send your complete application materials by February 15; you will be advised of our decision by April 15. For admission in the Spring semester, please send your application materials by October 1; you will be advised of our decision by December 1.

International students should be aware that the School of Graduate Studies at the University of North Dakota does not recognize master’s degrees from institutions outside of the United States or Canada. Students must satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Application materials should include:

- 1. Transcripts showing a bachelor’s degree from an accredited college or university
- 2. Transcripts showing a graduate degree from an accredited college or university
- 3. Graduate GPA of 3.5 and above
- 4. Three letters of reference
- 5. An essay that responds to questions provided in the application
- 6. A resume and a writing sample of 10-15 pages (separate from #5 above). Your writing sample should demonstrate the best of your intellectual abilities and/or creative work.
- 7. Optional: scores from the GRE exam, the Advanced GRE, or the Miller’s Analogy Test.

Degree Requirements

Students seeking the Doctor of Philosophy degree must satisfy all general requirements set forth by the School of Graduate Studies for the Ph.D., as well as the following:

- 1. A minimum of 90 credit hours beyond the bachelor’s degree
2. With approval of a student’s Faculty Advisory Committee, 30 credits from a master’s degree from an accredited institution will be applied to the doctoral program of study.

3. Maintenance of a minimum of 3.0 GPA

4. Educational Foundations credit hours of 21 or 9 (depending on the emphasis)

5. Research Methodologies credit hours of 21 or 9 (depending on the emphasis)

6. A cognate of 12-15 credits

7. A dissertation of 15 credits

8. The following course requirements:

**Foundations of Education Emphasis**

Select three of the following (Research):

- EFR 500 Foundations of Educational Thought: 3
- EFR 501 Psychological Foundations of Education: 3
- EFR 502 Issues and Trends in Education: 3
- EFR 503 Historical Foundations of Education: 3
- EFR 504 Philosophical Foundations of Education: 3
- EFR 505 Social Foundations of Education: 3
- EFR 506 Multicultural Education: 3
- EFR 507 Gender, Sexuality and Education: 3
- EFR 508 Anthropological Foundations of Education: 3
- EFR 525 International and Comparative Education: 3

**Research Methodologies Emphasis**

Select three of the following (Research):

- EFR 509 Introduction to Educational Research: 3
- EFR 510 Qualitative Research Methods: 3
- EFR 511 Program Evaluation: 3
- EFR 512 Educational Tests and Measurements: 3
- EFR 513 Computer Applications in Educational Statistics: 3
- EFR 514 Discourse Analysis: 3
- EFR 515 Statistics I: 3
- EFR 516 Statistics II: 3
- EFR 517 Advanced Research Methodologies: 3
- EFR 518 Multivariate Analysis: 3
- EFR 520 Advanced Qualitative Research Methods: 3
- EFR 522 Mixed-Methods Research: 3
- EFR 590 Special Topics in Education: 3
- EFR 592 Individual Research in Education: 3

- HIST 502 Historiography: 3

**Total Credits**: 21

**Total Credits**: 30

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**Educational Leadership**

**Master of Science (M.S.)**

**Admission Requirements**

1. A bachelor’s degree from an accredited college or university.

2. A cumulative undergraduate GPA of 2.75 or at least 3.00 for the last two years. Typically, applicants with teaching experience in schools apply to the M.Ed. program, not the M.S. program.

3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the Graduate Catalog.

4. Students who have received a bachelor’s degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.

5. All applicants are required to respond to essay questions provided in the application, submit a resume and writing sample.

**Degree Requirements**

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Educational Leadership Department.

1. Thirty-seven (37) credits, including credits required for the major.

2. A minimum of two credits of Independent Study.

3. At least one-half of the credits must be at or above the 500-level.

4. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.

5. Preparation of a written capstone project approved by the faculty advisor.

6. Comprehensive final examination.

**M.S. Degree (Higher Education Emphasis)**

**Required Courses**

- EFR 502 Issues and Trends in Education: 3
- EFR 503 Historical Foundations of Education: 3
- EFR 504 Philosophical Foundations of Education: 3
- EFR 505 Social Foundations of Education: 3
- EFR 506 Multicultural Education: 3
- EFR 507 Gender, Sexuality and Education: 3
- EFR 508 Anthropological Foundations of Education: 3
- EFR 525 International and Comparative Education: 3
- EFR 590 Special Topics in Education: 3
- EFR 591 Readings in Education: 3

**Total Credits**: 37

---

**Research and Foundations/Cognate**

- EFR 500 Foundations of Educational Thought: 3
- EFR 509 Introduction to Educational Research: 3
- T&L 541 History of Higher Education in the United States: 3

**Total Credits**: 3
Master of Education (M.Ed.)

Admission Requirements

1. A bachelor’s degree from an accredited college or university.
2. A cumulative undergraduate GPA of 2.75 or at least 3.00 for the last two years.
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
4. Students who have received a bachelor’s degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.
5. All applicants are required to respond to essay questions provided in the application, and submit a resume and a writing sample.
6. All PK-12 applicants are required to submit to a background check.
7. All PK-12 applicants are required to have a teaching credential. Typically, teaching experience beyond student teaching in PK-12 schools is required.

Degree Requirements

1. Thirty-four (34) credits at or above the 500 level.
2. At least 12 credits, including 2 for the EDL 997 Independent Study, must be in a single field or area of concentration.
3. At least 6 credits must be in an area or areas of concentration (major). At least 6 credits must be in Educational Foundations and Research.
4. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
5. Preparation of a written Independent Study approved by the faculty advisor.

M.Ed. Degree (PK-12 Emphasis)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 501</td>
<td>Leadership and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EDL 503</td>
<td>Seminar Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>EDL 511</td>
<td>Effective Administrative Communications</td>
<td>3</td>
</tr>
<tr>
<td>EDL 513</td>
<td>Leading Curriculum and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDL 514</td>
<td>Supervision and Staff Development</td>
<td>3</td>
</tr>
<tr>
<td>EDL 515</td>
<td>Education Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDL 516</td>
<td>Education Finance and Policy</td>
<td>3</td>
</tr>
<tr>
<td>EDL 519</td>
<td>Principalship</td>
<td>2</td>
</tr>
<tr>
<td>EDL 529</td>
<td>Special Education Law</td>
<td>3</td>
</tr>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDL 520</td>
<td>Middle School Principal Field Study</td>
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<tr>
<td>EDL 521</td>
<td>Elementary Principal Field Study</td>
<td></td>
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<tr>
<td>EDL 522</td>
<td>Secondary Principal Field Study</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDL 535</td>
<td>Administration of Elementary School Curriculum</td>
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<tr>
<td>EDL 536</td>
<td>Administration of Middle School Curriculum</td>
<td></td>
</tr>
<tr>
<td>EDL 537</td>
<td>Administration of Secondary School Curriculum</td>
<td></td>
</tr>
<tr>
<td>EDL 997</td>
<td>Independent Study</td>
<td></td>
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Research and Foundations/Cognate

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EFR 500</td>
<td>Foundations of Educational Thought</td>
<td>3</td>
</tr>
<tr>
<td>EFR 509</td>
<td>Introduction to Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 35-39

Doctor of Education (Ed.D.)

Admission Requirements

The following criteria will be used to assess a student’s application for admission into the doctoral programs in the Department of Educational Leadership. No single criterion can adequately predict a student’s probable success in graduate work; as such, candidates for admission to the doctoral programs are evaluated on the following criteria:

1. Completion of a master’s degree from an accredited college or university
2. Grade point average from all previous graduate work (minimum of 3.5 required)
3. Professional resume
4. Educational leadership essay
5. Statement of professional goals
6. Writing sample
7. Three (3) letters of recommendation
8. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the Graduate Catalog.
9. Students who have received a bachelor’s degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.
10. All PK-12 applicants are required to have a teaching credential, three years of teaching experience, and administrative experience in PK-12 environments.

Degree Requirements

Students seeking the Doctor of Education degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Educational Leadership Department.

The Ed.D. program in Educational Leadership is designed primarily for practitioners preparing for school administration positions including elementary or secondary principalships, superintendent positions, curriculum directorships, or other school district central office positions. Upon completion of the Ed.D. degree, a student generally will have completed the requirements for an administrative credential, including those required for the position of school superintendent in North Dakota.

1. A minimum of 96 semester credit hours of work beyond the bachelor’s degree.
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
3. Completion of a dissertation, which incorporates independent work that is an original contribution to knowledge.
4. With approval of a student’s Faculty Advisory Committee, up to 30 credits from a master’s degree may be transferred from another institution.
5. Successful completion of comprehensive examinations in Educational Leadership and Educational Foundations.
6. Successful completion of a final examination.

Educational Leadership Core Courses

For PK-12 emphasis:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 501</td>
<td>Leadership and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EDL 511</td>
<td>Effective Administrative Communications</td>
<td>3</td>
</tr>
<tr>
<td>EDL 513</td>
<td>Leading Curriculum and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDL 514</td>
<td>Supervision and Staff Development</td>
<td>3</td>
</tr>
<tr>
<td>EDL 515</td>
<td>Education Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDL 516</td>
<td>Education Finance and Policy</td>
<td>3</td>
</tr>
<tr>
<td>EDL 519</td>
<td>Principalship</td>
<td>2</td>
</tr>
<tr>
<td>EDL 520</td>
<td>Middle School Principal Field Study</td>
<td></td>
</tr>
<tr>
<td>EDL 521</td>
<td>Elementary Principal Field Study</td>
<td></td>
</tr>
<tr>
<td>EDL 522</td>
<td>Secondary Principal Field Study</td>
<td></td>
</tr>
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</table>

Doctoral Core Courses

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDL 503</td>
<td>Seminar Educational Leadership</td>
<td>1-4</td>
</tr>
<tr>
<td>EDL 572</td>
<td>Educational Systems and Planning</td>
<td>2</td>
</tr>
<tr>
<td>EDL 573</td>
<td>Administration and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EDL 575</td>
<td>Education and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>EDL 579</td>
<td>Special Topics in Educational Leadership</td>
<td>12</td>
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</table>

Educational Leadership PK-12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDL 523</td>
<td>The Educational Plant</td>
<td>3</td>
</tr>
<tr>
<td>EDL 524</td>
<td>Educational Personnel Administration</td>
<td>2</td>
</tr>
<tr>
<td>EDL 526</td>
<td>Business Management in Education</td>
<td>2</td>
</tr>
<tr>
<td>EDL 527</td>
<td>Legal Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDL 528</td>
<td>Special Education Law</td>
<td>3</td>
</tr>
<tr>
<td>EDL 531</td>
<td>School District Leadership</td>
<td>2</td>
</tr>
<tr>
<td>EDL 532</td>
<td>Staff and Program Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>EDL 571</td>
<td>School Community Relations</td>
<td>2</td>
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</table>

Higher Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 532</td>
<td>Staff and Program Evaluation</td>
<td>2</td>
</tr>
</tbody>
</table>

University of North Dakota
programs are evaluated on the following criteria:

1. Completion of a master’s degree from an accredited college or university
2. Grade point average from all previous graduate work (minimum of 3.5 required)
3. Professional resume
4. Educational leadership essay
5. Statement of professional goals
6. Writing sample
7. Three (3) letters of recommendation
8. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
9. Students who have received a bachelor’s degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.
10. All PK-12 applicants are required to have a teaching credential, three years of teaching experience, and administrative experience in PK-12 environments.

Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Educational Leadership Department.

The Ph.D. program in Educational Leadership is designed for students preparing for positions in which research and creative experience are predominant interests. Ph.D. candidates are expected to have undertaken and completed independent research leading to an original contribution of knowledge in the field. It is generally expected that the Ph.D. dissertation will be publishable. This degree option typically provides preparation for those who aspire to leadership positions in higher education, in government agencies, or in other educational policy organizations.

1. A minimum of 90 semester credit hours of course work beyond the bachelor’s degree.
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
3. Completion of a dissertation, which incorporates independent work that is an original contribution to knowledge.
4. With approval of a student’s Faculty Advisory Committee, up to 30 credits from a master’s degree may be transferred from another institution.
5. Successful completion of comprehensive examinations in Educational Leadership and Educational Research.
6. Successful completion of a final examination.

Doctor of Philosophy (Ph.D.)

Admission Requirements

The following criteria will be used to assess a student’s application for admission into the doctoral programs in the Department of Educational Leadership. No single criterion can adequately predict a student’s probable success in graduate work; as such, candidates for admission to the doctoral programs are evaluated on the following criteria:

1. Completion of a master’s degree from an accredited college or university
2. Grade point average from all previous graduate work (minimum of 3.5 required)
3. Professional resume
4. Educational leadership essay
5. Statement of professional goals
6. Writing sample
7. Three (3) letters of recommendation

Cognate Area(s)

One or two cognate areas outside Educational Leadership and often outside the field of Education to support the area of emphasis.

Scholarly Tools

Select from approved courses that provide the scholarly tools to support educational research.

Internship

EDL 593 Internship in Educational Leadership

Dissertation

EDL 999 Dissertation

Total Credits

119-141

* If the Master’s degree or Specialist Diploma did not include these courses or their equivalent, they must be completed as soon as possible after admission to the Ed.D. program.

** As appropriate, elective courses are selected from one of the following areas of emphasis to fulfill individual needs and goals in consultation with a student’s Faculty Advisory Committee. A minimum of 30 credits of Educational Leadership courses is required. A concentration of 48 credits in the major is required (including Educational Leadership courses, scholarly tools and dissertation).

• Curriculum and Instruction
• Leadership and General Administration
• Management of Resources

*** EFR 515 Statistics I (or its equivalent) may not be used to fulfill Scholarly Tools.

**** Not required but often advisable, depending upon student experience and goals and these credits are reported in your major.

Doctoral Core Courses

EDL 501 Leadership and Organizational Behavior
EDL 511 Effective Administrative Communications
EDL 513 Leading Curriculum and Learning
EDL 514 Supervision and Staff Development
EDL 515 Education Law and Ethics
EDL 516 Education Finance and Policy

Doctoral Core Courses

EDL 503 Seminar Educational Leadership
EDL 572 Educational Systems and Planning
EDL 573 Administration and Organizational Behavior I
EDL 575 Education and Public Policy
EDL 579 Special Topics in Educational Leadership

Educational Leadership PK-12

EDL 523 The Educational Plant
EDL 524 Educational Personnel Administration
EDL 526 Business Management in Education
EDL 527 Legal Issues in Education
EDL 529 Special Education Law
EDL 531 School District Leadership
EDL 532 Staff and Program Evaluation
EDL 571 School Community Relations

Higher Education

EDL 532 Staff and Program Evaluation
EDL 541 Introduction to Higher Education Administration
EDL 542 Curriculum in Higher Education
EDL 551 Academic Administration in Higher Education
EDL 552 Higher Education Law
EDL 553 Higher Education Policy and Finance
EDL 554 Higher Education Student and Support Services
T&L 541 History of Higher Education in the United States 3

Foundations of Education
EFR 500 Foundations of Educational Thought 3
Select one of the following: 3
EFR 501 Psychological Foundations of Education
EFR 502 Issues and Trends in Education
EFR 503 Historical Foundations of Education
EFR 504 Philosophical Foundations of Education
EFR 505 Social Foundations of Education
EFR 506 Multicultural Education
EFR 507 Gender, Sexuality and Education
EFR 508 Anthropological Foundations of Education

Cognate Area(s)
One or two cognate areas or one minor area outside Educational Leadership and often outside the field of Education to support the area of emphasis.

Scholarly Tools
Select from approved courses that provide the scholarly tools to support educational research ***

Internship
EDL 593 Internship in Educational Leadership **** 1-8

Dissertation
EDL 999 Dissertation 12

Total Credits 118-140

* If the Master’s degree or Specialist Diploma did not include these courses or their equivalent, they must be completed as soon as possible after admission to the Ph.D. program.

** As appropriate, elective courses are selected from one of the following areas to fulfill individual needs and goals in consultation with a student’s Faculty Advisory Committee. A minimum of 30 credits of Educational Leadership courses is required. A concentration of 48 credits in the major (including Foundations and Educational Leadership courses, scholarly tools courses and a dissertation) is required.
  • Curriculum and Instruction
  • Leadership and General Administration
  • Management of Resources

*** EFR 515 Statistics I (or its equivalent) may not be used to fulfill Scholarly Tools.

**** Not required but is often advisable, depending upon student experience and goals, and these credits are reported in your major.

Specialist Diploma (Spec.Dip.)
The Specialist Diploma, available at UND only in Educational Leadership, is designed for students preparing for school administrative positions. This course of study is usually considered to be a terminal program of advanced preparation for professional practice. Upon completion of the Specialist Diploma, a student generally will have completed the requirements for an administrative credential, including those required for the position of school superintendent in North Dakota.

A MINIMUM OF 64 SEMESTER HOURS OF COURSE WORK BEYOND THE BACHELOR’S DEGREE IS REQUIRED FOR THE SPECIALIST DIPLOMA. THE SPECIALIST DIPLOMA MUST INCLUDE APPROXIMATELY 30 CREDITS BEYOND THE MASTER’S DEGREE.

Required Courses in General and Building Level Administration
EDL 501 Leadership and Organizational Behavior 3
EDL 503 Seminar Educational Leadership 1-4
EDL 511 Effective Administrative Communications 3
EDL 513 Leading Curriculum and Learning 3
EDL 514 Supervision and Staff Development 3
EDL 515 Education Law and Ethics 3
EDL 516 Education Finance and Policy 3
EDL 519 Principalship
& EDL 520 and Middle School Principal Field Study

or EDL 521 Elementary Principal Field Study
or EDL 522 Secondary Principal Field Study
EDL 535 Administration of Elementary School Curriculum 1-3
EDL 536 Administration of Middle School Curriculum 1-3
EDL 537 Administration of Secondary School Curriculum 1-3

Required Courses in District Level Administration with a master’s degree in administration
EDL 523 The Educational Plant 3
EDL 524 Educational Personnel Administration 2
EDL 526 Business Management in Education 2
EDL 527 Legal Issues in Education 3
EDL 571 School Community Relations 2

Foundations
EFR 500 Foundations of Educational Thought 3
Select one of the following: 3
EFR 501 Psychological Foundations of Education
EFR 502 Issues and Trends in Education
EFR 503 Historical Foundations of Education
EFR 504 Philosophical Foundations of Education
EFR 505 Social Foundations of Education
EFR 506 Multicultural Education
EFR 507 Gender, Sexuality and Education
EFR 508 Anthropological Foundations of Education

Cognate Area(s)
A minimum of 12 credits (to a maximum of 24 credits) of course work must be in one or two cognate areas outside Educational Leadership and may be outside the field of Education. The cognate area(s) serve to support the area of emphasis.

Research Methods
Select from approved courses that provide the scholarly tools to support research

Internship
EDL 593 Internship in Educational Leadership *** 1-8

Independent Study
EDL 997 Independent Study 4

Total Credits 63-91

* These required courses include practicum in each class.

** As appropriate, elective courses are selected from one of the following areas to fulfill individual needs and goals in consultation with the Faculty Advisory Committee. A minimum of 20 credits of Educational Leadership courses is required. A concentration of 40 credits in the major (including Foundations and Educational Leadership courses and an Independent Study) is required.
  • Curriculum and Instruction
  • Leadership and General Administration
  • Management of Resources

*** Not required but is often advisable, depending upon student experience and goals.

Early Childhood Education
Master of Science (M.S.)

Admission Requirements
The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. An undergraduate degree in early childhood education, child development, elementary education, or a related field.
2. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A = 4.00).
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
4. Transcripts, recommendations for admission, and a personal statement, i.e., a response to three essay prompts, are part of the School of Graduate Studies and Early Childhood Education application procedure. The personal statement essay should be 2-3 pages in length and the prompts are:
   A. What have you already done professionally or personally of which you are proud? Please include a chronological history of all professional teaching and administration experience, as well as academic honors or achievements you earned.
   B. What are the characteristics, attitudes, values, and/or skills that you think will make you a good candidate for your professional role?
   C. Describe several personal and professional goals you would like to achieve in the next five years. Include in your description reasons why these goals are important to you.

Degree Requirements

The M.S. degree in Early Childhood Education is available in two options: non-thesis option and the thesis option. The program of study is developed together with the student’s advisor (non-thesis option, 32 credits) or with a student’s thesis committee (thesis option, 30 credits).

Non-Thesis Option:

1. Thirty-two credits including credits required for the major.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. At least one-half of the credits must be above the 500 level.
5. The program may include just the major, the major or the minor, or the major and a cognate area. The major must include 20 credits from the major department and the minor or cognate must include nine credits.
6. Completion of a two-credit practicum (60 hours) in an early childhood setting.
7. Preparation of a written independent study approved by the faculty advisor.

Thesis Option:

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to a 4-6-credit T&L 998 Thesis.
2. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
3. At least one-half of the credits must be above the 500 level.
4. The program may include just the major, the major or the minor, or the major and a cognate area. The major must include 20 credits from the major department and a minor or cognate must include nine credits.
5. Preparation and successful defense of a thesis.

This program of graduate study can be completed in 18 months going full-time or 24 months going part-time (two courses per semester). Courses are offered on campus, online and a combination of the two.

Required Courses:

<table>
<thead>
<tr>
<th>Major</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 510 Early Intervention for Children with Special Needs</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 526 Play in Development and Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 527 Curricular Foundations in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 529 Language Development &amp; Cognition in Children</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 530 Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 553 Collaborative Relationships: Home, School and Community</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 580 Practicum in Schools</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 997 Independent Study</td>
<td>2</td>
</tr>
<tr>
<td>Scholarly Tools</td>
<td></td>
</tr>
<tr>
<td>EFR 509 Introduction to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 569 Action Research</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Depends on thesis or non-thesis option</td>
</tr>
</tbody>
</table>

The student will choose electives in consultation with his/her adviser.

Students are required to take T&L 580 Practicum in Schools. This practicum requires 60 hours in an early childhood setting, which could be the candidate’s work setting if it meets required accreditation standards.

Elementary Education

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Teacher Licensure or a baccalaureate degree
2. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A= 4.00).
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Refer to the Admissions section of the graduate catalog for additional information on admission requirements and application procedures.

Degree Requirements

Degree requirements for the Master of Science Degree in Elementary Education include:

A detailed description of the M.S. degree may be found in the Degree Requirements section. Scholarly tool requirements are described in the Education departmental section.

The Master of Science Degree in Elementary Education is available in two tracks. Track I, either thesis or non-thesis, is open to licensed or non-licensed persons who wish to follow a research-oriented program of study. Track I requires a minimum of five credits of scholarly tool coursework and allows a maximum three credits of readings.

Track II, available only in the non-thesis option, provides opportunity for non-licensed persons to study Elementary Education at the graduate level. Track II requires a minimum of six credits of coursework in Foundations of Education.

Non-Thesis Option:

1. Thirty-two (32) credits including credits required for the major.
2. A minimum of three credits of Independent Study
3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
5. Preparation of a written independent study approved by the faculty advisor.

Thesis Option:

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.

Required Courses for the Master of Science

Major: Elementary Education (Track I)

Required Core

<table>
<thead>
<tr>
<th>Track</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 518 Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 519 Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 522 Mathematics in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 530 Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 580 Practicum in Schools</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Electives

Depends on thesis or non-thesis option
Thesis Option:
Non-Thesis Option:
development. The program culminates in a final paper, project, or thesis.
of child development and educational practices designed to foster that
with families. Available courses focus on the relationship between theories
mathematics, science, social studies, curriculum development, and working
aspects of teaching at the elementary school level—literacy development,
the major portion includes coursework that addresses practical
general admission requirements as published in the graduate catalog.

1. Teacher Licensure
2. A cumulative Grade Point Average (GPA) of at least 2.75 for all
undergraduate work or a GPA of at least 3.0 for the junior and senior
years of undergraduate work (based on A = 4.00).
3. Satisfy the School of Graduate Studies’ English Language Proficiency
requirements as published in the graduate catalog.
Refer to the Admissions section of the graduate catalog for additional
information on admission requirements and application procedures.

Degree Requirements
Licensed persons are eligible for the Master of Education degree. The
major portion of the program includes coursework that addresses practical
aspects of teaching at the elementary school level—literacy development,
mathematics, science, social studies, curriculum development, and working
with families. Available courses focus on the relationship between theories
of child development and educational practices designed to foster that
development. The program culminates in a final paper, project, or thesis.

Non-Thesis Option:
1. Thirty-two (32) credits including credits required for the major.
2. A minimum of three credits of Independent Study
3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth of the credit hours required for the degree may
be transferred from another institution.
5. Preparation of a written independent study approved by the faculty
advisor.

Thesis Option:
1. A minimum of 30 semester credits in a major field, including the credits
granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may
be transferred from another institution.

Required Courses for the Master of Education

Major: Elementary Education

Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 518</td>
<td>Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 519</td>
<td>Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 522</td>
<td>Mathematics in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 530</td>
<td>Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 580</td>
<td>Practicum in Schools</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Electives
Depends on thesis or non-thesis option 3-9

Foundations
EFR 500 Foundations of Educational Thought 3
EFR Elective 3

Other Required Coursework
T&L 995 Scholarly Project 2-6
or T&L 997 Independent Study
or T&L 998 Thesis

Total Credits 24-37

Master of Education (M.Ed.)

Admission Requirements
The applicant must meet the School of Graduate Studies’ current minimum
general admission requirements as published in the graduate catalog.

1. An undergraduate degree in education, or a related field.
2. A cumulative Grade Point Average (GPA) of at least 2.75 for all
undergraduate work or a GPA of at least 3.0 for the junior and senior
years of undergraduate work (based on A = 4.00).
3. Satisfy the School of Graduate Studies’ English Language Proficiency
requirements as published in the graduate catalog.
Refer to the Admissions section of the graduate catalog for additional
information on admission requirements and application procedures.

Degree Requirements
Licensed persons are eligible for the Master of Education degree. The
major portion of the program includes coursework that addresses practical
aspects of teaching at the elementary school level—literacy development,
mathematics, science, social studies, curriculum development, and working
with families. Available courses focus on the relationship between theories
of child development and educational practices designed to foster that
development. The program culminates in a final paper, project, or thesis.

Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 518</td>
<td>Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 519</td>
<td>Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 522</td>
<td>Mathematics in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 530</td>
<td>Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 580</td>
<td>Practicum in Schools</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Electives
Depends on thesis or non-thesis option 3-9

Foundations
EFR 500 Foundations of Educational Thought 3
EFR Elective 3

Other Required Coursework
T&L 995 Scholarly Project 2-6
or T&L 997 Independent Study
or T&L 998 Thesis

Total Credits 24-37

English Language Learners (TESOL)

Master of Education in ELL Education (M.Ed.)

Admission Requirements
The applicant must meet the School of Graduate Studies’ current minimum
general admission requirements as published in the graduate catalog.

1. An undergraduate degree in education, or a related field.
2. A cumulative Grade Point Average (GPA) of at least 2.75 for all
undergraduate work or a GPA of at least 3.0 for the junior and senior
years of undergraduate work (based on A = 4.00).
3. Satisfy the School of Graduate Studies’ English Language Proficiency
requirements as published in the graduate catalog.
4. Students currently enrolled in UND’s Graduate Certificate in ELL Program
who want to transfer to the M.Ed. in ELL Education program must apply
for admission to the M.Ed. program. Students who have completed
the Graduate Certificate have two years from the date of certificate
completion to be apply and be accepted into the M.Ed. program and have
their certificate courses credited towards the M.Ed. degree.

Degree Requirements
This degree is the highest academic credential normally held by teachers in
the TESOL field. While the program focuses on K-12 education in the United
States, the program is also responsive to those planning to teach adult ESL
or teach English overseas. The program may be completed in six semesters.
A 90-hour field experience is required in addition to a final scholarly project or
independent study.

Required Courses:

1. Thirty-five (35) credits including a minimum of twelve in the major, six in a
cognate area, and six in foundations.
2. A minimum of two credits of Independent Study or Scholarly Project.
3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth of the credit hours required for the degree may
be transferred from another institution.
5. Preparation of a written independent study or scholarly project approved
by the faculty advisor.
7. Major
T&L 522 Mathematics in the Elementary School 3
T&L 523 Literacy Instruction for English Language Learners 3
T&L 537 ELL Methods and Materials 3
T&L 550 Assessment and Evaluation in ELL Education 3
T&L 568 Research and Advocacy in TESOL 3
T&L 580 Practicum in Schools 2
T&L 995 Scholarly Project 2
or T&L 997 Independent Study

Cognate
T&L 513 Linguistics for ELL Teachers 3
T&L 567 Language Structure and Analysis for ELL Teachers 3
T&L 551 Second Language Acquisition for ELL Teachers 3

Foundations
EFR 500 Foundations of Educational Thought 3
EFR 506 Multicultural Education 3

Total Credits 34

Education: General Studies

Master of Science (M.S.)

Admission Requirements
The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor’s degree from a recognized college or university
2. Teacher Licensure, or
3. Minimum of 8 credit hours of social sciences/humanities
4. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A=4.00)
5. Three letters of recommendation that support you for graduate work
6. Statement of Goals and Objectives (see below)
7. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Statement of Goals and Objectives. As part of the application process, the applicant must respond to the following questions:

1. Describe several personal and professional goals you would like to achieve in the next five years. Include in your description reasons why these goals are important to you.
2. What are the characteristics, attitudes, values, and/or skills that you think will make you a good candidate for your professional role?
3. What have you already done professionally or personally of which you are proud? Please include a chronological history of all professional teaching or administration experiences, as well as academic honors or achievements you have earned.

Degree Requirements

Track I (32 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>6</td>
</tr>
<tr>
<td>Scholarly Tools</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>6</td>
</tr>
<tr>
<td>Scholarly Project or Independent Study</td>
<td>2</td>
</tr>
<tr>
<td>Cognate or Minor</td>
<td>9</td>
</tr>
<tr>
<td>Total Credits</td>
<td>29</td>
</tr>
</tbody>
</table>

* All coursework can also be taken in the major.

Track II (32 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>9</td>
</tr>
<tr>
<td>Scholarly Tools</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Scholarly Project or Independent Study</td>
<td>2</td>
</tr>
<tr>
<td>Cognate or Minor</td>
<td>9</td>
</tr>
<tr>
<td>Total Credits</td>
<td>29</td>
</tr>
</tbody>
</table>

* All coursework can also be taken in the major.

Thesis Option

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. A minimum of four credits and a maximum of six credits for the thesis.
3. The program may include just the major, the major and a minor, or the major and a cognate area.
4. Preparation of a written thesis is approved by a committee of three faculty. The student’s advisor chairs the committee.
5. Presentation and defense of the thesis takes place before the final report is sent to the School of Graduate Studies.

Non-Thesis Option

1. A minimum of 32 credits including credits required for the major.
2. A minimum of two credits for the Independent Study or Scholarly Project.
3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
5. The program may include just the major, the major and a minor, or the major and a cognate area.
6. Preparation of a written independent study or scholarly project must be approved by the faculty advisor.
7. Presentation of independent study or scholarly project takes place before the final report is sent to the School of Graduate Studies.

IDT 998 Thesis. 4 to 9 credits. The thesis is an original research project completed.

Instructional Design and Technology

Master of Science (MS)

Admission Requirements
The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. An overall undergraduate grade point average of 2.75 or a junior/senior year grade point average of 3.00 for the Master of Education and Master of Science degrees, and for the certificate programs.
2. A 3.5 or better grade point average for all graduate work.
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
4. Two essay questions as part of the application process.

Provisional admission may be considered for students whose academic performance does not meet these criteria. Whether such consideration is given will depend on the circumstances and the judgment of the admissions faculty.

Degree Requirements
Students seeking the MS degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the IDT program.

1. At least one-half of the credits must be at or above the 500 level.
2. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core coursework in IDT</td>
<td>9</td>
</tr>
<tr>
<td>Additional coursework in IDT area of emphasis</td>
<td>9</td>
</tr>
</tbody>
</table>
Foundations coursework in education and psychology 3
Scholarly tools/research 6
Electives 3
Internship 2
Scholarly project or thesis 2-4

**Total Credits (34-non-thesis or 36-thesis)**

The IDT degree options are based on the same set of program components:

1. **Program core component**: New courses presenting IDT content.
2. **Research component**: Development of research skills.
3. **Foundations component**: Fundamental background in psychology.
4. **Area of Emphasis in IDT**: Opportunity for area or skill specialization within IDT.

The IDT course requirements are organized within a major, foundations area, research/scholarly tools area, and area of emphasis. The major consists of the IDT core and the area of emphasis in IDT. Students in the MS degree program will be required to complete 18 credit hours of coursework in IDT subject matter. This requirement includes:

**Core Coursework**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT 500</td>
<td>Survey of Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>IDT 520</td>
<td>Instructional Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>IDT 525</td>
<td>Development, Implementation, and Evaluation of Instructional Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area of Emphasis**

Select three of the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT 550</td>
<td>Theories and Models of Instructional Design</td>
<td></td>
</tr>
<tr>
<td>IDT 590</td>
<td>Special Topics in Instructional Design and Technology</td>
<td></td>
</tr>
<tr>
<td>IDT 591</td>
<td>Readings in Instructional Design and Technology</td>
<td></td>
</tr>
<tr>
<td>IDT 592</td>
<td>Research in Instructional Design and Technology (MS must take scholarly tool, does not count toward cognate)</td>
<td></td>
</tr>
<tr>
<td>IDT 593</td>
<td>Directed Studies in Instructional Design and Technology</td>
<td></td>
</tr>
</tbody>
</table>

**K-12 Emphasis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT 510</td>
<td>Technology-Based Instruction: Applications and Methods</td>
<td></td>
</tr>
<tr>
<td>IDT 540</td>
<td>Digital Media and the Internet in Schools</td>
<td></td>
</tr>
</tbody>
</table>

**Corporate Emphasis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT 560</td>
<td>Instructional Design Consulting</td>
<td></td>
</tr>
<tr>
<td>IDT 570</td>
<td>Human Performance Technology</td>
<td></td>
</tr>
<tr>
<td>IDT 530</td>
<td>Introduction to Computer-Based Instruction</td>
<td></td>
</tr>
<tr>
<td>IDT 535</td>
<td>Advanced Computer-Based Instructional Development</td>
<td></td>
</tr>
<tr>
<td>IDT 545</td>
<td>Instructional Simulations and Games</td>
<td></td>
</tr>
<tr>
<td>IDT 580</td>
<td>Introduction to Web-Based Instruction</td>
<td></td>
</tr>
</tbody>
</table>

**Foundations**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 501</td>
<td>Psychological Foundations Educ</td>
<td>3</td>
</tr>
</tbody>
</table>

**Scholarly Tools**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFR 509</td>
<td>Introduction to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>IDT 592</td>
<td>Research in Instructional Design and Technology</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Internship**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT 584</td>
<td>Internship in Instructional Design and Technology</td>
<td>2-4</td>
</tr>
</tbody>
</table>

**Thesis/Scholarly Project**

Select one of the following: 2-4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT 997</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>IDT 995</td>
<td>Scholarly Project</td>
<td></td>
</tr>
<tr>
<td>IDT 998</td>
<td>Thesis</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 29-35

---

**Master of Education (MEd)**

**Admission Requirements**

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. An overall undergraduate grade point average of 2.75 or a junior/senior year grade point average of 3.00 for the Master of Education and Master of Science degrees, and for the certificate programs.
2. A 3.5 or better grade point average for all graduate work.
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as listed in the Graduate Academic Information section of the graduate catalog.
4. Two essay questions as part of the application process.

Provisional admission may be considered for students whose academic performance does not meet these criteria. Whether such consideration is given will depend on the circumstances and the judgment of the admissions faculty.

A basic knowledge of the microcomputer and substantial skill in using standard applications to produce work products (word processing, spreadsheet, drawing/ painting, graphing, and other common applications).

**Degree Delivery Options**

The IDT master’s and certificate programs are available for on-campus and distance delivery, making it possible to attain these degrees via distance delivery, on-campus attendance, or a combination of both. Online students and on-campus students are peers in the same class sessions and experience the same educational opportunities. Courses typically have a few synchronous (live) class sessions, where students may attend on-campus in the actual classroom or they may participate through our distance delivery system. In this manner, class lectures, discussion, presentation, and collaboration are done seamlessly, in a nearly identical fashion to traditional classes.

Asynchronous sessions (those done at the time and place of the students’ choosing each week) are handled through a course management system. Students use these tools to read material loaded by the teacher, turn in assignments, communicate through message boards, participate in discussions through threaded discussion tools, take tests, and receive their grades. There are assignments and participation activities every week, whether the class meets live or not. In this way, students get the best of both worlds: the flexibility of online learning and the personal contact and connection of face-to-face instruction.

**PhD Area of Emphasis in IDT**

IDT also offers a doctorate through the Teaching and Learning PhD program, in which IDT is an area of emphasis. For details on this option, see the Teaching and Learning PhD (https://currprocess.und.edu/graduateacademicinformation/departmental/coursesprograms/education) program section in the graduate catalog.

**Degree Requirements**

Students seeking the MEd degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the IDT program.

1. At least one-half of the credits must be at or above the 500 level.
2. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT 997</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>IDT 995</td>
<td>Scholarly Project</td>
<td></td>
</tr>
<tr>
<td>IDT 998</td>
<td>Thesis</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 34
The IDT degree options are based on the same set of program components:

1. **Program core component**: New courses presenting IDT content.
2. **Research component**: Development of research skills.
3. **Foundations component**: Fundamental background in psychology.
4. **Area of Emphasis in IDT**: Opportunity for area or skill specialization within IDT.

The IDT course requirements are organized within major, foundations area, research/scholarly tools area, and area of emphasis. The major consists of the IDT core and the area of emphasis in IDT. Students in the MEd degree program will be required to complete 15 credit hours of coursework in IDT subject matter. This requirement includes:

**Core Coursework**
- IDT 500 Survey of Instructional Design 3
- IDT 520 Instructional Systems Analysis and Design 3
- IDT 522 Development, Implementation, and Evaluation of Instructional Materials 3

**Area of Emphasis**
Select two of the following: 6
- IDT 590 Special Topics in Instructional Design and Technology
- IDT 591 Readings in Instructional Design and Technology
- IDT 592 Research in Instructional Design and Technology
- IDT 593 Directed Studies in Instructional Design and Technology

**K-12 Emphasis**
- IDT 510 Technology-Based Instruction: Applications and Methods
- IDT 540 Digital Media and the Internet in Schools

**Corporate Emphasis**
- IDT 560 Instructional Design Consulting
- IDT 570 Human Performance Technology

**Computer- and Web-Based Instruction**
- IDT 530 Introduction to Computer-Based Instruction
- IDT 535 Advanced Computer-Based Instructional Development
- IDT 545 Instructional Simulations and Games
- IDT 580 Introduction to Web-Based Instruction

**Foundations**
- PSYC 501 Psychological Foundations Educ 3
- EFR 500 Foundations of Educational Thought 3

**Scholarly Tools**
- EFR 501 Thesis Research 3

**Internship**
- IDT 581 Internship in Instructional Design and Technology 2-4

**Scholarly Project**
- IDT 997 Independent Study 2
- IDT 995 Scholarly Project 2

**Total Credits**: 30-32

### Degree Delivery Options

The IDT master’s and certificate programs are available for on-campus and distance delivery, making it possible to attain these degrees via distance delivery, on-campus attendance, or a combination of both. Online students and on-campus students are peers in the same class sessions and experience the same educational opportunities. Courses typically have a few synchronous (live) class sessions, where students may attend on-campus in the actual classroom or they may participate through our distance delivery system. In this manner, class lectures, discussion, presentation, and collaboration are done seamlessly, in a nearly identical fashion to traditional classes.

Asynchronous sessions (those done at the time and place of the students’ choosing each week) are handled through a course management system. Students use these tools to read material loaded by the teacher, turn in assignments, communicate through message boards, participate in discussions through threaded discussion tools, take tests, and receive their grades. There are assignments and participation activities every week, whether the class meets live or not. In this way, students get the best of both worlds: the flexibility of online learning and the personal contact and connection of face-to-face instruction.

### PhD Area of Emphasis in IDT

IDT also offers a doctorate through the Teaching and Learning PhD program, in which IDT is an area of emphasis. For details on this option, see the Teaching and Learning PhD (https://curricular.univ.edu/graduateacademicinformation/departmentalcoursesprograms/education) program section in the graduate catalog.

### Reading Education

#### Master of Science (M.S.)

**Admission Requirements**

For the M.S., teacher licensure at one of the following levels: early childhood, elementary, middle or secondary education, or a baccalaureate degree in another field of study is required.

The Reading Education program follows the School of Graduate Studies requirements for a cumulative undergraduate minimum grade point average of 2.75 or a junior/senior year minimum grade point average of 3.00. Applicants must satisfy the School of Graduate Studies’ English Language Proficiency requirements as listed in the Graduate Academic Information section of the graduate catalog. Transcripts, recommendations, and a personal statement, i.e., a response to three essay prompts, are part of the School of Graduate Studies and Reading Education application procedure. The personal statement essay should be three pages in length and the prompts are:

1. Describe your professional background, especially as it relates to teaching reading, writing and other areas of reading/language arts.
2. What characteristics and strengths do you possess that make you a good candidate for this degree program?
3. Discuss your professional goals.

Refer to the School of Graduate Studies Admissions and the Education Admissions Process sections of the graduate catalog for additional information on degree and application requirements and procedures.

**Degree Requirements**

Tracks I and II are based on the following components:

1. **Core Requirements** for the Reading Education major and literacy education electives: The courses in the major engage students in learning content about diverse readers, writers, and speakers; curriculum, methods of teaching and assessing; literacy theory and foundations; and professional perspective. T&L 583 Reading Clinic, one of the Core Requirements, involves students in a practicum experience in which they work with readers to apply their core knowledge about teaching literacy to diverse readers.
2. **Research:** This component of the program supports development of skills for scholarly inquiry and systematic study of one’s own practice; learning about scholarly inquiry is integrated throughout the coursework.
3. **Foundations:** Foundations content supports exploration of progressive education, issues in education and the field of literacy, and affirmation of diversity.

The Core Requirements for the Reading Education major, for both degree programs are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 524</td>
<td>Reading in the Content Areas</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 525</td>
<td>Writing in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 530</td>
<td>Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 534</td>
<td>Basic Reading Diagnosis and Remediation</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 583</td>
<td>Reading Clinic (corequisite with T&amp;L 534)</td>
<td>2</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Note: All students also complete various requirements specified for their degree program, i.e., for either the M.Ed. or the M.S. Please see below.

The M.S. Reading Education degree program is available in two tracks. Track I, either thesis or non-thesis, is open to licensed persons who wish to follow
a research-oriented program of study. Track I requires a minimum of five credits of scholarly tools coursework and allows a maximum of two credits of reading. Track II, available only in the non-thesis option, provides opportunity for non-licensed persons to study Reading Education at the graduate level. Track II requires a minimum of six credits of coursework in Foundations of Education. With careful planning, most M.S. Track I students can meet the course requirements of the North Dakota Reading Credential.

The credit hours for the M.S., Reading Education consist of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 524</td>
<td>Reading in the Content Areas</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 525</td>
<td>Writing in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 530</td>
<td>Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 534</td>
<td>Basic Reading Diagnosis and Remediation</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 583</td>
<td>Reading Clinic</td>
<td>2</td>
</tr>
</tbody>
</table>

Select two to five of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 523</td>
<td>Literacy Instruction for English Language Learners</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 528</td>
<td>Children’s Literature in the Classroom</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 531</td>
<td>Early Literacy Development and Instruction</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 533</td>
<td>Reading in the Secondary School</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 536</td>
<td>Teaching and Supervision of Elementary Language Arts</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 590</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 995</td>
<td>Scholarly Project</td>
<td>2-6</td>
</tr>
<tr>
<td>or T&amp;L 997</td>
<td>Independent Study</td>
<td></td>
</tr>
</tbody>
</table>

Scholarly Tools (Track I only)

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 569</td>
<td>Action Research</td>
<td></td>
</tr>
<tr>
<td>SPED 551</td>
<td>Advanced Assessment/Special Needs Students</td>
<td></td>
</tr>
<tr>
<td>SPED 557</td>
<td>Progress Monitoring/Special Needs Students</td>
<td></td>
</tr>
<tr>
<td>EFR 509</td>
<td>Introduction to Educational Research</td>
<td></td>
</tr>
<tr>
<td>EFR 515</td>
<td>Statistics I</td>
<td></td>
</tr>
</tbody>
</table>

Educational Foundations (Track II only)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFR 500</td>
<td>Foundations of Educational Thought</td>
<td>3</td>
</tr>
<tr>
<td>EFR 506</td>
<td>Multicultural Education</td>
<td></td>
</tr>
<tr>
<td>EFR 501</td>
<td>Psychological Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EFR 502</td>
<td>Issues and Trends in Education</td>
<td></td>
</tr>
<tr>
<td>EFR 503</td>
<td>Historical Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EFR 504</td>
<td>Philosophical Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EFR 505</td>
<td>Social Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EFR 507</td>
<td>Gender, Sexuality and Education</td>
<td></td>
</tr>
<tr>
<td>EFR 508</td>
<td>Anthropological Foundations of Education</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 31-42

Master of Education (M.Ed.)

Admission Requirements

For the M.Ed., teacher licensure at one of the following levels: early childhood, elementary, middle or secondary education, or a baccalaureate degree in another field of study is required.

The Reading Education program follows the School of Graduate Studies requirements for a cumulative undergraduate minimum grade point average of 2.75 or a junior/senior year minimum grade point average of 3.00. Applicants must satisfy the School of Graduate Studies’ English Language Proficiency requirements as listed in the Graduate Academic Information section of the graduate catalog. Transcripts, recommendations, and a personal statement, i.e., a response to three essay prompts, are part of the School of Graduate Studies and Reading Education application procedure. The personal statement essay should be three pages in length and the prompts are:

1. Describe your professional background, especially as it relates to teaching reading, writing and other areas of reading/language arts.
2. What characteristics and strengths do you possess that make you a good candidate for this degree program?
3. Discuss your professional goals.

Refer to the School of Graduate Studies Admissions and the Education Admissions Process sections of the graduate catalog for additional information on degree and application requirements and procedures.

Degree Requirements

The M.Ed. degree requirements are based on the following components:

1. Core Requirements for the Reading Education major and literacy education electives: The courses in the major engage students in learning content about diverse readers, writers, and speakers; curriculum, methods of teaching and assessing; literacy theory and foundations; and professional perspective. T&L 583 Reading Clinic, one of the Core Requirements, involves students in a practicum experience in which they work with readers to apply their core knowledge about teaching literacy to diverse readers.
2. Research: This component of the program supports development of skills for scholarly inquiry and systematic study of one’s own practice; learning about scholarly inquiry is integrated throughout the coursework.

The Core Requirements for the Reading Education major, for both degree programs are:

<table>
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<td>T&amp;L 583</td>
<td>Reading Clinic (corequisite with T&amp;L 534)</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 12

The M.Ed. Reading Education degree program requires coursework in three areas: The major (reading education), cognate, i.e., coursework that supplements the major, and foundations of education. The program culminates in T&L 995 Scholarly Project or T&L 997 Independent Study. With careful planning, most students can meet the course requirements for the North Dakota Reading Credential.

The credit hours for the M.Ed., Reading Education consist of:

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</tr>
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</thead>
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<tr>
<td>T&amp;L 528</td>
<td>Children’s Literature in the Classroom</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 531</td>
<td>Early Literacy Development and Instruction</td>
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</tr>
<tr>
<td>T&amp;L 533</td>
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<tr>
<td>T&amp;L 536</td>
<td>Teaching and Supervision of Elementary Language Arts</td>
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</tr>
<tr>
<td>T&amp;L 995</td>
<td>Scholarly Project</td>
<td>2-6</td>
</tr>
<tr>
<td>or T&amp;L 997</td>
<td>Independent Study</td>
<td></td>
</tr>
</tbody>
</table>

Cognate

Sample choices:

<table>
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</thead>
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<td></td>
</tr>
<tr>
<td>SPED 552</td>
<td>Inclusive Methods</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 590</td>
<td>Special Topics (Differentiated Instruction)</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 540</td>
<td>Theory and Philosophies of Curriculum in Schools</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 518</td>
<td>Science in the Elementary School</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 519</td>
<td>Social Studies in the Elementary School</td>
<td></td>
</tr>
</tbody>
</table>
Admissions Process

1. Complete the School of Graduate Studies online application.
2. Submit the application fee of $35.
3. Recommend three people who will complete the recommendation form:
   - A. one from an employment supervisor or administrator;
   - B. one from a professional colleague or university professor; and
   - C. one from a person of your choosing.
4. Send official transcripts from each institution attended to the School of Graduate Studies as well as particular requirements set forth by the Special Education program. Note that the Master of Science degree provides both an on-campus and online format.
5. Complete the personal statement and attach it in the “essay” section of the application. The personal statement should address three questions:
   - A. describe several personal and professional goals you would like to achieve in the next five years including why these goals are important to you;
   - B. describe the characteristics, attitudes, values, and/or skills that you think will make you a good candidate for your chosen professional role; and
   - C. describe what you have done professionally or personally that you are proud of.

Special Education

Master of Science (M.S.)

Admission Requirements for the M.S. and M.Ed.

1. A bachelor’s degree.
2. For students seeking North Dakota teacher certification, T&L 315 Education of Exceptional Students, or its equivalent taken as either a prerequisite or corequisite with the master’s coursework.
3. For students seeking North Dakota teacher certification, an elementary reading methods course and an elementary math methods course taken as either prerequisites or corequisites with the master’s coursework.
4. A cumulative grade point average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A = 4.00).
5. A minimum TOEFL score of 550 on the paper-based test or 213 on the computer-based test, or for the Internet-based TOEFL, a composite score of 79, with minimum scores of 23/30 (speaking); 19/30 (listening); 17/30 (writing); 17/30 (reading); 17/30 (writing) for applicants whose native language is not English. Applicants may also meet language requirements by presenting IELTS scores of 6.5. Students who have received a bachelor’s degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.

Admissions Process

1. Complete the School of Graduate Studies online application.
2. Submit the application fee of $35.
3. Recommend three people who will complete the recommendation form:
   - A. one from an employment supervisor or administrator;
   - B. one from a professional colleague or university professor; and
   - C. one from a person of your choosing.
4. Send official transcripts from each institution attended to the School of Graduate Studies.
5. Complete the personal statement and attach it in the “essay” section of the application. The personal statement should address three questions:
   - A. describe several personal and professional goals you would like to achieve in the next five years including why these goals are important to you;
   - B. describe the characteristics, attitudes, values, and/or skills that you think will make you a good candidate for your chosen professional role; and
   - C. describe what you have done professionally or personally that you are proud of.

Descriptions of the Specialization Areas

Autism Spectrum Disorders (ASD): The ASD specialization area focuses on children, adolescents, and adults with ASD and addresses several aspects of ASD including characteristics, assessment, methods/strategies, interagency collaboration/support, and application in a field setting.

Early Childhood Special Education (ECSE): The ECSE specialization area focuses on children from birth to age nine and addresses various disabilities, primarily developmental in nature, and addresses several aspects of ECSE including characteristics, assessment, methods/strategies, all forms of development, (e.g., language, physical), and application in a field setting.

Emotional Disturbance (ED): The ED specialization area focuses on children and adolescents with both emotional and behavior disorders and addresses several aspects of ED including characteristics, assessment, behavior and academic methods/strategies, and application in a field setting.

Gifted/Talented Education (GT): The GT specialization area focuses on children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. The specialization area addresses characteristics, assessment, methods/strategies, and application in a field setting.

General Special Education: The general specialization area is a “design your own program” option. Students can choose courses from all of the courses offered by the special education program.

Intellectual Disabilities (ID): The ID specialization area focuses on children and adolescents with DCD (the federal law refers to this population as those with mental retardation) and addresses several aspects of ID including characteristics, assessment, methods/strategies, and application in a field setting.

Learning Disabilities (LD): The LD specialization area focuses on children and adolescents with learning problems that are not due to developmental, emotional, or cognitive disabilities and addresses several aspects of LD including characteristics, assessment, methods/strategies, and application in a field setting.

Special Education Strategist (SES): The SES specialization area is a cross-categorical area that encompasses all of the courses in the specialization areas of ID, ED, and LD. Since it addresses three disability areas, it is the largest specialization area in number of credits required.

Visual Impairment (VI): The VI specialization area focuses on children and adolescents who are visually impaired or blind and addresses several aspects of VI including characteristics, assessment, braille code, methods/strategies, orientation/mobility, and application in a field setting.

Degree Requirements

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Special Education program. Note that the Master of Science degree provides both an on-campus and online format.

1. A minimum of 32 credits including credits required for the major/specialization.
2. At least one-half of the credits must be at or above the 500 level.
3. A maximum of one-fourth of the credit hours may be transferred from another institution.
4. Two credits of SPED 995 Scholarly Project or four credits of T&L 998 Thesis.
5. Five credits of scholarly tools/assessment courses. E.g.:

   6. SPED 511 Identification and Assessment of Young Children with Special Needs 3
      SPED 551 Advanced Assessment/Special Needs Students 3
      SPED 557 Progress Monitoring/Special Needs Students 3
      SPED 558 Response to Intervention 2
      SPED 567 ASD Assessment 2
      SPED 590 Special Topics in Special Education 1-4
EMOTIONAL DISTURBANCE (ED)

AUTISM SPECTRUM DISORDERS (ASD)

Required Courses
- SPED 560 Introduction to Autistic Spectrum Disorder
- SPED 561 Methods forAutistic Spectrum Disorder
- SPED 567 ASD Assessment
- SPED 583 Internship: Autism Spectrum Disorders

Elective Courses
Select six of the following:
- SPED 562 Autistic Spectrum Disorder: Supports Across the Lifespan
- SPED 563 Autistic Spectrum Disorder: Medical Issues and Trends
- SPED 564 Structured Teaching
- SPED 565 Methods for Students with Asperger Syndrome
- SPED 566 Autism Spectrum Disorder Intensive Early Intervention
- SPED 578 Behavior Management for Special Needs Students
- SPED 590 Special Topics in Special Education (Introduction to ABA)
- SPED 590 Special Topics in Special Education (Experimental Analysis of Behavior)

Total Credits: 32

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

Required Courses
- SPED 510 Early Intervention for Children with Special Needs
- SPED 511 Identification and Assessment of Young Children with Special Needs
- SPED 512 Methods and Materials for Preschool Children with Special Needs
- SPED 589 Internship: Early Childhood Special Education

Elective Courses
Select six of the following:
- SPED 509 IEP Development
- SPED 514 Intervention Strategies with Infants and Toddlers
- SPED 528 Advanced Assistive Technology
- T&L 529 Language Development & Cognition in Children
- T&L 553 Collaborative Relationships: Home, School and Community
- SPED 557 Progress Monitoring/Special Needs Students
- SPED 578 Behavior Management for Special Needs Students
- EDL 529 Special Education Law
- SPED 558 Response to Intervention
- SPED 590 Special Topics in Special Education (Infant/Toddler Mental Health)

Total Credits: 30

EMOTIONAL DISTURBANCE (ED)

Required Courses
- SPED 506 Introduction to Emotional Disorders
- SPED 551 Advanced Assessment/Special Needs Students

Elective Courses
Select six of the following:
- SPED 555 Advanced Methods: Emotionally Disturbed
- SPED 556 Advanced Methods: Intellectual Disabilities
- SPED 557 Progress Monitoring/Special Needs Students
- SPED 558 Response to Intervention
- SPED 578 Behavior Management for Special Needs Students

Total Credits: 30

* If seeking special education endorsement in ECSE in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.

GENERAL SPECIAL EDUCATION

Note that there are no additional required courses. A minimum of 25 credits can be selected from the following courses:

- SPED 500 Education of the Visually Impaired
- SPED 501 Diseases and Function of the Eye
- SPED 502 Braille Reading and Writing
- SPED 503 Orientation and Mobility/Visually Impaired
- SPED 504 Communication Media and Methods/Visually Impaired
- SPED 505 Low Vision Assessment and Remediation
- SPED 506 Introduction to Emotional Disorders
- SPED 507 Introduction to Intellectual Disabilities
- SPED 508 Introduction to Learning Disabilities
- SPED 509 IEP Development
- SPED 510 Early Intervention for Children with Special Needs
- SPED 511 Identification and Assessment of Young Children with Special Needs
- SPED 512 Methods and Materials for Preschool Children with Special Needs
- SPED 514 Intervention Strategies with Infants and Toddlers
- SPED 521 Transition to Adult Life
- SPED 528 Advanced Assistive Technology
- SPED 551 Advanced Assessment/Special Needs Students
- SPED 552 Inclusive Methods
- T&L 553 Collaborative Relationships: Home, School and Community
- SPED 554 Advanced Methods: Learning Disabilities
- SPED 555 Advanced Methods: Emotionally Disturbed
- SPED 556 Advanced Methods: Intellectual Disabilities
- SPED 557 Progress Monitoring/Special Needs Students
- SPED 558 Response to Intervention
- SPED 560 Introduction to Autistic Spectrum Disorder
- SPED 561 Methods for Autistic Spectrum Disorder
- SPED 562 Autistic Spectrum Disorder: Supports Across the Lifespan
- SPED 563 Autistic Spectrum Disorder: Medical Issues and Trends
- SPED 564 Structured Teaching
- SPED 565 Methods for Students with Asperger Syndrome
- SPED 566 Autistic Spectrum Disorder Intensive Early Intervention
- SPED 567 ASD Assessment

Total Credits: 25-30

* If seeking special education endorsement in ED in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.

University of North Dakota
### Gifted/Talented (GT)

**Required Courses**
- SPED 522 Introduction to Gifted/Talented Education 3
- SPED 523 Assessment in Gifted/Talented Education 3
- SPED 524 Teaching Methods in Gifted/Talented Education 3
- SPED 584 Internship: Gifted/Talented 2-6

**Elective Courses**
Select five of the following: 15
- SPED 551 Advanced Assessment/Special Needs Students
- SPED 552 Inclusive Methods
- T&L 553 Collaborative Relationships: Home, School and Community
- SPED 557 Progress Monitoring/Special Needs Students
- SPED 578 Behavior Management for Special Needs Students
- SPED 590 Special Topics in Special Education (Response to Intervention)
- EDL 529 Special Education Law

Additional credits from the other specialization areas or other T&L courses approved by the advisor

* If seeking special education endorsement in GT in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.

### Intellectual Disabilities (ID)

**Required Courses**
- SPED 507 Introduction to Intellectual Disabilities 2
- SPED 551 Advanced Assessment/Special Needs Students 3
- SPED 556 Advanced Methods: Intellectual Disabilities 3
- SPED 587 Internship: Intellectual Disabilities 1-6

**Elective Courses**
Select six of the following: 15
- SPED 509 IEP Development
- SPED 521 Transition to Adult Life
- SPED 528 Advanced Assistive Technology
- SPED 552 Inclusive Methods
- T&L 553 Collaborative Relationships: Home, School and Community
- SPED 557 Progress Monitoring/Special Needs Students
- SPED 558 Response to Intervention
- SPED 560 Introduction to Autistic Spectrum Disorder
- SPED 578 Behavior Management for Special Needs Students
- EDL 529 Special Education Law

Additional credits from the other specialization areas

Total Credits 24-29

* If seeking special education endorsement in ID in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.

### Learning Disabilities (LD)

**Required Courses**
- SPED 508 Introduction to Learning Disabilities 2
- SPED 551 Advanced Assessment/Special Needs Students 3

**Elective Courses**
Select six of the following: 15
- SPED 509 IEP Development
- SPED 521 Transition to Adult Life
- SPED 528 Advanced Assistive Technology
- SPED 552 Inclusive Methods
- T&L 553 Collaborative Relationships: Home, School and Community
- SPED 557 Progress Monitoring/Special Needs Students
- SPED 558 Response to Intervention
- SPED 560 Introduction to Autistic Spectrum Disorder
- SPED 578 Behavior Management for Special Needs Students
- EDL 529 Special Education Law

Additional credits from the other specialization areas

Total Credits 25-29

* If seeking special education endorsement in LD in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.

### Strategist (SES)

**Required Courses**
- SPED 506 Introduction to Emotional Disorders 2
- SPED 507 Introduction to Intellectual Disabilities 2
- SPED 508 Introduction to Learning Disabilities 2
- SPED 551 Advanced Assessment/Special Needs Students 3
- SPED 554 Advanced Methods: Learning Disabilities 3
- SPED 555 Advanced Methods: Emotionally Disturbed 3
- SPED 556 Advanced Methods: Intellectual Disabilities 3
- SPED 586 Internship: Emotional Disturbance 2-6
- SPED 587 Internship: Intellectual Disabilities 2-6
- SPED 588 Internship: Learning Disabilities 2-6

**Elective Courses**
Select one of the following: 1
- SPED 509 IEP Development
- SPED 521 Transition to Adult Life
- SPED 528 Advanced Assistive Technology
- SPED 552 Inclusive Methods
- T&L 553 Collaborative Relationships: Home, School and Community
- SPED 557 Progress Monitoring/Special Needs Students
- SPED 558 Response to Intervention
- SPED 560 Introduction to Autistic Spectrum Disorder
- SPED 578 Behavior Management for Special Needs Students
- EDL 529 Special Education Law

Additional credits from the other specialization areas

Total Credits 25-37

* If seeking special education endorsement in SES in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.

### Visual Impairment (VI)

**Required Courses**
- SPED 500 Education of the Visually Impaired 3
- SPED 502 Braille Reading and Writing 2
- SPED 505 Low Vision Assessment and Remediation 2
- SPED 585 Internship: Visual Impairment 2-6

**Elective Courses**
Select six of the following: 15
- SPED 509 IEP Development
- SPED 521 Transition to Adult Life
- SPED 528 Advanced Assistive Technology
- SPED 552 Inclusive Methods
- T&L 553 Collaborative Relationships: Home, School and Community
- SPED 557 Progress Monitoring/Special Needs Students
- SPED 558 Response to Intervention
- SPED 560 Introduction to Autistic Spectrum Disorder
- SPED 578 Behavior Management for Special Needs Students
- EDL 529 Special Education Law

Additional credits from the other specialization areas
SPED 501 Diseases and Function of the Eye
SPED 503 Orientation and Mobility/Visually Impaired
SPED 504 Communication Media and Methods/Visually Impaired
SPED 509 IEP Development
SPED 521 Transition to Adult Life
SPED 528 Advanced Assistive Technology
SPED 552 Inclusive Methods
T&L 553 Collaborative Relationships: Home, School and Community
SPED 557 Progress Monitoring/Special Needs Students
SPED 558 Response to Intervention
SPED 578 Behavior Management for Special Needs Students
SPED 590 Special Topics in Special Education (Braille Code)
EDL 529 Special Education Law

Additional credits from the other specialization areas

Total Credits 24-28

* If seeking special education endorsement in VI in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.

Master of Education (M.Ed.)

Degree Requirements

Students seeking the Master of Education degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Special Education program. Note that the Master of Education degree provides an on-campus format only.

1. A minimum of 32 credits including credits required for the major/specialization.
2. At least one-half of the credits must be at or above the 500 level.
3. A maximum of one-fourth of the credit hours may be transferred from another institution.
4. Two credits of SPED 995 Scholarly Project or four credits of T&L 998 Thesis.
5. Six credits of foundations of education courses. E.g.:
   - EFR 500 Foundations of Educational Thought 3
   - EFR 501 Psychological Foundations of Education 3
   - EFR 502 Issues and Trends in Education 3
   - EFR 503 Historical Foundations of Education 3
   - EFR 504 Philosophical Foundations of Education 3
   - EFR 505 Social Foundations of Education 3
   - EFR 506 Multicultural Education 3
   - EFR 507 Gender, Sexuality and Education 3
   - EFR 508 Anthropological Foundations of Education 3
   - T&L 553 Collaborative Relationships: Home, School and Community 3
   - SPED 552 Inclusive Methods 3
6. In addition to #4 and #5 above, choose one or more specialization areas and complete the required courses and elective courses for a minimum total of 32 credits for the M.Ed. degree*:

Autism Spectrum Disorders (ASD)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 560</td>
<td>Introduction to Autistic Spectrum Disorder</td>
<td>2</td>
</tr>
<tr>
<td>SPED 561</td>
<td>Methods for Autistic Spectrum Disorder</td>
<td>2</td>
</tr>
<tr>
<td>SPED 567</td>
<td>ASD Assessment</td>
<td>2</td>
</tr>
<tr>
<td>SPED 583</td>
<td>Internship: Autism Spectrum Disorders</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 558</td>
<td>Response to Intervention</td>
<td>1-6</td>
</tr>
</tbody>
</table>

SPED 562 Autistic Spectrum Disorder: Supports Across the Lifespan
SPED 563 Autistic Spectrum Disorder: Medical Issues and Trends
SPED 564 Structured Teaching
SPED 565 Methods for Students with Asperger Syndrome
SPED 566 Autistic Spectrum Disorder Intensive Early Intervention
SPED 578 Behavior Management for Special Needs Students
SPED 590 Special Topics in Special Education (Introduction to ABA)
SPED 590 Special Topics in Special Education (Experimental Analysis of Behavior)

Additional credits from the other specialization areas

Total Credits 25-30

Early Childhood Special Education (ECSE)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 510</td>
<td>Early Intervention for Children with Special Needs</td>
<td>2</td>
</tr>
<tr>
<td>SPED 511</td>
<td>Identification and Assessment of Young Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 512</td>
<td>Methods and Materials for Preschool Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 589</td>
<td>Internship: Early Childhood Special Education</td>
<td>2-8</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 509</td>
<td>IEP Development</td>
<td>3</td>
</tr>
<tr>
<td>SPED 514</td>
<td>Intervention Strategies with Infants and Toddlers</td>
<td>3</td>
</tr>
<tr>
<td>SPED 528</td>
<td>Advanced Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 529</td>
<td>Language Development &amp; Cognition in Children</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 553</td>
<td>Collaborative Relationships: Home, School and Community</td>
<td>3</td>
</tr>
<tr>
<td>SPED 557</td>
<td>Progress Monitoring/Special Needs Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 558</td>
<td>Response to Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 578</td>
<td>Behavior Management for Special Needs Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 590</td>
<td>Special Topics in Special Education (Infant/Toddler Mental Health)</td>
<td>3</td>
</tr>
<tr>
<td>EDL 529</td>
<td>Special Education Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional credits from the other specialization areas

Total Credits 25-31

* If seeking special education endorsement in ECSE in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.

Emotional Disturbance (ED)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 506</td>
<td>Introduction to Emotional Disorders</td>
<td>2</td>
</tr>
<tr>
<td>SPED 551</td>
<td>Advanced Assessment/Special Needs Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 555</td>
<td>Advanced Methods: Emotionally Disturbed</td>
<td>3</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Internship: Emotional Disturbance</td>
<td>2-6</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 509</td>
<td>IEP Development</td>
<td>3</td>
</tr>
<tr>
<td>SPED 521</td>
<td>Transition to Adult Life</td>
<td>3</td>
</tr>
<tr>
<td>SPED 528</td>
<td>Advanced Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>SPED 552</td>
<td>Inclusive Methods</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 553</td>
<td>Collaborative Relationships: Home, School and Community</td>
<td>3</td>
</tr>
<tr>
<td>SPED 557</td>
<td>Progress Monitoring/Special Needs Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 558</td>
<td>Response to Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 578</td>
<td>Behavior Management for Special Needs Students</td>
<td>3</td>
</tr>
<tr>
<td>EDL 529</td>
<td>Special Education Law</td>
<td>3</td>
</tr>
</tbody>
</table>
Learning Disabilities (LD)

Required Courses
- SPED 508: Introduction to Learning Disabilities 2
- SPED 551: Advanced Assessment/Special Needs Students 3

Elective Courses
Select six of the following:
- SPED 587
- SPED 556
- SPED 551

Total Credits: 25-29

* If seeking special education endorsement in LD in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.

Gifted/Talented (GT)

Required Courses
- SPED 522: Introduction to Gifted/Talented Education 3
- SPED 523: Assessment in Gifted/Talented Education 3
- SPED 524: Teaching Methods in Gifted/Talented Education 3
- SPED 584: Internship: Gifted/Talented 2-6

Elective Courses
Select five of the following:
- SPED 551: Advanced Assessment/Special Needs Students
- SPED 552: Inclusive Methods
- T&L 553: Collaborative Relationships: Home, School and Community
- SPED 557: Progress Monitoring/Special Needs Students
- SPED 558: Response to Intervention
- SPED 578: Behavior Management for Special Needs Students
- EDL 529: Special Education Law

Additional credits from the other specialization areas or other T&L courses approved by the advisor

Total Credits: 26-30

* If seeking special education endorsement in GT in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.

Intellectual Disabilities (ID)

Required Courses
- SPED 507: Introduction to Intellectual Disabilities 2
- SPED 551: Advanced Assessment/Special Needs Students 3
- SPED 556: Advanced Methods: Intellectual Disabilities 3
- SPED 587: Internship: Intellectual Disabilities 1-6

Elective Courses
Select six of the following:
- SPED 509: IEP Development
- SPED 521: Transition to Adult Life
- SPED 528: Advanced Assistive Technology
- T&L 553: Collaborative Relationships: Home, School and Community
- SPED 557: Progress Monitoring/Special Needs Students
- SPED 558: Response to Intervention
- SPED 578: Behavior Management for Special Needs Students
- EDL 529: Special Education Law

Additional credits from the other specialization areas

Total Credits: 24-29

* If seeking special education endorsement in DCD in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.

Strategist (SES)

Required Courses
- SPED 506: Introduction to Emotional Disorders 2
- SPED 507: Introduction to Intellectual Disabilities 2
- SPED 508: Introduction to Learning Disabilities 2
- SPED 551: Advanced Assessment/Special Needs Students 3
- SPED 554: Advanced Methods: Learning Disabilities 3
- SPED 555: Advanced Methods: Emotionally Disturbed 3
- SPED 556: Advanced Methods: Intellectual Disabilities 3
- SPED 558: Response to Intervention
- SPED 560: Introduction to Autistic Spectrum Disorder
- SPED 578: Behavior Management for Special Needs Students
- EDL 529: Special Education Law

Total Credits: 25-37

* If seeking special education endorsement in SES in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.

Visual Impairment (VI)

Required Courses
- SPED 500: Education of the Visually Impaired 3
- SPED 502: Braille Reading and Writing 2
- SPED 505: Low Vision Assessment and Remediation 2
- SPED 585: Internship: Visual Impairment 2-6

Elective Courses
Select six of the following:
- SPED 509: IEP Development
- SPED 521: Transition to Adult Life
- SPED 528: Advanced Assistive Technology
- T&L 553: Collaborative Relationships: Home, School and Community
- SPED 557: Progress Monitoring/Special Needs Students
- SPED 558: Response to Intervention
- SPED 578: Behavior Management for Special Needs Students
- EDL 529: Special Education Law

Additional credits from the other specialization areas

Total Credits: 25-29

* If seeking special education endorsement in VI in North Dakota, confer with your advisor regarding these requirements. If seeking teacher certification in a state other than North Dakota, refer to that state’s requirements.
Dakota must satisfy all general requirements set forth by the School of Students seeking the Doctor of Philosophy degree at the University of North

### Doctor of Philosophy (Ph.D.)

#### Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

Applicants should anticipate that the materials they submit will be held to high standards with the following basic expectations:

1. Graduate grade point average of 3.5 and above
2. Excellent writing skills
3. Three letters of recommendation that address your academic ability, professional accomplishments related to your field of study, and positive character traits
4. A statement of clear professional/educational goals that can be met by our program as specified in the graduate catalog

Your application must also include the following:

1. Transcripts
2. Professional resume
3. Essay: An original essay not to exceed four double-spaced pages (exclusive of references) on a controversial issue or a problem facing education today. The writing will be reviewed for:
   - overall suitability for doctoral level study;  
   - cohesive development of ideas;  
   - support for ideas; and  
   - writing conventions. The applicant must also sign a statement attesting that the work submitted was that of the applicant.
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Students with a master’s degree in the content field are eligible for admission to the Ph.D. program with the higher education area of emphasis option.

#### Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Teaching and Learning Department.

1. Completion of 90 semester credits beyond the baccalaureate degree
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
3. With approval of a student’s Faculty Advisory Committee, up to one-half of the work beyond a master’s degree (maximum of 30 semester credit hours) may be transferred from another institution that offers post-master’s degrees in the discipline.
4. At least one-half of the work must be in the major field, including:
   - At least 10 credits of dissertation, which incorporates independent work that is an original contribution to knowledge in the field
   - A minimum of 6 credits in the Foundations of Education
   - A minimum of 12 credits of scholarly tools*
   - At least 12 credits of a minor or cognate in a supporting area
5. Meet one of the three residency options described below.

#### Residency Requirements for Doctoral Programs

The purpose of residency is to provide an opportunity for sustained and concentrated intellectual effort, to provide for immersion in a research environment, and to permit extensive interaction with fellow students and faculty of the major department.

The residency for programs in education is designed to provide the student with the experiences outlined by the School of Graduate Studies. It is expected that students will engage in serious scholarship and will reflect on their learning and experiences. The expectation is that the students will integrate their doctoral study in order that the program of study they pursue will become a holistic and unified experience. (The residency option is normally declared on the student’s program of study.)

The education faculty has outlined some of the conditions required for these goals to be realized. A doctoral student in Teaching and Learning can meet the residency requirement in any one of these ways:

- Students will complete a residency while enrolled in a minimum of 9 semester hours of credit during each of two consecutive semesters (Fall, Spring or Spring, Fall). Students in this option are encouraged, but are not required, to enroll in a Doctoral Seminar during their residency or at another time in the program. If a student is a GRA, GSA, or GTA, the number of credits that the student may take for this option is less and specified in the catalog.
- Students will complete a residency while enrolled in a minimum of eight semester hours of credit during each of three consecutive summer sessions and in a minimum of two Doctoral Seminars following their first and second or third summers in residence.
- Students will complete a residency over a period of three consecutive years of continuous enrollment in a minimum of 36 semester hours of credit (12 credits per year for 3 years) to include a minimum of two Doctoral Seminars during the period of residency.

### Doctor of Education (Ed.D.)

#### Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

Applicants should anticipate that the materials they submit will be held to high standards with the following basic expectations:

1. Graduate grade point average of 3.5 and above
2. Excellent writing skills
3. Three letters of recommendation that address your academic ability, professional accomplishments related to your field of study, and positive character traits
4. A statement of clear professional/educational goals that can be met by our program as specified in the graduate catalog

Your application must also include the following:

1. Transcripts
2. Professional resume
3. Essay: An original essay not to exceed four double-spaced pages (exclusive of references) on a controversial issue or a problem facing education today. The writing will be reviewed for:
   - overall suitability for doctoral level study;  
   - cohesive development of ideas;  
   - support for ideas; and  
   - writing conventions. The applicant must also sign a statement attesting that the work submitted was that of the applicant.

Students with a master’s degree in the content field are eligible for admission to the Ed.D. program with the higher education area of emphasis option.

#### Degree Requirements

Students seeking the Doctor of Education degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Teaching and Learning Department.

1. Completion of 90 semester credits beyond the baccalaureate degree
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
Purpose

This certificate program targets faculty (full-time and adjuncts), as well as graduate students who wish to become professors, college instructors, and academic advisors as well as individuals who are teaching or want to teach in college settings.

Objectives

Students will:

- gain knowledge of pedagogical approaches
- experience and demonstrate effective teaching skills
- connect institutional and departmental missions as well as disciplinary norms
- foster ethical behaviors and professional standards
- understand the complexities of the academic profession
- identify emerging trends in college teaching excellence
- participate in professional forums as a means to enhance knowledge and practice of effective teaching.

Admission Requirements

1. Hold a baccalaureate degree from an accredited university
2. At the baccalaureate level, have earned a cumulative grade point average (GPA) in all courses of at least 3.0 on a 4.0 scale

Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 539</td>
<td>College Teaching</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 548</td>
<td>The Professoriate and Adult Learners</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 549</td>
<td>Assessment in Higher Education</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 590</td>
<td>Special Topics (Motivation)</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 590</td>
<td>Special Topics (Students with Special Needs)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 7-10

For Further Information:

Please contact Dr. Myrna R. Olson, College Certificate Program Coordinator, Department of Teaching and Learning, College of Education and Human Development, Mailstop 7189, 231 Centennial Drive, University of North Dakota, Grand Forks, North Dakota 58202. Telephone: 701-777-3188; Email: myrna.olson@email.und.edu

Certificate in ELL Education

The Certificate in ELL Education program offers a 20-credit, seven course sequence that fulfills the requirements for the North Dakota ELL teacher endorsement. The program may be completed in three semesters. This program is for those who do not need or want a full master’s program, but who want documentation of their studies in the field.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 522</td>
<td>Mathematics in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EFR 506</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 513</td>
<td>Linguistics for ELL Teachers</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 537</td>
<td>ELL Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 550</td>
<td>Assessment and Evaluation in ELL Education</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 551</td>
<td>Second Language Acquisition for ELL Teachers</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 580</td>
<td>Practicum in Schools</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 20

Autism Spectrum Disorders (ASD) Graduate Certificate

Admission Requirements

1. Online application and fee of $35 (the application fee is waived for McNair Scholars).
2. One official copy of ALL college and/or university academic transcripts.
ASD Graduate Certificate

Required Courses
- SPED 560 Introduction to Autistic Spectrum Disorder 2
- SPED 561 Methods for Autistic Spectrum Disorder 2
- SPED 562 Autistic Spectrum Disorder: Supports Across the Lifespan 2
- SPED 567 ASD Assessment 2

Elective Courses
Select two of the following:
- SPED 563 Autistic Spectrum Disorder: Medical Issues and Trends 4
- SPED 564 Structured Teaching
- SPED 565 Methods for Students with Asperger Syndrome
- SPED 566 Autistic Spectrum Disorder Intensive Early Intervention
- SPED 583 Internship: Autism Spectrum Disorders

Other courses as approved by the faculty advisor

Total Credits 12

Instructional Design and Technology

IDT Certificate Programs

IDT offers three 12-credit certificates. The certificates provide minimum competencies in the field of instructional design within a given subset of the field (technology integration, corporate training, or eLearning). Certificates are intended for those already working in some capacity as an instructional designer but who lack an advanced degree in instructional design. Those seeking the full set of professional competencies of an instructional designer across all areas in preparation for entering the field of instructional design are encouraged to apply to one of the IDT master’s programs instead. Courses taken for a certificate may also be transferred into any of the IDT master’s programs at a later date.

IDT Certificate in K-12 Technology Integration

Required Courses
- IDT 520 Instructional Systems Analysis and Design 3
- IDT 525 Development, Implementation, and Evaluation of Instructional Materials 3

Select two of the following:
- IDT 510 Technology-Based Instruction: Applications and Methods 6
- IDT 540 Digital Media and the Internet in Schools
- IDT 545 Instructional Simulations and Games

Total Credits 12

IDT Certificate in eLearning

Required Courses
- IDT 520 Instructional Systems Analysis and Design 3
- IDT 525 Development, Implementation, and Evaluation of Instructional Materials 3

Select two of the following:
- IDT 530 Introduction to Computer-Based Instruction 6
- IDT 545 Instructional Simulations and Games
- IDT 580 Introduction to Web-Based Instruction

Total Credits 12

IDT Certificate in Corporate Training and Performance

Required Courses
- IDT 520 Instructional Systems Analysis and Design 3
- IDT 525 Development, Implementation, and Evaluation of Instructional Materials 3

Select two of the following:
- IDT 545 Instructional Simulations and Games 6

Total Credits 12

Degree Delivery Options

The IDT master’s and certificate programs are available for on-campus and distance delivery, making it possible to attain these degrees via distance delivery, on-campus attendance, or a combination of both. Online students and on-campus students are peers in the same class sessions and experience the same educational opportunities. Courses typically have a few synchronous (live) class sessions, where students may attend on-campus in the actual classroom or they may participate through our distance delivery system. In this manner, class lectures, discussion, presentation, and collaboration are done seamlessly, in a nearly identical fashion to traditional classes.

Asynchronous sessions (those done at the time and place of the students’ choosing each week) are handled through a course management system. Students use these tools to read material loaded by the teacher, turn in assignments, communicate through message boards, participate in discussions through threaded discussion tools, take tests, and receive their grades. There are assignments and participation activities every week, whether the class meets live or not. In this way, students get the best of both worlds: the flexibility of online learning and the personal contact and connection of face-to-face instruction.

Cognate/Minor for Non-Program Majors

The IDT program welcomes graduate students outside of IDT who want to learn more about the integration of technology with instruction. To complete a cognate or minor in IDT, students should take the following courses:

IDT 500 Survey of Instructional Design 3
IDT 520 Instructional Systems Analysis and Design 3
IDT 525 Development, Implementation, and Evaluation of Instructional Materials 3

Total Credits 9

This will be considered by the IDT faculty to be a cognate or minor at the master’s level. If the student is a doctoral student and his or her department requires more credits for a minor, the IDT program chair will work with the student to select additional coursework to meet that minimum.

Courses

EDL 500. Educational Administration Found. 4 Credits.
EDL 501. Leadership and Organizational Behavior. 3 Credits.
This course provides school leaders with preparation in skills for providing purpose and direction for individuals and groups, shaping school culture and value, facilitating the development of shared strategic vision for the school, formulating goals and planning change efforts with staff, and setting priorities for one’s school in the context of community and district priorities for student and staff needs.

EDL 502. Technology and Information Systems. 2 Credits.
This course provides an understanding of selected computer applications for educational administrators. The focus of instruction is to have educational leaders use the computer as a decision-making and planning tool for carrying out communication functions of administration at the building and district levels.

EDL 503. Seminar Educational Leadership. 1-4 Credits. Repeatable to 4 credits.
EDL 511. Effective Administrative Communications. 3 Credits.
This course prepares aspiring school leaders to plan for their personal and professional development; understand and use the principles of interpersonal, oral, and written communication.
EDL 512. Research, Measurement, and Program Evaluation. 3 Credits.
This course provides school leaders with an understanding of how to determine what diagnostic information is needed about students, staff, and the school environment; examine the extent to which outcomes meet or exceed defined standards, goals, or priorities for individuals or groups; draw inferences for program revisions; interpret and understand research, measurements, and evaluations; relate programs to desired outcomes; develop equivalent measures of incompetence; and design accountability mechanisms.

EDL 513. Leading Curriculum and Learning. 3 Credits.
This course provides school leaders the ability to understand major curriculum design models, interpret school district curricula, initiate needs analyses, plan and implement with staff a framework for instruction, align curriculum with anticipated outcomes, monitor social and technological developments as they affect curriculum, and adjust content as needs and conditions change. Corequisite: EDL 535 or EDL 536 or EDL 537.

EDL 514. Supervision and Staff Development. 3 Credits.
This course provides school leaders with preparation in skills for instructional improvement, working with faculty and staff to identify professional needs. Classes are designed for in-depth study and practice planning, organizing, and facilitating programs that improve faculty and staff effectiveness and are consistent with institutional goals and needs; supervising individuals and groups; providing feedback on performance; preparing remedial assistance; engaging faculty and others to plan and participate in recruitment and development activities; and initiating self-development.

EDL 515. Education Law and Ethics. 3 Credits.
This course is designed as a beginning law course for school administrators. In addition to the acquisition of legal knowledge as it relates to P-12 education, students are introduced to ethical perspectives that frequently influence the legal decision-making process.

EDL 516. Education Finance and Policy. 3 Credits.
Includes such topics as the organization of and responsibility for education in the United States at the federal, state, and local levels; basic administrative theories, processes, and techniques; and major areas of concern in the operation of local schools. The course includes an experiential learning assignment in which students complete a budget project.

EDL 517. Social, Cultural, Political, and Community Dimensions of Schools. 4 Credits.
This course provides school leaders with an understanding of the historical, philosophical, ethical, social, and economic influences affecting education to the degree that they can apply their understandings to professional decisions. Students are expected to apply political concepts and strategies and approaches to collaboration in involving the community in decision making, building community support for integrating health and social services in support of students, and developing community support for school priorities. Throughout the course, students' work will be expected to manifest a sensitivity to issues of diversity in a pluralistic society.

EDL 519. Principalship. 2 Credits.
This course provides school leaders with an understanding of the role of the building principal along with skills and techniques associated with the principalship. The topics include the principal's role in community and family relationships and collaboration, using community resources to support the academic and social needs of students and families, the development and application of policies related to students and staff, planning and delivering of curricular and cocurricular programs within the school, and the principal's role in working with staff. Students must also enroll in a one-credit field-based experience (EDL 520, 521 or 522) appropriate for their desired level of preparation for the principalship.

EDL 520. Middle School Principal Field Study. 1 Credit.
This course provides a field-based experience in the role of the middle school principal. Corequisite: EDL 519.

EDL 521. Elementary Principal Field Study. 1 Credit.
This course provides a field-based experience in the role of the elementary school principal. Corequisite: EDL 519.

EDL 522. Secondary Principal Field Study. 1 Credit.
This course provides a field-based experience in the role of the secondary school principal. Corequisite: EDL 519.

EDL 523. The Educational Plant. 3 Credits.
The purpose of this course is to provide a study of the planning, construction, modification, and maintenance of school buildings and complimentary facilities such as playgrounds, athletic fields and facilities, drop-off zones, and parking lots. This course will include appraisal of school facilities and techniques for developing and using input from the community and building and program audits.

EDL 524. Educational Personnel Administration. 2 Credits.
Study of selection, assignment, evaluation, development, and release practices for certified and non-certified school personnel; salary and contract administration in schools.

EDL 526. Business Management in Education. 2 Credits.
Study of the business function in educational organizations with emphasis on budget development and administration, accounting, purchasing, risk management, support services, and capital outlay.

EDL 527. Legal Issues in Education. 3 Credits.
Study of the legal issues affecting educational organizations with emphasis on state and federal relationships to local institutions, school boards and other governing bodies, contracts, teachers' and students' rights, and tort liability of educational organizations and their officers. Consideration is given to legal research and policy analysis.

EDL 529. Special Education Law. 3 Credits.
A course designed to give participants a working knowledge of the legislative, judicial, and administrative changes which have revamped the areas of teaching and administering special education since 1974. It will provide information useful to administrators, practitioners, attorneys, parents, and advocates on topics including: student records, discipline, related services, due process, least restrictive environment, and appropriate education.

EDL 531. School District Leadership. 2 Credits.
A study of concerns and issues related to education leadership and administration at the district level, including relationships between the superintendent and the school board, community and school district staff.

EDL 532. Staff and Program Evaluation. 2 Credits.
A study of the evaluation of staff, including teachers, administrators, support personnel, and boards; and for purposes of accreditation, the evaluation of components that support the curriculum. Procedures, processes, and instruments will be identified and analyzed.

EDL 533. Collective Negotiations. 2 Credits.
A study of the collective bargaining process in the field of education. Includes topics such as contract language, planning for negotiations, bargaining strategies, impasse and arbitration, contract maintenance, grievance procedures, and results of the negotiations.

EDL 535. Administration of Elementary School Curriculum. 1-3 Credits.
Designed primarily for graduate students seeking positions as curriculum coordinators or administrative positions. A study of leadership skills for developing the administrator's understanding of knowledge construction, adult learning, planning and implementing a framework for curriculum design and instruction, and the professional responsibility for assessing and implementation of an elementary curriculum. The course examines the current issues, trends, subject areas, student achievement, and challenges for the future of elementary curriculum. The student will research the current best practices for application of administrative skills in relationship to supervision of a comprehensive K-5 grade level curriculum and its impact on learners. Corequisite: EDL 513.

EDL 536. Administration of Middle School Curriculum. 1-3 Credits.
Designed primarily for graduate students seeking positions as curriculum coordinators or administrative positions. A study of leadership skills for developing the administrator's understanding of knowledge construction, adult learning, planning and implementing a framework for curriculum design and instruction, and the professional responsibility for assessing and implementation of the middle school level curriculum. The course examines the current issues, trends, subject areas, student achievement, and challenges for the future of middle school level curriculum. The student will research the current best practices for application of administrative skills in relationship to supervision of a comprehensive 6-8 grade level curriculum and its impact on learners. Corequisite: EDL 513.
EDL 537. Administration of Secondary School Curriculum. 1-3 Credits.
Designed primarily for graduate students seeking positions as curriculum coordinators or administrative positions. A study of leadership skills for developing the administrator’s understanding of knowledge construction, adult learning, planning and implementing a framework for curriculum design and instruction, and the professional responsibility for assessing and implementation of secondary curriculum. The course examines the current issues, trends, subject areas, student achievement, and challenges for the future of middle school level curriculum. The student will research the current best practices for application of administrative skills in relationship to supervision of a comprehensive 9-12 grade level curriculum and its impact on learners. Corequisite: EDL 513.

EDL 538. Auxiliary School Functions. 3 Credits.
Overview of school business and facilities management for educational administrators. Topics include: introduction to special area budgeting and accounting; insurance and risk management; forecasting; vendor relations; supervision of classified and support staff; management of support services, e.g., transportation, food service; facility operation and maintenance; and space utilization analysis, allocation; and cooperative community use of facilities.

EDL 541. Introduction to Higher Education Administration. 3 Credits.
An overview of administration of America’s colleges and universities. Topics include roles of state and federal government, governing boards, institutional organization and culture, types of institutions, faculty, students, research about higher education, and the profession of administrator.

EDL 542. Curriculum in Higher Education. 2 Credits.
A study of processes for planning, implementing, and evaluating curriculum within institutions of higher education. Topics will include historical perspectives on curriculum in higher education, governance systems related to curriculum development and adoption, and issues of current interest and concern.

EDL 545. Diversity Across Higher Education. 3 Credits.
The course intends to promote understanding of the diverse populations within higher education and to encourage students to examine their own attitudes regarding diversity and openness to other cultures. Examination of practice models for service delivery to diverse populations will help prepare students to develop management, leadership, and advocacy skills. The course will underscore the development of skills for working with individuals, small groups, and campus groups in relation to equity, diversity, and inclusion.

EDL 546. The College Student. 3 Credits.
This course will examine the theoretical perspectives that describe students’ growth throughout the late adolescent and adult life span. The course will look at theory in the areas of intellectual, moral, ego, psychosocial, career, and spiritual development. Further, the course will examine sources of identity including gender, race, culture, ethnicity, and sexual identity.

EDL 547. Collegiate Environments. 3 Credits.
The course will discuss how student characteristics influence student educational and development needs, and the effects of the college experience on student learning and development. This course also will examine collegiate environments and how students’ person-environment interactions affect their development.

EDL 548. Program Development. 3 Credits.
This course will examine the learning theories that undergird the design and delivery of educational programs and services. Students will acquire the knowledge and skills needed to conduct needs assessments and outcomes assessments in-person and mediated environments. They will also develop facilitation skills essential to the delivery of educational programs.

EDL 549. Higher Education Management. 3 Credits.
This course will examine the administrative functions of higher education including student affairs, academic affairs, institutional advancement, and administrative services as well as the management issues. Students will be introduced to professional issues, ethics, and standards of practice as well as legal issues.

EDL 551. Academic Administration in Higher Education. 3 Credits.
The roles and responsibilities of academic administration in higher education. Topics include the major academic roles (chairperson, dean, chief academic officer), curriculum and instruction, program evaluation, assessment, planning, faculty workload and evaluation, and the profession of administrator.

EDL 552. Higher Education Law. 3 Credits.
An overview of the legal issues that confront college and university personnel. Pertinent federal and state statutes as well as case law will be used to instruct about legal rights and responsibilities of university and college administrators. The legal relationships between the institution and the faculty, the student, the state government, and the federal government will be explored.

EDL 553. Higher Education Policy and Finance. 2 Credits.
An overview of the relationship between fiscal policy and decision making in institutions of higher education. The sources of revenue for higher education will be studied as well as the budgeting, accounting, and auditing procedures applicable to nonprofit institutions. The college administrator’s role in guiding the fiscal welfare of an institution of higher education will be explored.

EDL 554. Higher Education Student and Support Services. 2 Credits.
An overview of the organization and functions of student and support services within institutions of higher education. Students will gain an understanding of the administrative issues related to career services, student counseling, enrollment services, student activities, health services, student organization, and other institutional units, which serve the needs of students at a college or university.

EDL 556. College Students and the Law. 3 Credits.
This course provides an overview of key legal issues that pertain to college students. Using a legal frame and analysis, the focus of the course surrounds administrative decision making, effective practices, and organizational policy design and implementation.

EDL 559. Seminar in Higher Education Leadership. 1-4 Credits. Repeatable to 4 credits.

EDL 571. School Community Relations. 2 Credits.
Study of the responsibility of classroom, attendance unit, and district personnel in public information efforts; design, use, and analysis of surveys; study of involvement of parents and other community members in resource, advisory, and decision-making activities; preparation of news releases and public information materials; study of relationships to media personnel.

EDL 572. Educational Systems and Planning. 2 Credits.
A study of the planning process including topics such as establishing goals; assessing needs; identifying resources; and generating, analyzing, and selecting alternatives. Processes and techniques in planning will be emphasized.

EDL 573. Administration and Organizational Behavior I. 3 Credits.
A study and critique of selected theories and research in administration and organizational behavior including topics such as leadership; formal and informal structure; communication; change and intervention; motivation and morale; interpersonal relations and conflict management; small-group processes; and personality, values, and ethics.

EDL 574. Administration and Organizational Behavior II. 3 Credits.
A continuation of Administration and Organizational Behavior I. Provides the student with the opportunity to design and carry out an original field study project in organizational behavior, participate in critiquing studies designed and completed by fellow students, and engage in individualized study in a topic area related to behavior in organizations.

EDL 575. Education and Public Policy. 3 Credits.
A study of the development of policy issues, analysis of policy formation, implementation analysis, and structures and actors in policy activity.

EDL 579. Special Topics in Educational Leadership. 1-4 Credits.
Exploration of special topics in the study of educational leadership not regularly included in available course offerings. May be repeated for different topics. Prerequisite: Consent of instructor or advisor.

EDL 589. Superintendent Series. 1 Credit.
EDL 593. Internship in Educational Leadership. 1-8 Credits.
This is a culminating experience primarily for Specialist Diploma and doctoral students. May be repeated. Prerequisites: Appropriate foundational, cognate, and major area coursework and consent of the advisor and instructor.

EDL 597. Independent Study. 1-4 Credits.
EDL 996. Continuing Enrollment. 1-12 Credits.
EDL 997. Independent Study. 1-4 Credits.
EDL 998. Thesis. 1-9 Credits.
EDL 999. Dissertation. 1-12 Credits.

**Courses**

**EFR 500. Foundations of Educational Thought. 3 Credits.**
A problem-centered class dialogue on those philosophical, social, political and historical concepts of educational thought that have shaped the development of the learning experience.

**EFR 501. Psychological Foundations of Education. 3 Credits.**
A study of the learning process with secondary emphasis on how the learning process is affected by individual differences, growth and development, and personality. A background in undergraduate Educational Psychology is assumed. Both theories of learning and theories of instruction are considered. Prerequisites: EFR 500 or consent of instructor.

**EFR 502. Issues and Trends in Education. 3 Credits.**
Examination of contemporary issues of education and some of the political, social, and historical foundations which influence their development. Prerequisites: EFR 500 or consent of instructor.

**EFR 503. Historical Foundations of Education. 3 Credits.**
An historical examination of the concepts of the meaning, nature, process, and purposes of education as evolved in different historical periods and social contexts with emphasis on the learners, ideas and changing institutions. Prerequisites: EFR 500 or consent of instructor.

**EFR 504. Philosophical Foundations of Education. 3 Credits.**
A study of the representative schools of thought which have structured major philosophies of education. Prerequisites: EFR 500 or consent of instructor.

**EFR 505. Social Foundations of Education. 3 Credits.**
The study of schools and education in social contexts such as community, polity, equity, race, class, gender, and social reproduction. Prerequisites: EFR 500 or consent of instructor.

**EFR 506. Multicultural Education. 3 Credits.**
A review of the conceptual, historical and theoretical aspects of multicultural education. A major goal will be to provide educators with processes for incorporating multicultural education into educational environments; to meet the needs of culturally diverse students and to increase the cultural awareness and sensitivity of all students. North Dakota/Native American issues are primary elements of this course. Prerequisites: EFR 500 or consent of instructor.

**EFR 507. Gender, Sexuality and Education. 3 Credits.**
A critical feminist analysis of the history, philosophy, theory, curriculum, and practice of education. The roles of educators, students, society, biology, and policy are considered in the schooling of females, males, and those of diverse sexualities. Prerequisites: EFR 500 or consent of instructor.

**EFR 508. Anthropological Foundations of Education. 3 Credits.**
Students will examine the convergence of anthropology and education through an analysis of education as cultural transmission and a review of enculturation and acculturation processes in traditional and modern societies. Prerequisites: EFR 500 or consent of instructor.

**EFR 509. Introduction to Educational Research. 3 Credits.**
An introduction to the research methodologies used to study education. The course covers quantitative as well as qualitative types of research. The paradigms of both types of research will be contrasted and the application of the methodologies in actual research investigated.

**EFR 510. Qualitative Research Methods. 3 Credits.**
Qualitative research methods are naturalistic and contextual. The methodology derives from Anthropology and other social sciences, and seeks to understand human behavior from the actors' perspective. Students are to learn the fundamental data collection methods: observation, participant observation, and interviewing, as well as data analysis through coding and categorizing.

**EFR 511. Program Evaluation. 3 Credits.**
An interdisciplinary course which studies the theoretical models of program evaluation as well as professional standards. Emphasis is on the analysis of models for implementation and application in various social and public policy fields, as well as education.

**EFR 512. Educational Tests and Measurements. 3 Credits.**
An introduction to psychological tests and measurements in educational settings and various research environments. The course covers basic concepts and principles in selection, construction, application, and evaluation of educational/psychological tests and measurements. Prerequisites: EFR 515 or consent of instructor.

**EFR 513. Computer Applications in Educational Statistics. 3 Credits.**
A study of computer applications in educational statistics, usually involving relatively large data sets using SPSS and/or SAS. Prerequisites: EFR 515 (or concurrent) or consent of instructor.

**EFR 514. Discourse Analysis. 3 Credits.**
Discourse analysis is a research methodology used to analyze naturally occurring language use, whether in writing or in speech. It draws from and is practiced in many social science and humanities disciplines related to the foundations of education, including linguistics, sociology, anthropology, communications, and cognitive and social psychology. This course will provide students with the building blocks of performing discourse analysis, including instruction in its philosophical foundations, its practices, and its implications.

**EFR 515. Statistics I. 3 Credits.**
An introduction to basic statistical methods, focusing primarily on descriptive statistics and inferential statistics up to and including two-way analysis of variance.

**EFR 516. Statistics II. 3 Credits.**
An in-depth study of inferential statistics with primary emphasis on analysis of variance models, multiple regression techniques, analysis of covariance and other higher-order statistical procedures. Prerequisites: EFR 515 or consent of instructor.

**EFR 517. Advanced Research Methodologies. 3 Credits.**
Both qualitative and quantitative aspects of research are considered for a variety of topics, including ethics in research, use of data banks, Q-methodology, survey research, Bayesian concepts, critical theory, longitudinal research and research consultation. Comprehensive examinations in educational research are addressed. This is a capstone course in educational research. Previous or concurrent involvement in research is highly desirable. Available for doctoral level students only.

**EFR 518. Multivariate Analysis. 3 Credits.**
Multiple regression in generalized problem solving; discriminant analysis, factor analysis, multivariate analysis, canonical analysis, and multivariate analysis of covariance. Students are encouraged to analyze their own data including student-generated computer applications.

**EFR 519. Research Seminar. 1-4 Credits.**
Experimental Design—An in-depth treatment of analysis of variance designs including factorial designs, treatment by subjects designs, groups within treatment designs, Latin squares, higher dimensional designs, mixed effect designs, analysis of covariance, and trend analysis. Emphasis is placed on underlying linear models. Other seminars are held on specific research topics, particularly research proposals. May be repeated.

**EFR 520. Advanced Qualitative Research Methods. 3 Credits.**
Advanced Qualitative Research Methods will engage students in more in-depth and complex theoretical and practical issues associated with the methodology. Students will conduct mini-research studies and examine qualitative studies conducted by others. Knowledge about IRB requirements will also be addressed. Prerequisites: EFR 510 or consent of instructor.

**EFR 522. Mixed-Methods Research. 3 Credits.**
Mixed-methods research is the practice of combining quantitative and qualitative analysis within a single study. Students will learn the history and conceptual underpinnings of this methodological practice, read exemplary empirical studies that use mixed-methods, and explore the major mixed-methods designs. To apply these understandings, students will conduct a mixed-methods study on a topic of their own interests. Prerequisites: EFR 510 and EFR 516, or consent of instructor.

**EFR 524. Needs Assessment. 3 Credits.**
Needs assessment is a common evaluation method. This interdisciplinary course will study the concept of needs as well as the processes and techniques of conducting needs assessment. A set of techniques for implementation and application of needs assessment in various community, education, social work, public health, business/industry settings, government, and non-profit agencies will be reviewed.
EFR 525. International and Comparative Education. 3 Credits.
An overview of the major issues, concepts and methods of comparative and international education. Focuses on the development of the field, the uses of comparison, the impact of globalization, and policy and practice development around the world at all levels of education. Prerequisites: EFR 500 or consent of instructor.

EFR 584. Internship in Educational Research. 1-8 Credits.
Practical experience in the conduct of educational research, analyzing data, and writing reports. Available for doctoral level students only. May be repeated. Prerequisites: Appropriate coursework in educational research and consent of the adviser and department chair.

EFR 590. Special Topics in Education. 1-4 Credits.
Exploration of special topics in the study of education not regularly included in available course offerings. May be repeated for different topics. Prerequisite: Consent of instructor or advisor.

EFR 591. Readings in Education. 1-4 Credits.
Designed primarily for advanced graduate students. May be repeated for different topics. Prerequisite: Consent of instructor or advisor.

EFR 592. Individual Research in Education. 1-4 Credits.
May be repeated. Prerequisite: Consent of instructor or advisor.

EFR 996. Continuing Enrollment. 1-12 Credits.

EFR 997. Independent Study M Ed & M S. 2 Credits.

EFR 998. Thesis. 1-9 Credits.

EFR 999. Dissertation. 1-15 Credits.

Courses

IDT 500. Survey of Instructional Design. 3 Credits.
This course provides students with an in-depth overview of the field of Instructional Technology. Topics include the history and critical issues of the field; a description of instructional design; applications of instructional technology, and associated areas of research.

IDT 510. Technology-Based Instruction: Applications and Methods. 3 Credits.
A study of the various methods for using technology to deliver and/or support instruction: tutorials, drills, simulation, interactive video, instructional games, intelligent computer-based instruction, performance support systems, job aids, testing, distance learning, intelligent tutoring systems, and instructional management systems.

IDT 520. Instructional Systems Analysis and Design. 3 Credits.
The first course in a two-course required sequence. IDT 520 is a study of methodologies for analyzing and designing instruction. Topics include needs analysis, job/task analysis, and assessment of instructional outcomes. IDT 525 is the second required course in this two-course sequence.

IDT 525. Development, Implementation, and Evaluation of Instructional Materials. 3 Credits.
This course focuses on the development, implementation, and evaluation of instructional materials that have been created according to instructional design principles. The second course in a two-course sequence, this course completes the instructional design process begun in IDT 520. After completing this two-course sequence, students will have the skills needed to conduct the full instructional design process in a variety of settings, and with a variety of learners, pedagogies, and resources. Prerequisites: Program major or permission of instructor; IDT 520.

IDT 530. Introduction to Computer-Based Instruction. 3 Credits.
An examination of the technology (hardware and software) for developing and delivering computer-based instruction (CBI). A study of the characteristics of high-quality CBI, addressing such topics as program structure, user interface, navigation, message/screen design, use of graphics, response analysis, feedback strategies, error checking, branching, and computer-managed instruction. Prerequisite: IDT 520.

IDT 535. Advanced Computer-Based Instructional Development. 3 Credits.
This course is designed to extend the CBT/CBI design and development skills acquired in IDT 530. Students will study advanced CBT/CBI techniques and applications such as artificial intelligence, intelligent tutoring systems, electronic performance support systems, authoring tools, learning objects, pedagogical agents, SCORM compliant programming, simulations and games, the use of CBT/CBI for research purposes, and learning management systems (LMS). In addition to studying these areas, students will build a CBT/CBI unit that implements one or more of these applications. Prerequisites: Program Major; IDT 530.

IDT 540. Digital Media and the Internet in Schools. 3 Credits.
This course builds on the theories and approaches to technology integration first introduced in IDT 510. Students will gain practice developing lesson plans and examples of student artifacts with specific media such as digital video, digital audio, digital photography, and the Internet. Students will gain competency in generating and using media according to the principles of technology integration, rather than technology use. Prerequisites: IDT 510 and IDT 520.

IDT 545. Instructional Simulations and Games. 3 Credits.
This course provides an in-depth study of the theoretical, philosophical, and practical issues surrounding the use of simulations and games in learning environments. Methods and approaches for integrating commercial games into learning environments and for developing new simulations and games around content will be examined. Prerequisite: Program major or permission of instructor.

IDT 549. Graduate Seminar in Instructional Design and Technology. 3 Credits.
Seminar on critical reading and writing related to scholarship in the field of Instructional Design and Technology. Prerequisite: Program major or permission of instructor.

IDT 550. Theories and Models of Instructional Design. 3 Credits.
This course focuses on pedagogical theories from education and psychology as they relate to instructional design, and on alternate models of instructional design. Topics include epistemological views of knowledge, major schools of thought on the nature of learning, a survey of instructional and learning theories, and a survey of instructional design models. Particular emphasis is placed on the interrelation of theories, models, and practice in the field of instructional design. Prerequisite: Program major or permission of instructor.

IDT 560. Instructional Design Consulting. 3 Credits.
This course trains students in the theoretical, (e.g., needs analysis, change agency, data-driven decisions, solution specification) and practical (e.g., management of client relationship, project management skills, budgeting) of instructional design consulting. Role-play, response to an RFP, and discussion of modern approaches to managing the consulting process will be primary activities in this course. Prerequisites: Program major or permission of instructor; IDT 520.

IDT 570. Human Performance Technology. 3 Credits.
An overview of the Human Performance Improvement (HPI) and Human Performance Technology (HPT) models and processes. Particular emphasis on determining whether instructional interventions or performance improvement interventions are called for, models and techniques for identifying performance gaps, specifying solutions, measuring results, and managing or adjusting the improvement. Job aids, electronic performance support systems, authoring tools, and other performance technologies will be covered. Prerequisites: IDT 500 and IDT 520.

IDT 580. Introduction to Web-Based Instruction. 3 Credits.
This course trains students to design and develop web-based instruction, including basic web site design tools and theory, design and development of online learning with course management systems, supporting technologies in web-based instruction, pedagogical approaches to the design and development of online learning environments. Prerequisites: Program major or permission of instructor; IDT 520.

IDT 584. Internship in Instructional Design and Technology. 2-4 Credits.
The internship is a culminating experience in which the student assumes responsibility for an instructional design and technology project. Repeatable to 4 credits.
SPED 500. Education of the Visually Impaired. 3 Credits.
A course which provides an overview of the field of visual impairment to include the following areas of emphasis: History/Philosophy; Service-delivery models; medical, psychological and educational implications of partial vision or total blindness; curricula methods and materials; current issues/trends.

SPED 501. Diseases and Function of the Eye. 2 Credits.
A course which introduces students to: a) the structural parts of the eye and its functions; b) common ocular conditions and diseases and their implications for education; c) interpretation of medical eye examination reports; and d) special considerations for infant, school-age academic, multiply disabled and adult populations.

SPED 502. Braille Reading and Writing. 2 Credits.
In this course students learn: 1) to read and write the literary code of grade 2 braille and 2) to teach the literary code of grade 2 braille to students of all ages.

SPED 503. Orientation and Mobility/Visually Impaired. 2 Credits.
This course introduces students to basic orientation and mobility techniques used by specialists when working with individuals with low vision and blindness. Concept development, kinesiology, tactile map construction, dog guides, electronic mobility devices and parental involvement are topics covered with respect to various populations (i.e. infants, schoolage academic children, multiply disabled children and adults).

SPED 504. Communication Media and Methods/Visually Impaired. 3 Credits.
This course provides an overview of the communication devices and adaptive technology used by the visually disabled. Students learn to read and write the braille codes for mathematics and music, do basic calculations on the abacus, brailer and talking calculator and gain familiarity with computers and software currently used in the field. Consent of instructor is required.

SPED 505. Low Vision Assessment and Remediation. 2 Credits.
A course which focuses on children who have severe visual deficits but with proper training are able to utilize their vision for learning. Effects of low vision are studied with respect to psychological/sociological development, academic learning, skills of independent living, and vocational choice. Methods of assessing visual function are examined with emphasis on adaptations needed in the educational settings. Optical and non-optical aids are compared and evaluated. Prerequisite: TL 315 or consent of instructor.

SPED 506. Introduction to Emotional Disorders. 2 Credits.
The historical perspective and the complexities of identification and characteristics of emotional disorders will be covered. Students will gain an understanding of service delivery models within a multisystems approach.

SPED 507. Introduction to Intellectual Disabilities. 2 Credits.
The historical perspective and the complexities of identification and characteristics of intellectual disabilities will be covered. Students will gain an understanding of service delivery models within a multi-systems approach.

SPED 508. Introduction to Learning Disabilities. 2 Credits.
The historical perspective and the complexities of identification and characteristics of learning disabilities will be covered. Students will gain an understanding of service delivery models within a multisystems approach.

SPED 509. IEP Development. 2 Credits.
This course is an introduction to the individualized education plan (IEP) process, including an understanding of how to develop and write effective IEPs for students with disabilities. In addition, the IEP template and process used by the state of North Dakota (i.e., TIENET) will be addressed.

SPED 510. Early Intervention for Children with Special Needs. 2 Credits.
An introduction to the field of Early Childhood Special Education, primarily for students interested in entering the field. Issues such as program design, parent involvement, identification, infant education, and effects of disabilities will be covered.

SPED 511. Identification and Assessment of Young Children with Special Needs. 3 Credits.
A study of the principles and procedures for screening, identifying and evaluating young children with special needs. Emphasis will be placed on exposing students to available assessment instruments and providing opportunities for actual testing of preschoolers. Admission to one of the master’s programs in special education is the prerequisite.

SPED 512. Methods and Materials for Preschool Children with Special Needs. 3 Credits.
A comprehensive study of curricula, program development and intervention strategies for disabled children ages birth to 6. Admission to one of the master’s programs in special education is the prerequisite.

SPED 514. Intervention Strategies with Infants and Toddlers. 2 Credits.
This course provides for study into the unique needs of infants and toddlers with disabilities as well as the delivery of intervention services to the very young child with disabilities and his/her family.

SPED 515. Professional Development. 1 Credit.
This course will provide an orientation to the roles and responsibilities of being a resident teacher in special education. Restricted to resident teachers in special education.

SPED 521. Transition to Adult Life. 3 Credits.
This course focuses on education, personal and vocational transition issues for students with disabilities across all grade levels into adult life. Assessment and transition program planning will be covered along with interagency collaboration skills and career awareness.

SPED 522. Introduction to Gifted/Talented Education. 3 Credits.
Historical and evolutionary research, theories, and philosophies for understanding the developmental and social-emotional needs of the more able child from early childhood through adolescence in educational experiences. Characteristics of G/T learners in the intellectual, leadership, academic, and creative realms; asynchrony; stereotypes; comorbidities; issues surrounding the identification of G/T learners. Cultural and societal influences on the field; educational trends. Prerequisite: TL 315 or permission of the instructor.

SPED 523. Assessment in Gifted/Talented Education. 3 Credits.
Formal and informal assessments of characteristics of G/T learners in the intellectual, leadership, academic, and creative realms for identification and qualification for educational programming; assessment of readiness and content mastery. Ongoing assessment, progress monitoring, and data interpretation skills will be practiced. Issues surrounding the identification of G/T learners, including misdiagnosis, stereotyping, and bias will be critically evaluated. Legal issues surrounding this area, and cultural influences on data sources will be explored. Prerequisite: TL 315, TL 423 SPED 551, or permission of the instructor.
SPED 524. Teaching Methods in Gifted/Talented Education. 3 Credits.
Methodological and pedagogical approaches for fulfilling the unique academic, intellectual, creative, social, and emotional needs of the more able child in the educational environment. Exploration and analysis of contributing research, theories, and philosophies for designing differentiated learning opportunities from early childhood through adolescence via multiple modes (i.e. Bloom’s Taxonomy, Multiple Intelligence’s, technologies, multicultural and creative materials, etc.); educational trends through curriculum design and the integration of formal and informal assessment data and national/state standards to create individualized learning goals through curriculum compacting, tiering, acceleration, academic planning, modifications, and mentorships. Exploration and analysis of curriculum models to suit various learning needs of the asynchronous child with multiple forms of exceptionality (LD, ED, ASD, ELL); legal, cultural, and stereotype issues affecting the implementation of enriched curriculum for the G/T child with comorbidities. Prerequisite: SPED 522.

SPED 528. Advanced Assistive Technology. 1 Credit.
This course covers the types and functions of assistive technology for students with disabilities across a variety of settings, e.g., home, schools and community. Assistive technology assessment and a working knowledge of best practices of assistive technology in the lives of students will be addressed. Identification of funding sources and assistive technology resources will also be covered.

SPED 551. Advanced Assessment/Special Needs Students. 3 Credits.
Theory and practice of assessment, including formal and informal procedures for screening, identification and assessment of students with disabilities. Practical assignment included. Prerequisite: Admission to one of the master’s programs in special education.

SPED 552. Inclusive Methods. 3 Credits.
The study of a variety of methods and materials for teaching and assessing children and youth with learning and behavior problems in the general education classroom.

SPED 554. Advanced Methods: Learning Disabilities. 3 Credits.
The study of specific strategies, methods, and materials for working with students with learning disabilities. Admission to one of the master’s programs in special education is the prerequisite.

SPED 555. Advanced Methods: Emotionally Disturbed. 3 Credits.
The study of specific strategies, methods, and materials for working with students with emotional/behavioral disorders. Admission to one of the master’s programs in special education is the prerequisite.

SPED 556. Advanced Methods: Intellectual Disabilities. 3 Credits.
This course is a masters level methods course designed for professionals seeking to extend their skills in the areas of instruction, functional (life skills) curriculum, program and curriculum development, and functional behavioral analysis for working with students with moderate to severe intellectual disabilities. Graduate status and admission to one of the master’s programs in special education are the prerequisites.

SPED 557. Progress Monitoring/Special Needs Students. 3 Credits.
This course covers all aspects of progress monitoring including what it is, how it works, the benefits of progress monitoring, various ways and strategies for conducting progress monitoring and how it functions in a Response to Intervention (RTI) model. Students will learn how to track students in reading, math, and written language by collecting data and then using that data to measure student progress and in instructional decision-making. The strongest research-based strategy for progress monitoring, curriculum-based measurement, will be covered in depth. Admission to one of the master’s programs in special education is the prerequisite.

SPED 558. Response to Intervention. 2 Credits.
This course will address common elements of Response to Intervention (RTI) including definition, components of successful RTI models, establishing RTI teams and building capacity for school-wide RTI implementation, the use of standard protocol in RTI implementation, monitoring progress in academics and behavior within RTI models, understanding guidelines for problem-solving decision making in RTI, as well as the future direction of RTI.

SPED 560. Introduction to Autistic Spectrum Disorder. 2 Credits.
This is the introductory course in a sequence of interdisciplinary courses focusing on autistic spectrum disorder. Its central purpose is to encourage parents and caregivers of individuals with autistic spectrum disorder to engage in reflective thinking about and critical analysis of the many and varied issues, e.g., identification, educational placement, effective treatments, vocational training, related to the provision of quality lifelong supports for these individuals. The prerequisites are completed degree from a related field of study, or seniors who have completed TL 315, and are completing an undergrad degree from a related field of study (see dept for approval).

SPED 561. Methods for Autistic Spectrum Disorder. 2 Credits.
This is the second required course in a sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is to encourage caregivers and parents who work with persons with ASD to engage in reflective thinking about and critical analysis of the many and varied programs and methods commonly applied in practice with persons with ASD or frequently discussed in the professional literature base. Prerequisite or corequisite: SPED 560.

SPED 562. Autistic Spectrum Disorder: Supports Across the Lifespan. 2 Credits.
This is the third required course in a sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is threefold: a) to provide current information related to the chronic stressors experienced by caregivers for and family members of persons with ASD, b) to provide current information regarding career/vocational options related to transition from high school through adult life, e.g., young adults, middle-aged adults, older adults, and c) to provide current information regarding legal issues related to the provision of lifelong supports for persons with ASD. Prerequisites or corequisites: SPED 560 and SPED 561.

SPED 563. Autistic Spectrum Disorder:Medical Issues and Trends. 2 Credits.
This is the final required course in a sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is to examine the role and future of medicine and medically oriented interventions for persons with ASD. Included in the course are discussions of issues related to conducting wellness examinations with persons with ASD, medication treatments currently available and those that will become available in the future. Prerequisites or corequisites: SPED 560 and SPED561.

SPED 564. Structured Teaching. 2 Credits.
This is an elective course in the sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is to provide current information related to the chronic stressors experienced by caregivers for and family members of persons with ASD, b) to provide current information regarding career/vocational options related to transition from high school through adult life, e.g., young adults, middle-aged adults, older adults, and c) to provide current information regarding legal issues related to the provision of lifelong supports for persons with ASD. Prerequisites or corequisites: SPED 560 and SPED 561.

SPED 565. Methods for Students with Asperger Syndrome. 2 Credits.
This is an elective course in the sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). This course focuses specifically on the students who function at the high end of the spectrum. The purpose of this course is to provide parents, teachers, and caregivers of individuals with Asperger Syndrome (AS) background, knowledge, and experience with the diagnosis and characteristics, assessments, functional analysis, various methods and practices, transition planning, and support for families related to the provision of quality lifelong supports for these individuals. Prerequisites or corequisites: SPED 560 and SPED 561.

SPED 566. Autistic Spectrum Disorder Intensive Early Intervention. 2 Credits.
This is an elective course in the sequence of interdisciplinary courses focusing on children with autistic spectrum disorder (ASD) birth to age six. Topics addressed will include basic characteristics of children with ASD birth to age six, the developmental implications for these children and their families, and research-supported early interventions utilizing a family-centered approach with an emphasis on natural learning opportunities.

SPED 567. ASD Assessment. 2 Credits.
This is an elective course in the sequence of interdisciplinary courses focusing on autistic spectrum disorders (ASD) offered by the University of North Dakota. Its central focus is on assessing the ongoing needs and strengths of students with ASD in order to plan successful interventions in further differentiating instruction. Prerequisite: SPED 560. Corequisite: SPED 561.
SPED 578. Behavior Management for Special Needs Students. 3 Credits.
The study of a variety of effective behavior management and assessment techniques appropriate to the needs of children and youth with special needs. Topics include procedures to increase self-awareness, self-management, self-control, self-reliance, self-esteem, and assessment procedures and techniques for determining behavioral needs. Prerequisite: Admission to one of the master’s programs in special education.

SPED 580. Practicum: Special Education. 1-4 Credits.
Practicum in the study of children and adolescents with disabilities in school and related settings. May be repeated to 8 credits.

SPED 583. Internship: Autism Spectrum Disorders. 1-6 Credits.
This is a culminating experience for students in the area of autism spectrum disorders. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Prerequisites: SPED 522, SPED 523, and SPED 524, or consent of the instructor.

SPED 584. Internship: Gifted/Talented. 1-6 Credits.
This is a culminating experience for students in the area of gifted/talented. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Prerequisites: Consent of instructor.

SPED 585. Internship: Visual Impairment. 1-6 Credits.
This is a culminating experience for students who are seeking licensure or an endorsement in the area of visual impairment. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Repeatable up to 6 credits maximum. Prerequisites: SPED 500, SPED 501, SPED 502, and consent of the instructor.

SPED 588. Internship: Learning Disabilities. 1-6 Credits.
This is a culminating experience for students in the area of learning disabilities. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Prerequisite: Consent of instructor.

SPED 589. Internship: Early Childhood Special Education. 1-4 Credits.
This is a culminating experience for students who are seeking licensure or an endorsement in the area of early childhood special education. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Prerequisites: SPED 510, SPED 511 and SPED 512, and consent of the instructor.

SPED 590. Special Topics in Special Education. 1-4 Credits.
Exploration of special topics in the study of special education. May be repeated for different topics.

SPED 591. Readings: Special Education. 1-4 Credits.
Designed primarily for advanced graduate students. May be repeated for different topics. Prerequisites: Consent of advisor and Instructor.

SPED 593. Independent Project: Special Education. 1-4 Credits.
Designed primarily for advanced graduate students. May be repeated for different topics. Prerequisites: Consent of advisor and Instructor.

SPED 995. Scholarly Project. 2 Credits.
The scholarly project demonstrates critical analysis and application of information and experiences gained throughout the program of study. The project allows students to demonstrate scholarly skills in an integrated manner that is directly related to their roles as teachers, program evaluators, and action researchers. The scholarly project must be approved by the student’s advisor. Prerequisites: Consent of advisor and Instructor.

Courses

T&L 513. Linguistics for ELL Teachers. 3 Credits.
This course introduces the complexities of human language through the study of phonetics, phonology, morphology, syntax and semantics. Additional topics addressed include the brain and language, history of the English language, psycholinguistics, writing systems and language in social contexts.

T&L 514. Introduction to Multilingual Education. 3 Credits.
This course explores language education models, programs and policies with an emphasis on English language learners (ELLs). Political, legal, historical, and cultural contexts of multilingual education will be discussed with a focus on both U.S. and global challenges.

T&L 515. Middle School Curriculum. 3 Credits.
This course examines the middle school curriculum and instructional strategies as well as the needs of early adolescents. The course focuses on the roles teachers play in incorporating a guided, interdisciplinary, collaborative team approach. The students include the components of curriculum learning, advisory, exploration, learning communities and instruction (differentiation, cooperative learning, learning styles, instructional strategies) incorporated in middle schools.

T&L 516. Philosophy and Foundations of Middle School Education. 3 Credits.
This course examines the historical and philosophical background of middle level education. The focus is on the roles teachers/administrators play in incorporating this guided, interdisciplinary, collaborative team approach that assists students during these fundamentally transformative years. The course looks at the philosophical aspect of the curriculum and instructional component. The studies explore contemporary issues associated with the middle school as well as the adaptations necessary for special circumstances affiliated with middle schools.

T&L 518. Science in the Elementary School. 3 Credits.
A study of current trends and practices associated with teaching and assessing inquiry-based science in elementary classrooms.

T&L 519. Social Studies in the Elementary School. 3 Credits.
A study of current trends and practices associated with teaching and assessing social studies in elementary classrooms.

T&L 520. Curriculum and Instruction in the Elementary School. 4 Credits.
A study of processes for planning, implementing, and evaluating curriculum and improving instruction in elementary schools.

T&L 521. Differentiated Instruction. 3 Credits.
An introduction to the principles of differentiated instruction. Topics of study include: brain-based learning, responsive instructional and assessment strategies, linking curriculum standards to learner needs, organizing and managing a differentiated classroom, and relevant resources for implementation.

T&L 522. Mathematics in the Elementary School. 3 Credits.
A study of current trends and practices associated with teaching and assessing inquiry-based math in elementary classrooms.

T&L 523. Literacy Instruction for English Language Learners. 3 Credits.
This course addresses the foundations of teaching English language and literacy to English LanLanguage Learners (ELLs) and includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency, and strategies to make content learning comprehensible for ELLs. Emphasis will be placed on praxis and current research in the field.

T&L 524. Reading in the Content Areas. 2 Credits.
How and why reading should be taught in the content areas (i.e. Social Studies, Science, Mathematics, etc.). Research studies in the field of content reading and a variety of instructional practices are reviewed.
T&L 525. Writing in the Classroom. 3 Credits.
This course examines writing as a process that is developmental, cultural, social, and individual. Emphasis is on effective implementation of the essential structures of writing workshop and on monitoring and assessing writers’ growth.

T&L 526. Play in Development and Early Childhood Education. 3 Credits.
This course explores the role of play in cognitive, physical and social-emotional development, and the way in which play is incorporated into educational and other programmatic settings. Students will explore how assessment of play indicates a child’s development, and they will use assessment to promote Developmentally Appropriate Practices (DAP) for PreK-Grade 3 (ages 3-8) learners.

T&L 527. Curricular Foundations in Early Childhood Education. 3 Credits.
This course examines the historical, philosophical, cultural, race, class, and gender influences on curriculum in early childhood, including the philosophy and mission of the Department of Teaching and Learning.

T&L 528. Children’s Literature in the Classroom. 3 Credits.
This course is a study of children’s literature and literary criticism which serves as the foundation for examining teaching methods that develop children’s engagement with literature and promote reading achievement.

T&L 529. Language Development & Cognition in Children. 3 Credits.
This course provides foundational information about language and cognitive development in children. The course content will also analyze typical and atypical language and cognitive development. The focus of the course will include children birth to age eight.

T&L 530. Foundations of Reading Instruction. 3-4 Credits.
This course focuses on the relationship between reading theory, research, contemporary issues and instructional practice. Emphasis is placed on strategic systems related to effective reading, instructional approaches that support the development of these strategic systems and assessment as collecting evidence of effective reading behaviors.

T&L 531. Early Literacy Development and Instruction. 3 Credits.
A study of early literacy processes including phonemic and print awareness, word recognition, comprehension, and writing. Emphasis is on reviewing current research and theory, assessment and instruction practices, and bridging language and literacy development in literacy rich environments.

T&L 533. Reading in the Secondary School. 2 Credits.
Development of reading-study skills in the content subject areas and reading strategy development.

T&L 534. Basic Reading Diagnosis and Remediation. 2 Credits.
Focuses on common causes of reading disability, methods of diagnosis, and corrective reading programs in the classroom. Corequisite: TL 530.

T&L 535. Advanced Reading/Language Arts Diagnosis and Remediation. 2 Credits.
Analysis of interrelationships of learning difficulties in language arts areas and procedures for remediation. Prerequisites: TL 530 and 534.

T&L 536. Teaching and Supervision of Elementary Language Arts. 3 Credits.
Considers the objectives of the elementary language arts program, methods of instruction, and recent curricular trends. Recent research is read and critiqued.

T&L 537. ELL Methods and Materials. 3 Credits.
This course explores current methods and materials in ELL education, with a focus on teaching academic language and sheltered content instruction.

T&L 538. Supervision of Student Teaching. 2 Credits.
For supervisors and directors of student teaching in colleges and cooperating schools. Principles and practices on how to provide the most beneficial learning experiences for students.

T&L 539. College Teaching. 3 Credits.
Explores learning styles and teaching styles, the components and responsibilities involved in college teaching, methods of teaching and motivating students, and current issues related to instruction in the college classroom.

T&L 540. Theory and Philosophies of Curriculum in Schools. 3 Credits.
This course explores the historical development of the K-12 curriculum, the philosophical and theoretical aspects applied to curriculum, and the social conditions that impact curriculum.

T&L 541. History of Higher Education in the United States. 3 Credits.
Study of major events and people shaping higher education in the U.S. Role, philosophy, and organization of institutions of higher education discussed.

T&L 542. Models of Teaching. 3 Credits.
This course focuses on various models of teaching: social interaction, information-processing, inquiry and behavioral. The purpose of the course is to provide teachers with a variety of instructional models related to meaningful learning experiences for students.

T&L 543. Scholarly Writing. 3 Credits.
Designed to assist students with learning the art of scholarly writing, this course will aid students in designing, formatting, and completing research-based and other scholarly writing projects, as well as understanding the rules and norms of academic publishing.

T&L 544. Assessment in Higher Education. 3 Credits.
A wide range of assessment issues in higher education will be explored. This includes course, program, and institutional assessment as well as classroom assessment techniques. Students will examine and understand the assessment process.

T&L 545. Adult Learners. 3 Credits.
This course will cover theories of adult development, current research on adult learners, ways of assessing the needs and interests of adult learners, and ways of creating environments in which adult learners can thrive.

T&L 547. Technology in Higher Education. 3 Credits.
Students will examine the various uses and integration of technology and media in higher education by faculty in their attempt to engage learners with each other, the course content, and with instructors.

T&L 548. The Professorate. 3 Credits.
This course is a study of the development of the American professoriate by way of historical, scholarly, popular, and contemporary perspectives. It also examines the transition of new faculty members to their initial academic appointment.

T&L 549. Seminar. 1-4 Credits.
The seminar will focus on a specific topic relating to teaching and learning. The specific content will vary depending upon student needs and faculty resources.

T&L 550. Assessment and Evaluation in ELL Education. 3 Credits.
This course combines readings and theoretical discussion of assessment with hands-on experience in assessing ELLs. Students will learn how to use a variety of formal and informal assessments with a focus on how to use assessment data in planning instruction. Topics will include classroom-based assessments, language proficiency testing, testing accommodations for ELLs, and assessment of ELLs for special education and gifted education, and ELL program evaluation.

T&L 551. Second Language Acquisition for ELL Teachers. 3 Credits.
This course will explore the socio- and psycho-linguistic aspects of interlanguage by studying the theories and research of first and second language acquisition. Students will examine the nature of learners and their individual differences during the stages of language development, with a focus on children and K-12 classrooms.

T&L 553. Collaborative Relationships: Home, School and Community. 3 Credits.
A course appropriate for anyone working with families, early childhood educators, general educators, special educators, related service personnel, administrators and outside agency personnel. Topics covered include: (1) the various models of collaboration and consultation and the stages of each; (2) communication skills; (3) problem-solving; (4) conflict management; (5) diverse perspectives; (6) information collection procedures; (7) supervisory skills; (8) family characteristics and structure across the lifespan; (9) family focused intervention; (10) school choices; and (11) school issues such as poverty, domestic violence, teasing, bullying, and school violence.

T&L 558. Middle School Science and Engineering Lab I: Solids. 2 Credits.

T&L 559A. MS Sci.Eng-2: Solids. 3 Credits.
Prerequisites: TL 558, admission to Graduate School, ND Teacher licensure and Admission to program “Improving Math and Science Literacy of Middle and High School Students of North Dakota Through Teacher-Faculty Partnerships”.

T&L 559B. MS Sci.Eng-2: Solids. 3 Credits.
Prerequisites: TL 558, admission to Graduate School, ND Teacher licensure and Admission to program “Improving Math and Science Literacy of Middle and High School Students of North Dakota Through Teacher-Faculty Partnerships”.

T&L 566. Brain in Memory and Learning. 3 Credits.
Admissions to Grad School is prerequisite.
T&L 567. Language Structure and Analysis for ELL Teachers. 3 Credits.
This course explores the grammatical and discourse structures of the modern English language, analysis of grammar and discourse with a focus on specific problem areas for ELLs, and pedagogical implications for English language development.

T&L 568. Research and Advocacy in TESOL. 3 Credits.
This course prepares teachers to both understand and conduct research in TESOL. Emphasis will be placed on using research data to advocate for changes and improvement in ELL education.

T&L 569. Action Research. 3 Credits.
The study of the philosophy and methods of action research. Emphasis is focused on analysis of and reflection on one’s teaching for the purpose of improvements in student learning. Graduate status is the prerequisite.

T&L 570. Teacher Education. 3 Credits.
Practices, issues, and trends in the design and implementation and assessment of programs for the preparation and development of K-12 teachers.

T&L 571. Teacher Education: Focus on the Learner. 3 Credits.
The study of teacher education in relation to the lives of P-12 students. This course includes the examination of children and their lives through aspects of race, religion, socioeconomic status, and gender, and considers educational implications for preservice and inservice teachers.

T&L 573. Middle School Science and Engineering Lab2: Liquid/Gas. 2 Credits.
T&L 574. MS Sci.Eng-4: Liquid/Gas. 3 Credits.
Prerequisites: TL 573, admission to Graduate School, ND Teacher licensure and admission to program "Improving Math and Science Literacy of Middle and High School Students of North Dakota Through Teacher-Faculty Partnerships".

T&L 575. Middle School Science and Engineering Lab3: Motion/Electric. 2 Credits.
T&L 576A. MS Sci.Eng.-6: Motion/Electric. 3 Credits.
Prerequisites: TL 575, admission to Graduate School, ND Teacher licensure and employment as a teacher in a ND school.

T&L 576B. MS Sci.Eng.-6: Motion/Electric. 3 Credits.
Prerequisite: TL 576A.

T&L 580. Practicum in Schools. 1-4 Credits.
Practicum in study of desirable school practices, observations in nearby schools, and application of research findings in solving practical problems. Appropriate foundational and major area courses, and consent of the instructor and advisor are the prerequisites.

T&L 581. Resident Internship. 4 Credits.
A full-time, year-long internship experience conducted in a cooperating school district. Interns are assigned as members of institutional teams with full responsibility for a portion of the cooperating school’s instructional program. Participation in the summer program prior to the internship and teaching licensure are the prerequisites (see dept for approval).

T&L 582. Resident Internship. 4 Credits.
A full-time, year-long internship experience conducted in a cooperating school district. Interns are assigned as members of institutional teams with full responsibility for a portion of the cooperating school’s instructional program. Participation in the summer program prior to the internship and Teacher Licensure are the prerequisites (see dept for approval).

T&L 583. Reading Clinic. 2 Credits.

T&L 584. Internship in Education. 1-8 Credits.
This is a culminating experience primarily for Sixth Year and Doctoral students. The internships will be identified in one of the following sub-areas: (A) Educational Administration, (B) Special Education, (C) Curriculum, (D) Educational Research, or (E) Teacher Education. Appropriate foundational, cognate, and major area coursework and consent of advisor and instructor are the prerequisites.

T&L 589. Professional Development: Resident Teacher Program. 2 Credits.
This field-based experience provides mentoring and coaching, translates baccalaureate theory and research into practice, and requires active participation in the school placement and classroom setting. Issues and topics relevant to first year teachers and graduate education are emphasized through field work and discussions. Admission into the Elementary Education Resident Teacher Program is the prerequisite.

T&L 590. Special Topics. 1-4 Credits.
Exploration of special topics in the study of education not regularly included in available course offerings. May be repeated for different topics. Consent of instructor or advisor is required.

T&L 591. Readings in Education. 1-4 Credits.
Designed primarily for advanced graduate students. May be repeated for different topics. Consent of advisor and instructor is required.

T&L 593. Independent Projects. 1-4 Credits.
T&L 596. Individual Research in Education. 1-4 Credits.
Consent of advisor and instructor is required.

T&L 995. Scholarly Project. 2 Credits.
The scholarly project demonstrates critical analysis and application of information and experiences gained throughout the program of study. The project allows students to demonstrate scholarly skills in an integrated manner that is directly related to their roles as teachers, program evaluators, and action researchers. The scholarly project must be approved by the student's advisor.

T&L 996. Continuing Enrollment. 1-12 Credits.
T&L 997. Independent Study. 2 Credits.
T&L 998. Thesis. 1-9 Credits.
T&L 999. Dissertation. 1-15 Credits.

Undergraduate Courses for Graduate Credit
T&L 322. Administration and Leadership in Early Childhood Education. 3 Credits.
An investigation of patterns of administration, curriculum organization, spatial resources, and staffing in early childhood settings, serving children 0-8 years old. Topics include federal and state laws and emerging trends in preschool and primary education in the state, region, and nation. Sixteen (16) hours of field experience. Admission to the Teacher Education program is the prerequisite.

T&L 422. Development of the Gifted and Talented. 2 Credits.
Research and theory for understanding the development needs of the more able child in early childhood and in educational experiences.

T&L 423. Assessment Program Planning/Special Needs Students. 3 Credits.
A study of the principles and practices of: (1) obtaining diagnostic information on school-related problems of a student; (2) assimilating this information and prescribing appropriate alterations based on continuous measurement data. Prerequisites: TL 315 and TL 319.

T&L 493. Workshop. 1-4 Credits.
Special problems in Special Education; consideration of special problems of concern to the Special Education teacher and other educators.

Engineering
http://www.und.edu/dept/sem/

Faculty: Ames, Bandyopadhyay. Benson, Bibel, Bowman, Cavalli, Faruque, Fazel-Rezai, Gedafa, Grewal, Gullicks, Gupta, Jerath, Ji, Kaabouch, Kolodka, Korom, Kirshnamoorthy, Lim, Ling, Mamaghani, Mann, Miles, Moretti, Neubert, Noghanian, Salehfar (Program Director), Seams, Semke, Suleiman, Tande, Tang, Wills, Yarbrough and Zahu

The College of Engineering and Mines offers the Master of Engineering and the Master of Science degree with majors in chemical engineering, civil engineering, electrical engineering, environmental engineering, and mechanical engineering. The Master of Science degree is offered in chemical engineering, electrical engineering, environmental engineering, and mechanical engineering. The Doctor of Philosophy degree is offered with majors in engineering and geology, and the Doctor of Philosophy in chemical, civil, electrical, geological, and mechanical engineering, and the multi-disciplinary focal areas of energy and environmental engineering is also offered.
Degree Granted: Doctor of Philosophy (Ph.D.)

The Doctor of Philosophy in Engineering program provides a student with specialized training customized to meet his or her specific interests and goals. Faculty advisors work with each student to structure a graduate program consisting of traditional engineering study, complementary multidisciplinary studies, strong interaction between fellow engineering students, and high quality research. The program is based upon the research strengths of faculty, and includes studies in the major engineering disciplines. Students receive a Ph.D. of Engineering with a specified track of: Chemical Engineering, Civil Engineering, Electrical Engineering, Energy Engineering, Environmental Engineering, Geological Engineering, or Mechanical Engineering.

The program includes a significant research component characterized by substantial interaction between the student and their adviser. Research topics are determined based upon the mutual interest of the student and research adviser. Students develop a strong research methodology and apply this research method to a specific engineering problem as directed by their adviser. Student’s attendance is required at a weekly seminar. This seminar is used to enhance the research methodology, by allowing students to present their research during various stages of development. The seminar also serves the important role of providing exposure of all students to a diverse range of multidisciplinary work.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degrees section.

Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

The program recognizes that effective researchers should have extensive expertise in a specialization (track) coupled with a familiarity and awareness of related research needs and the context for applying that expertise. Students enrolled in the Engineering Ph.D. program will develop a broad and inclusive background in the chosen track while also working with faculty from related disciplines to create the interdisciplinary and integrative research paradigms necessary for comprehensive research. A principal goal of the program is to produce Ph.D. research engineers for careers that focus on the invention and development of new technologies and advances for the 21st Century and beyond. Activities to develop professional and personal skills are intended through a multidisciplinary emphasis to enable participants to:

1. understand the ethical, political, and economic impacts of their research developments and policies; and
2. improve their ability to communicate about complex technical subjects in both professional and general settings.

Goal 1: Graduates will have a depth of knowledge in their chosen engineering emphasis area accompanied by a breadth of knowledge in related areas to achieve their specific goals and objectives.

Goal 2: Graduates will be proficient researchers, i.e. they will have the skills required to formulate, assess and document a hypothesis.

Goal 3: Graduates will be well prepared for advanced professional practice, for teaching, and for careers in research and creative activity in engineering or a related field.

Doctor of Philosophy (Ph.D.)

Admission Requirements

1. A baccalaureate degree in an engineering discipline with a GPA of 3.3 or higher or a Master of Science degree in an engineering discipline with a GPA of 3.0.
2. Satisfy the Graduate School’s English Language Proficiency requirements as published in the Graduate Catalog.
3. In addition to meeting the general provisions in the UND graduate catalog and the minimum requirements in items 1-2 above, candidates are assessed using a holistic process that considers GRE test scores (students with a B.S. engineering degree from an ABET accredited program are not required to submit GRE scores), transcripts of previous college work, relevant research and work experience, letters of recommendation, research interests, and English language skills. Students must specify a track on their admission form to facilitate this evaluation.
4. A student holding a non-engineering degree or who does not meet the minimum requirements in items 1-2 above may apply to one of the Master of Science degree programs in the School of Engineering and Mines. Students successfully completing a UND M.S. engineering degree will be considered to satisfy the requirements of items 1-2 above; however, these students shall still be subject to the holistic evaluation process described in item 3 with the exception that new GRE test scores will not be required.

Students admitted to an engineering M.S. program but meeting the minimum requirements in items 1-2 above, may after one calendar year, and upon the recommendation of his/her advisory committee, request to by-pass the master’s degree and work directly toward the Ph.D. degree. The recommendation of the advisory committee shall be brought to a vote by the program graduate committee relevant to the degree track requested by the student. A minimum of one week before such a meeting, the program graduate committee shall be notified and provided with the student’s updated file which shall consist of the materials used for application into the M.S. program, a transcript of all academic work completed at UND, and any additional materials the student wishes to have considered. If the recommendation is approved by the relevant graduate committee, the student will be given the qualifying exam for the specific track the student wishes to enter. Passing this exam will advance the student to Approved Status in the Doctoral Program in Engineering.

Financial Assistance

Financial aid in the form of teaching assistantships, research assistantships, fellowship, and internships are available on a competitive basis. Students seeking financial aid should complete their applications by February 15 for Fall admission and September 15 for Spring admission to be given full consideration for financial aid. Assistantships are renewable if progress toward the degree and instructional/research service are satisfactory.

Residence Requirements

The purpose of residence requirements is to provide an opportunity for a sustained and concentrated intellectual effort, to provide for immersion in an academic research environment, and to permit extensive interaction with fellow students and faculty of the major department. Within the first two years of graduate work at UND, at least two consecutive semesters must be completed in residence. During residency, a student must be registered for at least nine credits in a semester, or be a graduate research or teaching assistant taking the appropriate credits to qualify as a full-time student. The remainder of the credits required for a degree can be completed in a manner to accommodate the student’s fiscal, family, job related, and other constraints with the consent of the student’s adviser. The program of study must be completed within the seven-year period normally allowed for graduate programs.

Under special circumstances, the student in conjunction with his/her advisory committee and the Director of the Engineering Program can petition the Dean of the Graduate School for variances in this policy.

Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the Graduate School as well as particular requirements set forth by the Engineering Doctoral Program.

The following requirements are in addition to the UND graduate school general requirements for the Ph.D.:

1. Completion of 90 semester credits beyond the baccalaureate degree
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
3. Scholarly Tools: Proficiency in mathematics demonstrated by completing nine approved credits of mathematics intensive coursework (equivalent to UND 400-level or higher courses) with a grade of B or better which must include at least one course in numerical analysis. Scholarly tools courses taken for graduate credit after a student has enrolled in a graduate program at UND may be counted to fulfill requirements listed in Item 5 below.
4. A maximum of 30 credit hours can be transferred from a master’s program.
5. A minimum of 30 credit hours must be doctoral research and dissertation.
6. Exactly 3 credit hours must be ENGR 562 Seminar in Engineering.
7. A minimum of 39 credit hours of coursework are required (up to 21 credit hours of coursework may be transferred from a master’s program in fulfilling this requirement subject to the credit transfer limits described in the general section of this graduate catalog). The coursework shall include the following:
   A. A minimum of 27 credit hours of track specific coursework selected from the approved list of courses. Equivalent graduate level coursework may be transferred from a master’s program.
   B. Multidisciplinary emphasis: A minimum of 12 credit hours of 300, 400, or 500 level coursework taken for graduate credit from any department within the University, subject to the approval of the student’s advisor. The student is encouraged to structure these courses as a minor. Equivalent course work may be transferred from a master’s program.
8. Successful completion of a qualifying examination, taken no earlier than the end of their first year in residence and no later than the end of their second year of residence. This examination will cover four general areas of their selected engineering track. Selection of the four general areas for this examination shall require the approval of the candidate’s faculty advisor and the track-specific Ph.D. Graduate Director. Three results for each of the four sections of the examination can be obtained: 1) pass; 2) provisional pass; and 3) fail. Candidates obtaining a result of “provisional pass” for any section of the exam will be required to remediate the topic(s) area in which the provisional pass was received in accordance to stipulations specified by the examiner, with approval of the track-specific Graduate Director. Candidates who fail one or more sections of the exam will be allowed one opportunity to repeat that section of the exam. The reexamination must take place no later than 13 months after the initial examination attempt. A direct admit student who fails an exam a second time may request to be reclassified as a master’s student and complete a track-appropriate Master of Science degree and then reapply to the Doctoral program.
9. An oral comprehensive examination is completed when at least 30 credits of post baccalaureate coursework has been completed. This examination will be based significantly on the core of the individual’s program of study including work in the minor field of study, but may also include questions related to other track-specific Engineering fundamentals. The examination will be administered by three faculty members from the program of the student’s track.
   Three results of the examination can be obtained: 1) pass; 2) provisional pass; and 3) fail. Candidates obtaining a result of “provisional pass” will be allowed to Advance to Candidacy status after completion of stipulations specified by the examining committee plus obtaining a passing result on a retest for the portion of the exam covered by the stipulations. Candidates, who fail the exam, will be allowed one opportunity to repeat the exam. The reexamination must take place no later than 13 months after initial examination attempt.
10. Students must present to their advisory committee an annual oral progress report describing research progress. One of these presentations will include a detailed presentation of the dissertation research plan. This presentation must be completed at least one year prior to the expected completion of the Ph.D. requirements. These presentations may be made as a partial fulfillment of the students Seminar in Engineering (ENGR 562) requirements with approval of the student’s advisory committee.
11. A candidate for the degree must complete an original basic research investigation. Each candidate will complete the research investigation to the satisfaction of the research advisor and the advisory committee and will prepare a dissertation covering the research. The project must represent an original and independent investigation by the student. It is normally expected that the results of the research will be submitted for publication in refereed research journals. The candidate will present and successfully defend the dissertation at the final examination (see School of Graduate Studies requirements (p. 492)).

Courses

ENGR 501. Energy, Resources and Policy. 3 Credits.
Structured discussions of energy, resources and policy issues, related to energy security and national and global well-being, based on selected readings. Prerequisite: Consent of instructor.

ENGR 502. Alternative Energy Systems. 3 Credits.
Provides an interdisciplinary background in alternative energy systems. Any form of energy production different from traditional fossil fuel combustion falls in this category. Such alternate systems include energy production from biomass, gasification of wood and coal, geothermal energy, solar energy (wind energy, fuel cells, and photovoltaics), etc. Prerequisite: Consent of instructor.

ENGR 562. Seminar in Engineering. 1 Credit.
Conference and reports on current developments in Engineering. Prerequisite: Admission to the Engineering Ph.D program.

ENGR 590. Special Topics in Engineering. 1-6 Credits.
Investigations of special topics in energy engineering dictated by students and faculty interests. Repeatable. Prerequisite: Consent of instructor.

ENGR 599. Doctoral Research. 1-15 Credits.
Repeatable to 60 credits.

ENGR 996. Continuing Enrollment. 1-12 Credits.
Repeatable to 18 credits.

ENGR 999. Dissertation. 1-18 Credits.
Repeatable to 18 credits.

Chemical Engineering

http://www.engineering.und.edu/che

Faculty: Benson, Bowman, Ji, Kolodka, Krishnamoorthy (Graduate Program Director), Mann (Chair), Seams, Tande and Wills

Degrees Granted: Master of Science (M.S.), Master of Engineering (M.Engr.) and Doctor of Philosophy (Ph.D.)

The Chemical Engineering graduate program, administered from the Department of Chemical Engineering, offers the Master of Science with thesis and non-thesis options, the Master of Engineering, and the Doctor of Philosophy degrees. The department also sponsors the Energy, Environmental, and Interdisciplinary Engineering tracks of the School of Engineering and Mines.

The Ph.D. Engineering program, administers the Sustainable Energy Engineering masters program and participates in the multidisciplinary Environmental Engineering masters program. The M.S. and Ph.D. degrees are the most common options and financial aid is provided to the vast majority of students working towards these degrees. The M.S. or M.Engr. degree is typically completed in 18-24 months of full time study by students holding an accredited baccalaureate degree in chemical engineering.

The Department also offers a combined program including a Bachelor of Science in Chemical Engineering (B.S.Ch.E.), Master of Science in Chemical Engineering (M.S.Ch.E.) or a B.S.Ch.E./Master of Engineering (M.Engr.).

The intent of the combined program is to allow qualified students to complete requirements for both degrees in one year beyond that required to receive the baccalaureate degree. Students may apply for this program upon completion of 95 credits toward the Bachelor’s degree.

Research interests in the department include: coal and bio-based fuels and chemicals; energy technologies, processes, and policies; heterogeneous catalysis; photocatalytic oxidation; polymer reaction engineering, synthesis, and rheology; organic aerosol formation and partitioning; mathematical modeling of multicomponent aerosols; polymeric membranes and composite materials; biocomposite, nanocomposite, and nanobiocomposite materials; organic photovoltaic materials; environmental impact of heavy metals and particulate matter; and development of carbon from waste material sources. Projects are often conducted through our interdisciplinary Sustainable Energy Research, Infrastructure and Supporting Education (ND SUNRISE) research program or in collaboration with the Energy and Environmental Research Center (EERC).

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degrees section.
Master of Science (M.S.)

Mission Statement and Program Goals
The mission of the Chemical Engineering Master of Science program is to prepare chemical engineers for careers in industry, government and doctoral studies in chemical engineering or related fields. This preparation will be customized to meet specific areas of interest to the student and for which the faculty is qualified to manage and instruct.

Goal 1: Graduates will have mastered selected topics in chemical engineering and related areas to achieve their specific goals and objectives.

Goal 2: Graduates will be proficient researchers, i.e., they will have the skills required to formulate, assess, and document a hypothesis.

Goal 3: Graduates will be well prepared for a career in industry and/or doctoral studies in chemical engineering or a related field.

Master of Engineering (M.Eng.)

Mission Statement and Program Goals
The mission of the Chemical Engineering Master of Engineering program is to prepare chemical engineers for careers in industry or government. This preparation will be customized to meet specific areas of interest to the student with an emphasis on engineering design.

Goal 1: Graduates will have mastered selected topics in chemical engineering and related areas to achieve their specific goals and objectives.

Goal 2: Graduates will be proficient at engineering design, with the ability to solve complex chemical engineering problems.

Goal 3: Graduates will be well prepared for a career in industry or government in chemical engineering or a related field.

Chemical Engineering Combined Degree
To encourage undergraduate engineering students to extend their studies to include a graduate degree, the School of Engineering and Mines has a combined program that permits students to earn both a bachelor's and a master's degree in an engineering discipline. This program allows students to designate two three-credit graduate courses to count for both degrees. The selected courses must have graduate course standing and be designated when a student requests admission to the program.

Students may be admitted to the Chemical Engineering Combined Degree program after the completion of 95 credit hours toward the bachelor's degree with a GPA of at least 3.3 and before completion of the bachelor's degree. The selected courses must have graduate course standing and be designated when a student requests admission to the program.

Students applying for the combined BSChE/MS degree should see the “Chemical Engineering Combined Degree (https://currprocess.und.edu/engineeringandmines)” section for additional details. Students holding a B.S. degree in a science or other engineering field may be admitted to Qualified Status with an obligation to acquire a background in chemical engineering.

1. An overall undergraduate GPA of at least 2.75 or a GPA of at least 3.00 for the last two years. (An overall GPA of at least 3.3 for the combined BSChE/MS degree is required).

2. Graduate Record Examination General Test for those with undergraduate degrees from non-ABET accredited programs.

3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the Graduate catalog.

Degree Requirements
Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Chemical Engineering Department.

Thesis Option:
• A minimum of 30 semester credits, including the credits granted for the thesis and the research leading to the thesis.
• At least one-half of the credits must be at or above the 500-level.
• A maximum of nine semester credits may be transferred from another institution.
• A thesis documenting research on a topic related to chemical engineering.

Required Courses

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CHE 562</td>
<td>Seminar in Chemical Engineering</td>
<td>2</td>
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<tr>
<td>CHE 591</td>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>CHE 998</td>
<td>Thesis</td>
<td>4</td>
</tr>
</tbody>
</table>

At least 21 credits of coursework from chemical engineering and related fields, which may include a minor or cognate.

Total Credits: 30

Non-Thesis Option:
• A minimum of 32 credits, including credits granted for independent study.
• At least one-half of the credits must be at or above the 500-level.
• A maximum of nine semester credits may be transferred from another institution.
• Preparation of a written independent study report approved by the faculty advisor.
• Comprehensive final examination.

Required Courses

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<td>Research</td>
<td>4</td>
</tr>
<tr>
<td>CHE 997</td>
<td>Independent Study</td>
<td>2</td>
</tr>
</tbody>
</table>

At least 24 credits of coursework from chemical engineering and related fields.

Total Credits: 32

Master of Science (M.S.)

Admissions Requirements
The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. B.S. degree in chemical engineering from an ABET accredited program. Students applying for the combined BSChE/MS degree should see the “Chemical Engineering Combined Degree (https://currprocess.und.edu/engineeringandmines)” section for additional details. Students holding a B.S. degree in a science or other engineering field may be admitted to Qualified Status with an obligation to acquire a background in chemical engineering.

2. An overall undergraduate GPA of at least 2.75 or a GPA of at least 3.00 for the last two years. (An overall GPA of at least 3.3 for the combined BSChE/MS degree is required).

3. Graduate Record Examination General Test for those with undergraduate degrees from non-ABET accredited programs.

4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the Graduate catalog.

Master of Engineering (M.Eng.)

Admission Requirements
The applicant must meet the Graduate School’s current minimum general admission requirements as published in the graduate catalog.
Degree Requirements

Students seeking the Master of Engineering degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Chemical Engineering Department. The general degree requirements for the Master of Engineering degree set forth by the Chemical Engineering Department include:

1. A minimum of 30 semester credits with at least 15 credits of chemical engineering at the 500-level.
2. At least 15 credits in engineering design, including either CHE 511 Advanced Chemical Engineering Kinetics or CHE 512 Transport Of Mass, CHE 595 Design Project (3 credits), and 9 credits selected from approved engineering design courses.
3. At least 15 credits of basic and engineering science, including at least 3 credits of chemistry, 3 credits of chemical engineering, 3 credits of mathematics, and 3 credits of chemical engineering, or mathematics.
4. A maximum of nine semester credits may be transferred from another institution.
5. A written report documenting work on a successfully completed chemical engineering design project.
6. Comprehensive final examination.

Doctor of Philosophy (Ph.D.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A B.S. degree in chemical engineering from an ABET accredited program with a GPA of at least 3.0 or a M.S. degree in chemical engineering with a GPA of at least 3.0. Students holding a B.S. degree in a science or engineering field may be admitted to Qualified Status with an obligation to acquire background undergraduate engineering knowledge. The exact requirements will be determined on a case-by-case basis.
2. Graduate Record Examination General Test for those with undergraduate degrees from non-ABET accredited programs.
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

1. A minimum of 90 semester credits, including acceptable master’s degree work and credits granted for the dissertation and the research leading to the dissertation.
2. Successful completion of an oral comprehensive exam when at least 45 post baccalaureate credits have been completed. This exam will be based on the four core chemical engineering courses and their application to the student’s research. The exam will be administered by at least three faculty members from the Department of Chemical Engineering. Candidates who fail the exam will be allowed one opportunity to repeat the exam. The reexamination must take place no later than 13 months after the initial exam attempt.
3. Students must present to their advisory committee an annual oral progress report describing research progress.
4. Preparation and defense of a dissertation documenting original and independent research on a topic related to chemical engineering.

Courses

CHE 501.* Advanced Transport Phenomena. 3 Credits.
This course is designed to give an advanced treatment of momentum, heat, and mass transfer suitable for graduate students in chemical engineering, mechanical engineering, and environmental engineering. This course will involve the use of advanced mathematics to model transport systems. Co-requisites: CHE 301 and MATH 256.

CHE 503. Fuels Technology. 3-4 Credits.
Processing and utilization of low rank fuels.

CHE 504. Air Pollution Control. 3 Credits.
Identification of major air pollutants from stationary and mobile sources and methods of controlling their emissions; dispersion of air pollutants in the atmosphere; photochemical air pollution; federal and state regulations. Background equivalent to CHEM 122, MATH 265, and PHYS 252 is expected.

CHE 505. Biochemical Engineering. 3 Credits.
Principles of biochemical engineering and methods for the analysis, design, operation, and monitoring of biochemical engineering processes and reactors. Application to biochemical engineering research. Prerequisite: CHE 321 or consent of instructor.

CHE 507. Advanced Unit Operations. 3-6 Credits.
One or more of the following: fluid flow, heat flow, evaporation, humidification and dehumidification, drying, gas absorption, distillation, and extraction. Background equivalent to CHEM 405 is expected.

CHE 508. Advanced Unit Operations. 3-6 Credits.
Continuation of the first semester’s work in advanced unit operations.

CHE 509.* Advanced Chemical Engineering Thermodynamics. 3 Credits.
Chemical Engineering processes from the standpoint of quantitative thermodynamics. Special emphasis on thermodynamics of chemical reactions. Background equivalent to CHE 403 is expected.

CHE 510.* Advanced Chemical Process Control. 3 Credits.
Analysis and design of advanced chemical process control systems including: dead time compensation, feed forward and adaptive control, multivariable control, digital computer control and the use of Z-transforms to get the discrete time dynamic response of chemical process systems. Prerequisites: MATH 266 and CHE 408 or equivalents approved by the department.

CHE 511.* Advanced Chemical Engineering Kinetics. 3 Credits.
Theory and practice of industrial chemical reactor design. Advanced topics in kinetics of industrial chemical reactors. Prerequisite: Background equivalent to CHE 421 is expected.

CHE 512.* Transport Of Mass. 3 Credits.
Prerequisites: Background equivalent to CHE 305, CHE 321, and MATH 265 is expected.

CHE 515.* Design of Engineering Experiments. 3 Credits.
Design and analysis of experimental data including block and factorial arrangements, significance of data, and mathematical modeling. Prerequisite: MATH 265.

CHE 520. Impurities in Combustion and Gasification Systems. 3 Credits.
This course is on the fate and behavior of fuel derived impurities in energy conversion systems and how impurities influence system design, operation and reliability. Prerequisite: CHEM 122.

Required Courses

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<td>3</td>
</tr>
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<td>3</td>
</tr>
<tr>
<td>CHE 515</td>
<td>Design of Engineering Experiments</td>
<td>3</td>
</tr>
<tr>
<td>CHE 562</td>
<td>Seminar in Chemical Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 93-111
The Master of Science degree in Civil Engineering prepares students for careers in research, practice and further studies toward a Ph.D. degree in a specialty area of civil engineering. The M.S. degree is typically completed in 18-24 months of full-time study for students holding a bachelor’s degree in civil engineering from an accredited school. The M.S. degree requires independent research for a thesis in the student’s area of interest. The faculty research interests are in the broad areas of environmental, geotechnical, pavements, structural engineering, and mechanics, and water resources engineering. Graduate students are encouraged to explore various topics for their M.S. theses depending on the mutual interest between them and the faculty.

The Department offers combined Bachelor of Science in Civil Engineering/Master of Engineering, and Bachelor of Science in Civil Engineering/Master of Science degree programs. The intention of the combined program is to allow qualified students to complete requirements for both a baccalaureate degree and a master’s degree in 12 to 18 months beyond the time required to complete the baccalaureate degree. See Combined Degree Program (https://currprocess.und.edu/engineeringandmines) under the School of Engineering and Mines section for additional details.

The Department of Civil engineering also participates in an interdisciplinary Ph.D. Engineering Program. See Ph.D. Program (https://currprocess.und.edu/engineeringandmines) under the School of Engineering and Mines section or contact the Civil engineering Department.

Details pertaining to admission requirements, degree requirements and courses offered can be found on the Degrees section.

Master of Science (M.S.)

Mission Statement and Program Goals

The mission of the Master of Science program in Civil Engineering is to prepare students for careers in private and public practice of civil engineering and for advanced study in the field of civil engineering. The major emphasis of the program is to foster a deeper understanding of the engineering research process. Students in the program usually specialize in environmental engineering, structural engineering, water resources engineering, or pavement materials engineering.

Goal 1: Students will build on knowledge gained in their undergraduate program of study to achieve a fuller understanding of civil engineering and the engineering research process.

Goal 2: Students will perform a detailed research project in a specific focus area related to civil engineering.

Goal 3: Graduates will be prepared for a career in private or public practice in civil engineering and related fields and for further advanced study in the field of civil engineering.

Master of Engineering (M.Engr.)

Mission Statement and Program Goals

The mission of the Master of Engineering program in Civil Engineering is to prepare students for careers in private and public practice of civil engineering and related fields. The major emphasis of the program is to foster a deeper understanding of the engineering design process. The program has four main options. These are soils-structures engineering, environmental engineering, water resources engineering, and general civil engineering.

Goal 1: Students will build on knowledge gained in their undergraduate program of study to achieve a fuller understanding of civil engineering and the engineering design process.

Goal 2: Students will perform a detailed design project in a specific focus area related to civil engineering.

Goal 3: Graduates will be prepared for a career in private or public practice in civil engineering and related fields.

Combined Degree

To encourage undergraduate engineering students to extend their studies to include a graduate degree, the School of Engineering and Mines has a
combined program that permits students to earn both a bachelor’s and master’s degree in an engineering discipline. This program allows students to designate two three-credit graduate courses to count for both degrees. The selected courses must have graduate course standing and be designated when a student requests admission to the program.

Students may be admitted to the Civil Engineering Combined Degree program after the completion of 95 credit hours toward the bachelor’s degree with a GPA of at least 3.3 and before completion of the bachelor’s degree. The student is admitted to the School of Graduate Studies’ on completion of 125 credit hours for the bachelor’s degree.

**Master of Science (M.S.)**

**Admission Requirements**

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Minimum general admission requirements in the Admission section of the graduate catalog.
2. A baccalaureate degree in engineering or science from a recognized college or university.
3. Graduate Record Examination scores on the General Test will be required for those holding undergraduate degrees from other than ABET-accredited programs.
4. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A = 4.00).
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

**Degree Requirements**

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Civil Engineering Department.

Degree requirements will be those listed by the School of Graduate Studies for the M.S. degree, both for the thesis option and the non-thesis option. There are no specific departmental degree requirements beyond those listed in the graduate catalog for the M.S. degree.

**Thesis Option:**

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.
4. The program may include just the major, the major and a minor, or the major and a cognate area. The major must include 20 credits from the major department, and a minor or cognate area must include at least nine credits.
5. Preparation of a written thesis approved by the faculty advisory committee (ME 998 Thesis, 4-9 credits).
6. Comprehensive final examination.

**Non-Thesis Option:**

1. Thirty-two (32) credits including credits required for the major.
2. A minimum of two credits of Independent Study.
3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.
5. Preparation of a written independent study report approved by the faculty advisor (ME 997 Independent Study, 2 credits).
6. Comprehensive final examination.

Course offerings vary by semester based on student demand and instructor loads.

**Master of Engineering (M.Engr.)**

**Admission Requirements**

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Bachelor of Science degree in Civil Engineering from an ABET accredited or equivalent program.
2. Graduate Record Examination General Test for applicants from non-ABET accredited programs.
3. A cumulative Grade Point Average (GPA) of at least 2.5 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A = 4.00).
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

**Degree Requirements**

Students seeking the Master of Engineering degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Civil Engineering Department.

1. A minimum of 30 semester credits in a major option, including the credits granted for the design project and the research leading to the design project.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. Preparation of a written design project approved by the faculty advisor.
5. Comprehensive final examination.

**Courses**

**CE 501:** Mechanics of Materials II. 3 Credits. Analysis of stress and strain, theories of failure, inelastic material behavior, energy methods, torsion of noncircular and thin-walled sections, unsymmetrical bending, shear center, curved beams. Prerequisite: ENGR 203.
CE 502. Structural Stability. 3 Credits.
Stability of columns, beam-columns and frames, inelastic buckling, critical loads by the energy method, torsional buckling. Prerequisite: ENGR 203.

CE 503. Structural Dynamics. 3 Credits.
Single-degree and multi-degree of freedom structures, continuous systems, earthquake response of linear elastic buildings, structural dynamics in building codes, base isolation. Prerequisites: ENGR 202 and ENGR 203.

CE 523. Applied Hydraulics. 3 Credits.
Study of advanced topics in hydraulics. Computer applications. Content will vary. Repeatable to 9 credits when topics vary. Prerequisite: CE 423.

CE 524. Open Channel Hydraulics. 3 Credits.
Study of advanced topics in open channel hydraulics. Computer applications. Prerequisite: CE 423.

CE 525. Surface Hydrology. 3 Credits.
Extreme rainfalls and flood frequency analysis, regionalization; runoff generations, routings, and basin modeling; urban storm water design; GIS and remote sensing applications in hydrology; recent techniques and development in surface hydrology. Prerequisite: CE 421.

CE 531. Environmental Engineering III. 3 Credits.
Unit Operation and process design for water and wastewater treatment; physical, chemical, and biological systems; plant design project, computer-assigned design analysis. Content emphasis will vary. Prerequisite: CE 431.

CE 532. Environmental Engineering IV. 3 Credits.
Advanced theory and special methods in municipal and industrial water and wastewater treatment including treatment plant control, equipment studies, nutrient removal, tertiary treatment and toxic pollutants control. Content emphasis will vary. Prerequisite: CE 431.

CE 533. Industrial Wastes. 3 Credits.
Industrial processes and waste characterization, regulatory law, specialized treatment systems, hazardous wastes, economic analysis; plant tours of potato, sugar, meat, dairy, paper and pulp products and metal plating industries. Prerequisite: CE 431.

CE 535. Hazardous Waste Management. 3 Credits.
Regulations, generation, storage, transportation, disposal, classification, fate and transport of contaminants, environmental audits, pollution prevention and management facilities, remediation alternatives, physical-chemical treatment, bioremediation, stabilization/solidification, thermal processes. Prerequisites: CE 306 and CHEM 121.

CE 551. Plate and Slab Structures. 3 Credits.
Classical plate bending theory, rectangular and circular plates, slab analysis by energy and numerical methods, anisotropic plates, large deflection theory, buckling of thin plates. Prerequisites: ENGR 203 and CE 351.

CE 552. Thin Shell Structures. 3 Credits.
Differential geometry of shell theory, membrane and bending theories of shells, shells of revolution, stress analysis of domes, pressure vessels, and storage tanks, numerical methods, buckling of shells. Prerequisites: ENGR 203 and CE 351.

CE 555. Prestressed Concrete-Analysis and Design. 3 Credits.
Materials and methods of prestressing, loss of prestress, flexural design by servicoal and ultimate-strength methods, anchorage zone stresses, shear and torsion design. Prerequisite: CE 453.

CE 556. Numerical and Matrix Methods of Structural Analysis. 3 Credits.
Methods of successive approximations and numerical procedures for solution of complex structural problems, matrix formulation of structural problems, flexibility and stiffness methods of analysis. Prerequisite: CE 351.

CE 590. Special Topics. 1-6 Credits.
Investigation of special topics dictated by student and faculty interests. May be repeated up to a total of 6 credits. Department approval is required.

CE 591. Civil Engineering Research. 1-12 Credits.
May be repeated to a maximum of 12 credits.

CE 595. Design Project. 3-6 Credits.
A three to six credit course of engineering design experience involving individual effort and formal written report. Repeatable to 6 credits. Restricted to the Master of Engineering student candidate and subject to approval by the student’s advisor.

CE 996. Continuing Enrollment. 1-12 Credits.
CE 997. Independent Study. 2 Credits.

CE 998. Thesis. 1-9 Credits.
Development and documentation of scholarly activity demonstrating proficiency in Civil Engineering at the master’s level. Repeatable to 9 credits.

* Structural students must take 4 core courses from this group.
** Water Resources/Environmental students must take 4 courses from this group.

Undergraduate Courses for Graduate Credit

CE 412. Soil Mechanics. 3 Credits.
Course topics include principles of soil mechanics including weight-volume relationships, classification, compaction, effective stress, permeability and seepage, consolidation, shear strength, site exploration, introduction to lateral earth pressure, and slope stability. Prerequisite: ENGR 203.

CE 414. Foundation Engineering. 3 Credits.
Soil improvements and ground modifications, soil exploration and sampling, bearing capacity, spread footings, mat foundations, settlement analysis, drilled shaft and pile foundations, foundations on difficult soil. Prerequisite: CE 412.

CE 434. Environmental Engineering Laboratory. 4 Credits.
Physical, chemical and biological methods used in environmental engineering, water chemistry, instrumental methods, lab tours.

CE 444. Contracts and Specifications. 3 Credits.
Engineering contracts and specification essentials, legal aspects of engineering practice and employment; professional practice issues; procurement of work; governmental regulation.

Electrical Engineering

http://www.ee.und.edu/
Faculty: Faruque, Fazel-Rezai, Kaabouch, Miles, Noghanian and Salehfar

Degrees Granted: Master of Science (M.S.) and Master of Engineering (M.Engr.)

The Department of Electrical Engineering offers graduate programs leading to either a Master of Science (M.S.) or a Master of Engineering (M.Engr.) degree. The M.S. degree is offered with both the thesis and non-thesis options. The non-thesis M.S. degree requires completion of an independent study. The M.Engr. degree is an engineering practice-oriented degree that requires the completion of an engineering design project.

The Department also offers combined programs, including a Bachelor of Science in Electrical Engineering (BSEE)/Master of Science in Electrical Engineering (M.S.E.E.) and a B.S.E.E./M. Engr. The intent of the combined programs is to allow qualified students to complete requirements for both degrees in one year beyond that required to receive the baccalaureate degree. Students may apply for this program upon completion of 95 credits toward the Bachelor’s degree.

The Department of Electrical Engineering maintains strong research emphases in aerospace payload and sensor development, applied electromagnetics, biomedical signal and image processing, control systems and robotics, embedded systems, renewable energy systems, systems engineering, and wireless communications. Additionally, the department participates in the school-wide Ph.D. in Engineering program. The research programs, laboratory facilities, close student-faculty interaction, and strong mentoring and academic advising facilitate an environment of scholarly activity and prepare students for corporate and government positions in research and development.

Details pertaining to admission requirements, degree requirements and courses offered can be found in Degrees.

Master of Science (M.S.)
Mission Statement and Program Goals

The mission of the Department of Electrical Engineering Master of Science program is to promote critical thinking and creative skills based on the theory, principles, and techniques of electrical engineering. Graduates will be prepared
for careers in private industry, government, and/or doctoral studies in electrical engineering or related fields.

**Goal 1:** Students will develop a comprehensive and in-depth understanding of electrical engineering through graduate-level coursework.

**Goal 2:** Students will develop critical thinking skills through research activities or focused project activities.

**Goal 3:** Students will develop skills to communicate the results of their research in an effective and professional manner.

**Master of Engineering (M.Engr.)**

**Mission Statement and Program Goals**

The mission of the Department of Electrical Engineering Master of Engineering program is to promote critical thinking and creative skills based on the theory, principles, and techniques of electrical engineering. Graduates will be prepared for careers in private industry, government, and/or doctoral studies in electrical engineering or related fields.

**Goal 1:** Students will develop a comprehensive and in-depth understanding of electrical engineering through graduate-level coursework.

**Goal 2:** Students will develop critical thinking skills through research activities or focused project activities.

**Goal 3:** Students will develop skills to communicate the results of their research in an effective and professional manner.

**Combined Degrees**

**Bachelor of Science/Master of Science or Master of Engineering**

**Mission Statement and Program Goals**

The mission of the Department of Electrical Engineering Master of Engineering program is to promote critical thinking and creative skills based on the theory, principles, and techniques of electrical engineering. Graduates will be prepared for careers in private industry, government, and/or doctoral studies in electrical engineering or related fields.

**Goal 1:** Students will develop a comprehensive and in-depth understanding of electrical engineering through graduate-level coursework.

**Goal 2:** Students will develop critical thinking skills through research activities or focused project activities.

**Goal 3:** Students will develop skills to communicate the results of their research in an effective and professional manner.

**Master of Science (M.S.)**

**Admission Requirements**

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Bachelor of Science degree in Electrical Engineering or closely related field. Students holding B.S. degrees in other fields, e.g., physics, mathematics, and computer science, may be admitted to Provisional or Qualifed status until undergraduate requirements in electrical engineering have been satisfied.

2. A minimum of 30 semester credits, including credits granted for the major.

3. At least one-half of the credits must be at or above the 500-level.

4. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.

5. Preparation of a written Independent Study report approved by the faculty advisor.

6. Comprehensive final examination.

7. An overall GPA of 3.00 or better in all coursework.

**Degree Requirements**

**Thesis Option:**

1. A minimum of 30 semester credits, including credits granted for the thesis.

2. A minimum of 21 semester credits, including 6 thesis credits, must be in the major field of electrical engineering.

3. A minimum of 30 semester credits, including 6 thesis credits, must be in the major field of electrical engineering.

4. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.

5. Completion of a research project and its presentation in a thesis.

6. An overall GPA of 3.00 or better in all coursework.

**Non-Thesis Option:**

1. Completion of at least 32 semester credits, including credits required for the major.

2. A minimum of 2 credits of Independent Study

3. A minimum of 2 credits of Independent Study

4. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.

5. Preparation of a written Independent Study report approved by the faculty advisor.

6. Comprehensive final examination.

7. An overall GPA of 3.00 or better in all coursework.

**Master of Engineering (M.Engr.)**

**Admission Requirements**

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Bachelor of Science degree in Electrical Engineering or closely related field. Students holding B.S. degrees in other fields, e.g., physics, mathematics, and computer science, may be admitted to Provisional or Qualifed status until undergraduate requirements in electrical engineering have been satisfied.

2. An overall undergraduate GPA of at least 2.5 or a GPA of at least 2.75 for the last two years.

3. At least one-half of the credits must be at or above the 500-level.

4. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.

5. Preparation of a written Independent Study report approved by the faculty advisor.

6. Comprehensive final examination.

7. An overall GPA of 3.00 or better in all coursework.

**Degree Requirements**

1. Course necessary for basic-level ABET accreditation. Normally, graduation from an ABET-accredited institution will satisfy this requirement.

2. A program of study must include the following:
   A. A minimum of 30 semester credit hours.
   B. Three to Six (3-6) semester credit hours of an approved design project (EE 595 Design Project).
   C. Fifteen (15) semester credit hours of coursework at the 500 level or above (including the design project).
   D. All major courses must be at the 400-level or above and approved for graduate credit.

3. An overall GPA of 2.75 or better for all coursework.

4. Complete the approved design project.

5. Pass a comprehensive written examination.
Combined Degrees

Bachelor of Science/Master of Science or Master of Engineering

Admission Requirements for B.S./M.S. or B.S./M.Eng. Degree

1. Students may apply for this program upon completion of 95 credits toward the bachelor’s degree.
2. An overall undergraduate GPA of 3.0 at the time of admission.
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
4. Students who have received a bachelor's degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.

Degree Requirements for B.S./M.S. or B.S./M.Eng. Degree

Students seeking the Master of Science or Master of Engineering degree through the Combined Degree program at the University of North Dakota must satisfy all requirements for both the B.S. and M.S. degree. A maximum of six credits of prior approved coursework can get double counted toward each of the two degrees. Double counted courses may not include required courses for the B.S.E.E. degree, but may include technical or electrical engineering elective coursework, preferably at the 500-level or above.

Degree requirements for the M.S. or M.Eng. degree will be those listed by the School of Graduate Studies as found in the graduate school catalog.

Courses

EE 503. Statistical Communications Theory and Signal Processing I. 3 Credits.
Theory of time series analysis of random signals as applied to signal processing is emphasized. Prerequisite: EE 411 or consent of instructor.

EE 504. Statistical Communications Theory and Signal Processing II. 3 Credits.
Advanced methods of signal detection including linear parameter estimation and non-linear estimation of parameters. Detection of signals and estimation of signal parameters from a probability point of view will be emphasized.

EE 505. Control Systems II. 3 Credits.
Advanced topics in control systems including nonlinear systems, robust control, optimal control, and pole placement techniques; selective topics from the state of the art. Prerequisite: EE 405.

EE 506. Digital Control Systems. 3 Credits.
Digital systems representation, analysis and simulation; Z-transform; digital controllers design and realization; microprocessor based controllers. Prerequisite: EE 405.

EE 507. Spacecraft Systems Engineering. 3 Credits.
Space environment, dynamics of spacecraft, celestial mechanics, mission planning, and systems engineering methodology.

EE 508. Intelligent Decision Systems. 3 Credits.
Systems and networks will be designed to work in an uncertain environment. Systems will be optimized using Neural Networks and Fuzzy Logic concepts. Prerequisite: EE 314 or consent of instructor.

EE 509. Signal Integrity. 3 Credits.
Fundamental concepts of signal integrity are presented. Topics include propagation of digital signals, electrical noise, and system timing. Prerequisite: EE 409 or consent of instructor.

EE 511. Power Electronics. 3 Credits.
Principles of power electronics switching control circuits. Including AC/DC, DC/DC, DC/AC converters, their harmonics and filtering techniques, and their application in switching power supplies, electric drives, renewable energy systems, etc. Prerequisite: EE 321 or consent of instructor.

EE 512. Wireless Communications. 3 Credits.
Prerequisite: EE 411 or consent of instructor.

EE 519. Digital Computer Logic. 3 Credits.
Logic design analysis of digital computers with some applications. Prerequisite: EE 451 or consent of instructor.

EE 520. Electronic Computing Systems. 3 Credits.
Design of bit slice computers; simulation of computers’ special purpose controller design; advanced microprocessor design and use. Prerequisite: EE 201 and EE 421.

EE 521. Digital Signal Processing. 3 Credits.
Modern methods of digital signal processing will be studied. Techniques that will be used include the recursive and nonrecursive discrete-time filters and the Fourier Transform. Prerequisite: EE 314.

EE 522. Renewable Energy Systems. 3 Credits.
This course will provide engineering students with an understanding of the principles of renewable energy conversion systems. Emphasis is on wind, photo-voltaic, hydrogen fuel, and fuel cell energy conversion and storage systems, along with their associated design and control issues.

EE 523. Power Systems II. 3 Credits.
Electric power systems analysis and control. Power flow; system response and stability; voltage and frequency control; computer methods in system analysis. Prerequisite: EE 423.

EE 524. Application Specific Integrated Circuit (ASIC) Design. 3 Credits.
To gain an historic perspective of ASIC Design. To familiarize students with the existing IC technology and their attributes. To recognize basic fabrication process, layout, circuit extraction and performance analysis. To understand CAD tools, hardware, systems engineering, and operational issues. Prerequisite: EE 421 or consent of instructor.

EE 525. Electromagnetic Fields. 3 Credits.
Static electric and magnetic fields, field mapping, and applications to transmission lines, wave-guides, and antennas. Prerequisite: EE 316.

EE 530. Phased Array Antennas. 3 Credits.
Basic antenna and array characteristics, pattern synthesis techniques, analysis and design of radiating elements and feed networks, mutual coupling and array error analysis, adaptive arrays. Prerequisite: Consent of instructor.

EE 532. Antenna Theory. 3 Credits.
Physical principles underlying antenna behavior and design as applied to antennas. Prerequisite: EE 316 or consent of instructor.

EE 536. Optical Fiber Communications. 3 Credits.
Propagation in optical fibers, optical receivers, amplifiers, detectors, sources, transmission links, noise consideration, optical fiber communication systems, applications and future developments. Prerequisite: EE 434 or consent of instructor.

EE 537. Graduate Cooperative Education. 3 Credits.
A practical research experience with an employer closely associated with the student’s academic area. A written report which includes a literature survey and research findings and an oral presentation are required. Prerequisites: Approved status, 3.0 GPA, completed a minimum of 9 credits of program study, and approval of the department.

EE 539. Electromagnetic Compatibility. 3 Credits.
Prerequisite: EE 409 or consent of instructor.

EE 540. Computer Networks Communications. 3 Credits.
This course introduces fundamental concepts in the design and implementation of computer networks and their communication protocols, including the OSI model and TCP/IP protocol suite. Consent of the instructor is the prerequisite.

EE 545. Introduction to Biomedical Engineering. 3 Credits.
This course introduces biomedical engineering and several systems of the human physiology. Signals of biological origin obtained from these systems, biosensors, transducers and bioelectrodes used to acquire such signals, along with medical quality amplifiers for measuring biopotentials, are discussed. Prerequisite: EE 314, EE 421 or consent of instructor.

EE 550. Biomedical Instrumentation. 3 Credits.
Prerequisite: EE 314, EE 316, EE 421 or consent of instructor.

EE 552. Advanced Embedded Systems Design. 3 Credits.
This course provides students with cutting-edge techniques in the design and implementation of advanced embedded systems that involve analog/digital conversion, interrupts, timers, CCP modules, and parallel/serial communications. Prerequisite: EE 452 or consent of instructor.
Environmental Engineering

Faculty: Benson, Bowman, Gerla, Gullicks, Korom, Kirshnamoorthy (Graduate Program Director), Mann, Moretti, Seames, Wills and Yarborough

Degrees Granted: Master of Science (M.S.) and Master of Engineering (M.Engr.)

The Environmental Engineering graduate program combines those aspects of Chemical, Civil, and Geological Engineering most applicable to environmentally related problems. This program is, to our best knowledge, unique in the combination of these three disciplines for the training of graduate students in environmental engineering. These interdisciplinary M.S., M.Engr., and Certificate programs provide high-quality education and skill development opportunities, preparing students to be professionally successful, to be life-long learners, and to be knowledgeable, contributing members of a multicultural, global society. The faculty of the three participating departments and participating UND Energy and Environmental Research Center (EERC) personnel represent a tremendous wealth of environmental expertise based on past and current field and laboratory research, consulting experience, professional organization involvement, and formal continuing education and technical training. They also have strong working relationships with personnel from a wide variety of industries, municipalities, consulting firms, governmental agencies, and research-funding organizations. These relationships will provide many opportunities for collaboration and research, which will be beneficial to all stakeholders of the programs.

The program is oriented primarily towards a Master of Science (M.S.) degree. A research project, culminating in a master's thesis is a major part of this program. The program emphasizes a multidisciplinary approach to Environmental Engineering from Chemical, Civil, and Geological perspectives and includes the three major environmental areas relating to the mitigation of environmental impacts from gaseous, liquid, and solid-phase emission sources. Students benefit from the interactions between the proposed programs and the EERC. The EPA-certified laboratories, pilot processes, research specialists, and ongoing research opportunities at the EERC are phenomenal assets.

In addition, a number of on-campus laboratory facilities, including the multi-disciplinary Environmental Analytical Research Laboratory (Leonard Hall), Civil Engineering Environmental and Hydraulics Laboratories, and Chemical Engineering Laboratories are well equipped and fully available to the proposed programs. Enhanced research opportunities and additional analytical laboratory expertise will be available through established off-campus relationships with numerous state agencies, industries, consulting firms and communities.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degrees section.

Master of Science (M.S.)

Mission Statement and Program Goals

The mission of the Environmental Engineering Master of Science program is to prepare environmental engineers and environmental engineering scientists for careers in

1. industry or government, and/or
2. doctoral studies in environmental engineering or related fields.

This preparation will include advanced coursework in the three core disciplines supporting the field of environmental engineering, namely chemical, civil, and geological engineering, plus additional study and research in specific areas of interest to the student and for which the faculty is qualified to direct and instruct.

Goal 1: Students, with the advice of their research advisor and thesis committee, will construct a program of study that meets their individual learning goals and objectives, while fulfilling the qualifications for the M.S. Environmental Engineering degree.

Goal 2: Graduates will be proficient researchers, i.e. they will have the skills required to formulate, assess, and document a hypothesis.

Goal 3: Graduates will be well prepared for a career in industry and/or doctoral studies in environmental engineering or a related field.

Master of Engineering (M.Engr.)

Mission Statement and Program Goals

The mission of the Environmental Engineering Masters of Engineering program is to prepare environmental engineers for careers in industry or government. This preparation will include advanced coursework in the three core disciplines supporting the field of environmental engineering, namely chemical, civil, and geological engineering, with an emphasis on engineering design, plus work on an environmental engineering design project in specific areas of interest to the student and for which the faculty is qualified to direct and instruct.
Goal 1: Students, with the advice of their advisor will construct a program of study that meets their individual learning goals and objectives, while fulfilling the qualifications for the M.Engr. Environmental Engineering degree.

Goal 2: Graduates will be proficient at engineering design, with the ability to solve complex environmental engineering problems.

Goal 3: Graduates will be well prepared for a career in industry or government in environmental engineering or a related field.

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Bachelor of Science degree from an ABET accredited engineering program in Environmental, Chemical, Civil, or Geological Engineering. Students holding a B.S. degree in other engineering disciplines or in a science field may be admitted to Qualified Status with an obligation to acquire background undergraduate engineering knowledge. The exact requirements will be determined on a case-by-case basis.
2. An overall undergraduate GPA of at least 2.75, or 3.00 for the last two years.
3. Graduate Record Examination General Test for applicants from non-ABET accredited programs.
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies’ as well as particular requirements set forth by the Environmental Engineering Program.

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of eight semester credits may be transferred from another institution.
4. Required Courses:
   - ENVE 562 Seminar in Environmental Engineering (1 credit per semester)
   - ENVE 595 Design Project
   - Select a minimum of 3 credits from the following:
     - CE 501 Advanced Transport Phenomena
     - CE 504 Air Pollution Control
     - CHE 501 Advanced Transport Phenomena
   - Select a minimum of 3 credits from the following:
     - CE 531 Environmental Engineering III
     - CE 532 Environmental Engineering IV
     - CE 535 Hazardous Waste Management
   - Select a minimum of 3 credits from the following:
     - GEOE 417 Hydrogeology
     - GEOL 540 Water Sampling and Analysis
   - Electives

   Total Credits 26

5. A written report documenting work on a successfully completed environmental engineering design project.

Environmental Engineering Certificate Program

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Bachelor of Science degree from an ABET accredited engineering program in Environmental, Chemical, Civil, or Geological Engineering. Students holding a B.S. degree in other engineering disciplines or in a science field may be admitted to Qualified Status with an obligation to acquire background undergraduate engineering knowledge. The exact requirements will be determined on a case-by-case basis.
2. An overall undergraduate GPA of at least 2.50, or 3.00 for the last two years.
3. Graduate Record Examination General Test for applicants from non-ABET accredited programs.
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Certificate Requirements

1. A total of nine (9) credit hours must be completed in Graduate level courses listed as Environmental Engineering, Chemical Engineering, Civil Engineering, Geology, or Geological Engineering, and identified as qualified courses for the certificate.
2. A minimum GPA of 3.00 is required to earn the certificate.
Courses shall only count as credit toward fulfilling the requirements listed above when a grade of C or greater has been awarded at the completion of the course.

**Courses**

**ENVE 562. Seminar in Environmental Engineering. 1 Credit.**
Conferences, seminars, and reports on current developments in environmental engineering. Students will participate in professional presentations on topics relevant to environmental engineering. Students will also report the results of their graduate research or present information on other technically relevant topics approved by the course instructor. Repeatable.

**ENVE 590. Special Topics in Environmental Engineering. 1-3 Credits.**
Topics of current interest. Repeatable.

**ENVE 591. Environmental Engineering Research. 1-6 Credits.**
Supervised research work in environmental engineering. Repeatable to 24 credits.

**ENVE 595. Design Project. 3-6 Credits.**
Engineering design experience involving individual effort and formal written report and presentation.

**ENVE 996. Continuing Enrollment. 1-12 Credits.**

**ENVE 998. Thesis. 1-9 Credits.**
Development and documentation of scholarly activity demonstrating proficiency in Environmental Engineering at the master’s level. Repeatable to 9 credits.

**Geological Engineering**

http://www.geology.und.edu/

Faculty: Forsman, Gerla, Gosnold, Hartman (Chair), Korom (Director of Geological Engineering), LeFever (Graduate Program Director), Matheney, Perkins, Putkonen and Yarbrough

**Degree Granted: Master of Science (M.S.)**

The Master of Science in Geological Engineering is designed to develop students into highly qualified engineers capable of conducting research and solving complex problems related to petroleum/geothermal energy, geo-environmental concerns and natural hazards. The program offers both thesis and non-thesis options. Students completing the non-thesis option will be highly qualified professionals capable of working in applied engineering fields. Students completing the thesis option will possess the necessary research skills to pursue a terminal degree, such as the Ph.D. in Engineering offered at UND.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degrees section.

**Master of Science (M.S.)**

**Mission Statement and Program Goals**

The mission of the Master of Science in Geological Engineering is to develop students into highly qualified engineers capable of conducting research and solving complex problems related to petroleum and geothermal energy, mineral production, geoenvironmental concerns, and natural hazards.

**Goal 1:** Program graduates shall have sufficient skills in geoscience, mathematics, computer modeling, and poro-mechanics to formulate and solve practical problems in geological engineering.

**Goal 2:** Program graduates shall have the ability to independently conduct research to advance the state of the knowledge; and/or to provide innovative solutions to technical problems in a timely manner in at least one of the areas of exploration and production of energy and mineral resources, geomechanics, hydrogeology, ground water remediation, or site investigation/characterization.

**Goal 3:** Program graduates shall be skilled in research methods, be able to access, critically analyze, and utilize available information from a variety of sources; and shall be able to communicate the results of a research or development project both orally and in writing.

**Master of Science (M.S.)**

**Admission Requirements**

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Bachelor of Science degree in Geological Engineering from an ABET accredited or equivalent program. A bachelor’s degree in another engineering discipline or in a science field, qualifies a student to be admitted to “qualified status” with an obligation to acquire background undergraduate engineering and geology knowledge.
2. Graduate Record Examination General Test for applicants from non-ABET accredited programs.
3. A cumulative Grade Point Average (GPA) of at least 3.0
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

**Degree Requirements**

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies’ as well as particular requirements set forth by the Geological Engineering Department.

**Thesis Option:**

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. Geology/Geological Engineering coursework 12
   Other Engineering and Science coursework 12
   Thesis
   Total Credits 30
3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
5. Completion of the thesis.

**Non-Thesis Option (Independent Study):**

1. Thirty-four (34) credits including credits required for the major.
2. Geology/Geological Engineering coursework 15
   Research Project/Independent Study 3
   Electives 16
   Total Credits 34
3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
5. Preparation of a written independent study approved by the faculty advisor.
6. Comprehensive final examination.

**Courses**

**GEOE 996. Continuing Enrollment. 1-12 Credits.**

**GEOE 998. Thesis. 1-9 Credits.**

**Undergraduate Courses for Graduate Credit**

**GEOE 323. Engineering Geology. 4 Credits.**
Application of geological and environmental principles to geotechnical engineering design, construction, and operation. Prerequisites: One introductory geology course, MATH 165 and upper division standing in geology or engineering.

**GEOE 417. Hydrogeology. 3 Credits.**
Physical and chemical aspects of groundwater movement, supply, and contamination. Prerequisites: CHEM 121 or CHEM 221; MATH 166 or consent of instructor.
GEOE 418. Hydrogeological Methods. 2 Credits.
Field and laboratory methods used in hydrogeology, techniques of drilling, well and piezometer installation, determination of aquifer parameters, geophysical exploration, soil classification and analysis, ground water sampling and analysis. Includes field trip. Prerequisite: GEOE 417.

GEOE 419. Groundwater Monitoring and Remediation. 3 Credits.
Statistical methods for groundwater sampling and monitoring network design. Groundwater remediation and design; including strategies that remove contaminants for external treatment and strategies for in-situ contaminant treatment. Prerequisites: MATH 166, GEOE 417 and a statistics course (ECON 210, PSYC 241, MATH 251 or MATH 353) or consent of instructor.

GEOE 425. Design Hydrology for Wetlands. 3 Credits.
Principles of chemistry, geology, hydraulics, and hydrology applied to natural and constructed wetlands and other small catchments. Prerequisites: CHEM 121 and either CE 306/ME 306 or GEOE 417.

GEOE 427. Groundwater Modeling. 3 Credits.
Fundamentals of numerical modeling applied to groundwater flow. Short programs using the finite difference method will be written to demonstrate groundwater movement and storage. Simulation of practical groundwater problems will be carried out using the U.S. Geological Survey's MODFLOW code. Prerequisites: GEOE 417 and MATH 265; some programming experience is recommended.

GEOE 455. Geomechanics. 3 Credits.
Principles of geomechanics and its application to petroleum and geological engineering. Prerequisites: GEOE 323 or consent of instructor.

Courses

GEOE 500. Sedimentary Geology A,B,C&D. 1-4 Credits.
Prerequisite: Consent of instructor.

GEOE 505. Isotope Geochemistry. 3 Credits.
Geochemistry and cosmochemistry of radioactive and stable isotopes; isotope equilibria; applications in paleoclimatology, environmental isotope geochemistry, igneous, metasomatic, and sedimentary petrology. Prerequisite: GEOE 321 or permission of instructor.

GEOE 506. Glacial Geology. 4 Credits.
Origin, growth, and movement of glaciers; landforms and deposits incident to glaciation, 3 hours lecture, 2 hours laboratory time per week. Prerequisite: GEOE 311.

GEOE 509. Advanced Mineralogy. 1-4 Credits.
Advanced study of specific mineral groups or selected topics in mineralogy. Prerequisite: GEOE 320. Recommended: GEOE 321.

GEOE 511. Advanced Structural Geology. 4 Credits.
Reading and research in special topics in structural geology and geotectonics.

GEOE 512. Advanced Petrology. 1-4 Credits.
Selected topics in petrology taught using conventional lecture and laboratory/field approach. Prerequisite: GEOE 320.

GEOE 515. Advanced Paleontology. 3-4 Credits.
Prerequisites: GEOE 415 and BIOL 150, or consent of instructor.

GEOE 518. Topics in Advanced Stratigraphy. 2-4 Credits.
Selected topics in lithostratigraphy and biostratigraphy. Prerequisites: GEOE 411, GEOE 415.

GEOE 520. Statistical Applications in Geology. 3 Credits.
The application of statistical techniques to geologic data and problems, with emphasis on analysis of geologic sequences, map analysis, and multivariate analysis of geologic data. Prerequisites: An introductory statistics course, such as CTL 515 or PSYC 241, and consent of instructor.

GEOE 522. History and Philosophy of Geology. 3 Credits.
Historical and philosophical development of the science of geology. Prerequisite: Permission of instructor.

GEOE 523. Topics in Advanced Geomorphology. 1-4 Credits.
Selected topics in geomorphic processes and landforms. Prerequisite: GEOE 311.

GEOE 525. Weathering and Soils. 3 Credits.
Properties and classification of soils; the factors and processes of weathering and soil formation. Prerequisite: GEOE 311 and GEOE 411, or consent of instructor.

GEOE 530. Advanced Physical Hydrogeology. 3 Credits.
Selected topics in ground and soil water movement, fracture flow, analytical/numerical modeling, and groundwater supply. Prerequisites: GEOE 417, GEOE 427, MATH 265, or consent of instructor.

GEOE 531. Hydrogeochemistry. 3 Credits.
The origin, characteristics and modeling of surface and ground water geochemistry. Prerequisites: GEOE 321, MATH 166, or permission of instructor.

GEOE 532. Contaminant Hydrogeology. 3 Credits.
Chemical and physical processes affecting contaminant behavior in groundwater with analytical/numerical modeling and case studies. Prerequisites: GEOE 417, GEOE 427, MATH 265, or consent of instructor.

GEOE 540. Water Sampling and Analysis. 3 Credits.
Techniques of water and sediment sampling and analysis using equipment in the UND Water Quality Laboratory. Results are interpreted in the context of the natural systems from which the samples are taken. Enrollment is limited to eight students per section. A laboratory fee is required. Prerequisite: CHEM 121.

GEOE 590. Research. 1-4 Credits.
Laboratory, field, or library research on problems of interest (may be repeated).

GEOE 591. Directed Studies. 1-4 Credits.
Directed advanced research in a specialized field of geologic study (may be repeated).

GEOE 596. Continuing Enrollment. 1-12 Credits.
May be repeated up to 24 credits.

Undergraduate Courses for Graduate Credit

GEOE 311. Geomorphology. 4 Credits.
Dynamics of weathering, mass movement, running water, groundwater, waves, wind and ice in the production of landforms. Includes field trips and laboratory. Prerequisites: GEOE 101 or GEOE 203; MATH 165, PHYS 211, CHEM 121 or consent of instructor.

GEOE 320. Petrology. 3 Credits.
Description, classification and origin of igneous, metamorphic, and sedimentary rocks. Field and laboratory study of rocks. Engineering properties of earth materials. Advanced aspects of optical mineralogy. Includes laboratory. Prerequisite: GEOE 318.

GEOE 321. Geochemistry. 3 Credits.
Application of the principles of chemistry to geologic and hydrogeologic problems. Origin and distribution of the chemical elements. Introduction to radiochemistry, isotopic geochronology, and stable-isotope geochemistry. Prerequisites: GEOE 518, CHEM 122, and MATH 165 or consent of instructor.

GEOE 340. Digital Mapping Methods. 3 Credits.
This course integrates "hands-on" data acquisitions and map generation with an overview of the technology (GPS, lasers, and data management). Field projects focus on mapping methodology and laboratory projects focus on analysis and presentation. It is assumed that students have an undergraduate geology background and a basic knowledge of computer applications. Junior standing in geology is the prerequisite.

GEOE 411. Sedimentology and Stratigraphy. 5 Credits.
Origin, transportation, deposition, and diagenesis of sediments; principles and applications of stratigraphy. Includes field trip and laboratory. Prerequisite: GEOE 320.

GEOE 414. Applied Geophysics. 3 Credits.
Principles of various geophysical methods and their application to geologic problems. Prerequisites: GEOE 101 or GEOE 203; MATH 165; and PHYS 211 or 251.

GEOE 415. Introduction to Paleontology. 4 Credits.
The principles of paleontology/paleobiology are presented using fossils to document the evolutionary, stratigraphic, and paleoecologic history of animal and plant life on Earth. Includes field trip and laboratory. Prerequisites: GEOE 102. Recommended: BIOL 150, BIOL 151.
GEOL 422. Seminar II. 1 Credit.
Continuation of Geol 421 experience. Preparation and delivery of oral presentations in science and engineering, culminating in oral presentation of senior thesis (Geol 490) or Engineering Design (485). Includes critical review of student presentations and departmental guest lectures. Prerequisites: GEOL 421, senior or graduate status in departmental major.

Mechanical Engineering

http://www.me.und.edu

Faculty: Ames, Bandyopadhyay, Bibel, Cavalli, Grewal, Gupta, Neubert (Graduate Director), Semke, Tang and Zahui

Degrees Granted: Master of Science (M.S.) and Master of Engineering (M. Engr.)

The Department of Mechanical Engineering offers graduate programs leading to either the Master of Science (M.S.) or Master of Engineering (M. Engr.) degrees. The M.S. degree is a research-oriented degree that is available in either thesis or non-thesis options. The non-thesis M.S. degree requires completion of an independent study. The M. Engr. degree is an engineering practice-oriented degree that requires completion of an engineering design project.

The Department offers combined B.S./Master’s programs that allow a student to complete a master’s degree in as little as one year beyond the bachelor’s degree. The master’s degree may be either an M.S. or M. Engr. See “Combined Degree Program” under the School of Engineering and Mines section for additional details.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degrees section.

Master of Science (M.S.)

Mission Statement and Program Goals

Thesis Option

The mission of the Master of Science (Thesis) in Mechanical Engineering program is to prepare mechanical engineers for either technical careers in government or industry or for doctoral studies in mechanical engineering or related fields. This preparation will include guided, independent research and advanced coursework in mechanical engineering and related areas. Both the research and the coursework will be selected as appropriate in specific areas of interest to the student and their graduate advisor and for which the faculty is qualified to direct and instruct.

Non-Thesis Option

The mission of the Master of Science (Non-Thesis) in Mechanical Engineering program is to prepare mechanical engineers for technical careers in government or industry in mechanical engineering or related fields. This preparation will include guided, independent research and advanced coursework in mechanical engineering and related areas. Both the research and the coursework will be selected as appropriate in specific areas of interest to the student and their graduate advisor and for which the faculty is qualified to direct and instruct.

Student Learning Goals

Thesis Option

Goal 1: Graduates will demonstrate a mastery of scientific research by formulating, assessing, and documenting a scientific hypothesis.

Goal 2: Graduates will be well prepared for a career in government/industry in mechanical engineering or a related field.

Non-Thesis Option

Goal 1: Graduates will demonstrate a mastery of scientific investigation by researching and preparing a scholarly report on a topic related to mechanical engineering.

Goal 2: Graduates will be well prepared for a career in government/industry in mechanical engineering or a related field.

Master of Engineering (M. Engr.)

Mission Statement and Program Goals

The mission of the Master of Engineering in Mechanical Engineering program is to provide advanced preparation in the practice of mechanical engineering for mechanical engineers seeking technical careers in industry. This preparation will include a guided, independent design project and advanced coursework in mechanical engineering and related areas. Both the design project and the coursework will be selected as appropriate in specific areas of interest to the student and graduate advisor and for which the faculty is qualified to direct and instruct.

Goal 1: Graduates will demonstrate a mastery of the practical implementation of engineering concepts by identifying a substantial need, formulating a design or process to meet the need and implementing their solution to meet that need.

Goal 2: Graduates will be well prepared for a career in industry in mechanical engineering or a related field.

Combined Degree

To encourage undergraduate engineering students to extend their studies to include a graduate degree, the School of Engineering and Mines has a combined program that permits students to earn both a bachelor’s and master’s degree in an engineering discipline. This program allows students to designate two three-credit graduate courses to count for both degrees. The selected courses must have graduate course standing and be designated when a student requests admission to the program.

Students can complete additional courses for graduate-only credit prior to completion of the BSME if their schedule allows.

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. B.S. degree in Mechanical Engineering from an ABET accredited program and have an acceptable GPA.
2. GRE general test required for applicants with undergraduate degrees from other than ABET accredited programs.
3. 2.75 overall undergraduate GPA or a GPA of at least 3.00 for the junior and senior years.
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
5. Students seeking admission to a combined B.S./Master’s program must have a GPA of at least 3.0 at the time of admission.

Students who hold an undergraduate engineering or science degree other than mechanical engineering may be admitted to provisional or qualified status with an obligation to acquire additional background in mechanical engineering as appropriate.

Degree Requirements

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Mechanical Engineering Department.
Courses

ME 523. Advanced Machine Design. 3 Credits.
Advanced design and analysis of machine components; kinematic synthesis and analysis of mechanisms, force analysis, rotor dynamics, gyrodyamics, stresses in thick cylinders and flywheels, lubrication, statistical considerations, energy methods, curved beams. Prerequisites: ME 322 and ME 323.

ME 524. Deformation and Fracture. 3 Credits.
Aspects of elasticity theory, continuum mechanics and fracture mechanics. Fundamental relationships between material structure and engineering properties. Principles and properties of composite materials. Prerequisite: ME 301 or consent of instructor.

ME 525. Metal Fatigue in Engineering. 3 Credits.
Metal fatigue in engineering, involving design, development, and failure analysis of components, structures, machines, and vehicles subjected to repeated loading. Prerequisite: ENGR 203 and ME 301 or consent of instructor.

ME 526. Advanced Vibrations. 3 Credits.
Advanced vibration theory including the solutions of multi-degree of freedom coupled systems, continuous systems, energy methods, and non-linear vibrations. Prerequisite: ME 426.

ME 529. Advanced Finite Element Methods. 3 Credits.
Computer-aided techniques for finite element analysis of engineering systems. Topics include solution algorithm for nonlinear methods, large deflection, inelastic and contact analysis, and analysis of vibrating systems. Prerequisite: ME 429 or consent of instructor.

ME 532. Advanced Dynamics. 3 Credits.
Kinematics and kinetics of plane and three-dimensional motion, vector mechanics, general methods of linear and angular momentum, generalized coordinates, and variational methods including Hamilton’s and Lagrange’s equations. Prerequisites: ENGR 202 and MATH 266.

ME 542. Thermodynamics of Materials. 3 Credits.
Foundations of materials behavior in terms of energy and statistics. Topics will include entropy, free energy, phase equilibrium, ideal versus real solutions and diffusion. Prerequisites: ME 301 and ME 341 or consent of instructor.

ME 545. Fluidized-Bed Combustion Engineering. 3 Credits.
Fluidized-bed hydrodynamics and heat transfer. Design of fluidized-bed coal combustors. Combustion models and their significance. Prerequisite: ME 306 and ME 474 or consent of instructor.

ME 574. Advanced Heat Transfer. 3 Credits.
Advanced conduction in isotropic media in two and three dimensions steady and unsteady problems. Advanced convection including solution of Prandtl Boundary layer equations. Numerical methods, Fourier series, Bessel functions, LaPlace transforms, and error functions. Radioactive heat transfer. Prerequisite: ME 474 or consent of instructor.

ME 575. Conduction and Radiation Heat Transfer. 3 Credits.
Advanced study of conduction and radiation heat transfer. Solution methodologies to classical heat conduction problems will be introduced. Topics include: multidimensional steady conduction via separation of variables and principle of superposition; transient conduction with time-dependent boundary conditions via method of complex temperatures; numerical solutions to heat conduction problems; spectral dependence of radiation; blackbody and gray surface radiation; radiation exchange between surfaces; radiation shield. Prerequisite: ME 474 or consent of instructor.

ME 576. Convective Heat Transfer. 3 Credits.
Advanced study of convective heat transfer, involving developing an understanding of boundary layers, flow in pipes, and convective heat transfer processes. Topics include the concepts of boundary layers, laminar and turbulent flow on surfaces and inside of pipes, and turbulence models. Analytical tools introduced are useful for estimating or bounding heat transfer rates when correlations are not available. Prerequisite: ME 474.

ME 590. Special Topics. 1-6 Credits.
Investigation of special topics dictated by student and faculty interests. May be repeated up to a total of 6 credits. Prerequisite: Departmental approval.

ME 591. Research in Mechanical Engineering. 1-6 Credits.
Independent graduate research in Mechanical Engineering. Repeatable to 6 credits.
ME 595. Design Projects. 3-6 Credits.
A three to six credit course of engineering design experience involving individual effort and formal written report. Prerequisites: Restricted to Master of Engineering students and subject to approval by the student's advisor.

ME 996. Continuing Enrollment. 1-12 Credits.

ME 997. Independent Study. 2 Credits.

ME 998. Thesis. 1-9 Credits.
Development and documentation of scholarly activity demonstrating proficiency in Mechanical Engineering at the master's level. Repeatable to 9 credits.

Undergraduate Courses for Graduate Credit

ME 426. Mechanical Vibrations. 3 Credits.
Vibration analysis and design as it applies to single and multi degree freedom mechanical systems, isolation and absorption of vibration, vibration of continuous systems, numerical methods of solution. Prerequisites: ENGR 202 with a grade of C or better, MATH 266, and admission to the professional Mechanical Engineering program.

ME 428. Advanced Manufacturing Processes. 3 Credits.
Individual projects involving the manufacturing economics and flow charts for selected products and basic technical principles of manufacturing processes. Includes laboratory. Prerequisites: ME 418 and admission to the professional Mechanical Engineering program.

ME 429. Introduction to Finite Element Analysis. 3 Credits.
Finite element analysis is introduced as a design tool. Emphasis is given to modeling techniques and element types. Matrix methods are used throughout the class. Prerequisites: ENGR 203 with a grade of C and admission to the professional Mechanical Engineering program.

ME 439. Introduction to Robotics. 3 Credits.
A systems engineering approach to robotics. Presents an introduction to manipulators, sensors, actuators, and end effectors for automation. Topics covered include kinematics, dynamics, control, programming of manipulators, pattern recognition, and computer vision. Prerequisites: ENGR 200 with a grade of C or better, MATH 166 with a grade of C or better, and admission to the professional Mechanical Engineering program.

ME 446. Gas Turbines. 3 Credits.
General principles, thermodynamics, and performance of gas turbine engines. Design consideration of engine components. Prerequisites: ME 341 with a grade of C or better and admission to the professional Mechanical Engineering program.

ME 449. Internal Combustion Engines. 3 Credits.
Fundamentals of spark ignition and compression ignition engines, related components and processes. Prerequisites: ME 342 and admission to the professional Mechanical Engineering program.

ME 451. Heating and Air Conditioning. 3 Credits.
Psychrometrics, heating and cooling loads and analysis of air conditioning systems. Prerequisites: ME 342 and admission to the professional Mechanical Engineering program or consent of instructor. Corequisite: ME 474.

ME 464. Computational Fluid Dynamics. 3 Credits.
Provides a practical experience using computational fluid dynamics and provides supporting material in fluid dynamics, which is useful in understanding the need to resolve grids in boundary layers and other regions of high velocity gradients. The course is structured as half lecture and half laboratory. The lecture covers topics related to laminar and turbulence/boundary layer with and without acceleration, turbulence modeling, wakes and jets. The laboratory provides experience in creating grids using the program GAMBIT, the solid/fluid modeling and meshing program, and calculating solutions using FLUENT, a commercial flow solver. Prerequisites: ME 306, MATH 266, and admission to the professional Mechanical Engineering program.

ME 476. Intermediate Fluid Mechanics. 3 Credits.
Differential forms of conservation of mass, energy, and momentum for viscous fluid flow. Boundary layer theory and its applications. Principles of one-dimensional compressible flow. Prerequisites: ME 306, MATH 266, and admission to the professional Mechanical Engineering program.

ME 477. Compressible Fluid Flow. 3 Credits.
Introduction to the theory and application of one-dimensional compressible flow. Course topics include isentropic flow in converging and converging/diverging nozzles, normal shock waves, oblique shock waves, Prandtl-Meyer flow, flow with friction and heat addition. Prerequisite: Admission to the professional Mechanical Engineering program. Prerequisites or corequisites: ME 341 with a grade of C or better and ME 306.

ME 490. Special Laboratory Problems. 1-3 Credits.
Laboratory investigations of interest to students and faculty. Repeatable to maximum of 6 credits. Prerequisites: Consent of instructor and admission to the professional Mechanical Engineering program.

Sustainable Energy Engineering

Faculty: Ames, Benson, Bowman, Cavalli, Gosnold, Grewal, Ji, Kolodka, Krishnamoorthy (Graduate Program Director), Mann Putkonen, Salehfar, Seames, Tande, Wills and Zahui

Degrees Granted: Master of Science (M.S.) and Master of Engineering (M.Engr.)

Responding to climate change, rising energy costs, and security issues facing society, the School of Engineering and Mines offers Master of Science and Master of Engineering degrees in Sustainable Energy Engineering. These degree programs continue UND's tradition as a world leader in energy-related research and education. The Sustainable Energy Engineering program educates graduate students in the growing field of sustainable energy engineering which includes the absorption and conversion of wind energy; geothermal energy conversion; renewable fuels and chemicals; hydrogen production, storage, distribution, and utilization; energy efficiency; the environmentally acceptable use of coal; the absorption and conversion of solar energy and other technologies. Coursework is designed to help students develop a broad background in the technical, economic, and societal factors needed to develop sustainable energy. Research projects provide focused, experiential learning in areas of sustainable energy engineering. Projects are often conducted through our interdisciplinary Sustainable Energy Research, Infrastructure and Supporting Education (ND SUNRISE) research initiative, the Petroleum Research, Education and Entrepreneurship Center of Excellence (PREEC) or in collaboration with the Energy and Environmental Research Center.

This program is designed to equip students for careers associated with sustainable energy technologies as well as to conduct research and development activities or to pursue advanced studies associated with technologies that will provide sustainable sources of energy in the future. Coursework will be designed to help students develop a broad background in the technical, economic, and societal factors needed to develop sustainable energy. Graduates from this program are expected to find employment in the emerging renewable energy economic sector as well as in the coal-fired utilities industry and supporting engineering companies. The M.S. degree is the most common option in the Sustainable Energy Engineering program and financial aid is provided to the vast majority of students working towards this degree.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degrees section.

Master of Science (M.S.)
Mission Statement and Program Goals

The objective of the Sustainable Energy Engineering Master of Science program is to equip students for careers conducting research and development activities in sustainable energy fields, or pursuing advanced studies in technologies that will provide sustainable sources of energy in the future. This preparation will be customized to meet specific areas of interest to the students and for which the faculty is qualified to manage and instruct.

Goal 1: Graduates will have mastered selected topics in Sustainable Energy Engineering and related areas to achieve their specific goals and objectives.

Goal 2: Graduates will be proficient researchers, having the skills required to formulate, assess, and document a hypothesis.
Goal 3: Graduates will be well prepared for a career in industry, government, or doctoral studies in sustainable energy engineering.

Master of Engineering (M.Eng.)

Mission Statement and Program Goals

The objective of the Sustainable Energy Engineering Master of Engineering program is to equip students for careers designing and implementing sustainable energy technologies or pursuing advanced studies in technologies that will provide sustainable sources of energy in the future. This preparation will be customized to meet specific areas of interest to the student with an emphasis on sustainable energy engineering design.

Goal 1: Graduates will have mastered selected topics in Sustainable Energy Engineering and related areas to achieve their specific goals and objectives.

Goal 2: Graduates will be proficient at engineering design, with the ability to solve complex sustainable energy engineering problems.

Goal 3: Graduates will be well prepared for a career in industry or government in sustainable energy engineering.

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. B.S. degree in chemical, mechanical, environmental engineering or related field. Students holding a B.S. degree in a science or an unrelated engineering field may be admitted to Qualified Status with an obligation to acquire background undergraduate engineering knowledge. The exact requirements will be determined on a case-by-case basis.

2. An overall undergraduate GPA of at least 2.75, or 3.00 for the last two years. (An overall GPA of at least 3.3 for the combined BS ChE / MS SEE or combined BS ME / MS SEE degree is required.)

3. Graduate Record Examination General Test for those with undergraduate degrees from non-ABET accredited programs.

4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Thesis Option

1. A minimum of 30 semester credits, including the credits granted for the thesis and the research leading to the thesis.

2. At least one-half of the credits must be at or above the 500-level.

3. A maximum of nine semester credits may be transferred from another institution.

4. Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 562</td>
<td>Seminar in Chemical Engineering</td>
<td>2</td>
</tr>
<tr>
<td>CHE 591</td>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>CHE 997</td>
<td>Thesis</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>At least 21 credits of coursework</td>
<td></td>
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<tr>
<td></td>
<td>from sustainable energy engineering and related fields, which may include a minor or cognate</td>
<td>21</td>
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</tbody>
</table>

Total Credits: 30

5. A thesis documenting research on a topic related to sustainable engineering.

Non-Thesis Option

1. A minimum of 32 semester credits, including credits granted for the independent study project.

2. At least one-half of the credits must be at or above the 500-level.

3. A maximum of nine semester credits may be transferred from another institution.

4. Required Courses:

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<td>3</td>
</tr>
<tr>
<td>CHE 515</td>
<td>Design of Engineering Experiments</td>
<td>3</td>
</tr>
<tr>
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<td>Impurities in Combustion and Gasification Systems</td>
<td>3</td>
</tr>
<tr>
<td>CHE 535</td>
<td>Metallic Corrosion and Polymer Degradation</td>
<td>3</td>
</tr>
<tr>
<td>EE 423</td>
<td>Power Systems I</td>
<td>3</td>
</tr>
<tr>
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<td>Renewable Energy Systems</td>
<td>3</td>
</tr>
<tr>
<td>EE 523</td>
<td>Power Systems II</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 501</td>
<td>Energy, Resources and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 502</td>
<td>Alternative Energy Systems</td>
<td>3</td>
</tr>
<tr>
<td>ME 464</td>
<td>Computational Fluid Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 32

5. Preparation of a written independent study report approved by the faculty advisor

6. Passing of a comprehensive final examination.

Master of Engineering (M.Eng.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. B.S. degree in chemical, mechanical, environmental engineering or related field. Students holding a B.S. degree in a science or an unrelated engineering field may be admitted to Qualified Status with an obligation to acquire a background in chemical or mechanical engineering. The exact requirements will be determined on a case-by-case basis.

2. An overall undergraduate GPA of at least 2.50, or 3.00 for the last two years.

3. Graduate Record Examination General Test for those with undergraduate degrees from non-ABET accredited programs.

4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

1. A minimum of 30 semester credits, including the credits granted for the design project.

2. At least one-half of the credits must be at or above the 500-level.

3. A maximum of nine semester credits may be transferred from another institution.

4. Required Courses:

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<td>CHE 997</td>
<td>Independent Study</td>
<td>2</td>
</tr>
<tr>
<td>At least 24 credits of coursework from sustainable energy engineering and related fields</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 32

5. A written report documenting work on a successfully completed sustainable energy engineering design project.

6. Passing of a comprehensive final examination.

Students admitted to the Sustainable Energy Engineering program are expected to take the majority of their courses from the following course offerings. The student’s exact program of study is decided on a case-by-case basis by the student in consultation with their faculty advisor and with approvals by the Director of the SEE graduate program and the Dean of the School of Graduate Studies.

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The Department demonstrates the pleasures and value of a liberal arts education by teaching at a wide range of levels, from first-year writers to Ph.D. students, the great authors and opportunities for literary discussion to the larger community. The Department sponsors an annual week-long writers conference that gives graduate students a chance to hear contemporary writers read their work and discuss the writing process. Visitors have included Salman Rushdie, Czeslaw Milosz, Louise Erdrich, Larry McMurtry, Leslie Silko, James Welch, August Wilson, Luisa Valenzuela, Peter Matthiessen, Tim O’Brien, Ursula Hegi, Barry Lopez and Mary Gaitskill. The Department sponsors an annual week-long writers conference that gives graduate students a chance to hear contemporary writers read their work and discuss the writing process. Visitors have included Salman Rushdie, Czeslaw Milosz, Louise Erdrich, Larry McMurtry, Leslie Silko, James Welch, August Wilson, Luisa Valenzuela, Peter Matthiessen, Tim O’Brien, Ursula Hegi, Barry Lopez and Mary Gaitskill.

Degrees Granted: Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.)

The University of North Dakota Department of English offers a varied program of study in English and American literature, writing, and the English language. The academic atmosphere is intimate, class size for graduate courses is small, and students are encouraged to work closely with members of the graduate faculty. The curriculum varies from year to year and includes courses in genres, periods, specific authors, critical theory, rhetoric/composition, interdisciplinary study, creative writing, cinema/film theory, linguistics, and research methods. Faculty in the Department also work in interdisciplinary areas such as American Studies, Peace Studies, Composition Studies, American Indian Studies, and Women Studies. The Department works closely with the University’s College of Education and Human Development in the area of English Education. In all areas of work, students are encouraged to utilize a variety of critical and theoretical approaches.

The Department sponsors an annual week-long writers conference that gives graduate students a chance to hear contemporary writers read their work and discuss the writing process. Visitors have included Salman Rushdie, Czeslaw Milosz, Louise Erdrich, Larry McMurtry, Leslie Silko, James Welch, August Wilson, Luisa Valenzuela, Peter Matthiessen, Tim O’Brien, Ursula Hegi, Barry Lopez and Mary Gaitskill.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Arts (M.A.)

Mission Statement and Program Goals

Through the work of research, service, and teaching, the Department of English is committed to the premise that language and literature reflect and shape the world in which we live. Faculty members conduct ongoing research in an array of sub-fields and interdisciplinary contexts and contribute to academic conversations occurring among humanities scholars on national and international levels. The nationally renowned Writers Conference brings great authors and opportunities for literary discussion to the larger community. Teaching at a wide range of levels, from first-year writers to Ph.D. students, the Department demonstrates the pleasures and value of a liberal arts education by emphasizing critical and creative thinking, by helping students think thoughtfully about cultural diversity, and by teaching strong written communication skills. In the Department of English, students at all levels of the curriculum are prepared for lives of public citizenship as they learn to analyze texts within complex cultural situations, to write and to think rhetorically, and to engage with diverse perspectives.

The Master of Arts in English stresses the acquisition of a broad foundation of discipline-specific knowledge and critical tools. To this end, the Department provides quality graduate instruction in literature in English, literary criticism and theory, the English language, composition and rhetoric studies, creative writing, cultural studies, and related fields. Successful M.A. students will be prepared, on the one hand, to pursue further graduate education in English, Law, or any other field that requires highly developed verbal, analytical, and rhetorical skills, and, on the other hand, to seek careers as writing teachers, creative writers, editors, or in a variety of other professions.

- Students will develop the critical skills and tools necessary to produce independent, analytical or creative work in English studies.
- Students use analytical or creative techniques that are associated with current work in English studies.
- Students situate their own written work within current debates in English studies.
- Students will use techniques—creative or critical—integral to the production of writing in English studies.
- Students use the rhetorical conventions of English studies.
- Students use revision to develop and refine their writing projects.
- Graduate Teaching Assistants will demonstrate the ability to teach college-level writing effectively.
- Students develop a range of teaching strategies.
- Students recognize the connections between particular teaching strategies and larger learning objectives.
- Students situate their own teaching practices in the context of significant pedagogical debates.

Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

Through the work of research, service, and teaching, the Department of English is committed to the premise that language and literature reflect and shape the world in which we live. Faculty members conduct ongoing research in an array of sub-fields and interdisciplinary contexts and contribute to academic conversations occurring among humanities scholars on national and international levels. The nationally renowned Writers Conference brings great authors and opportunities for literary discussion to the larger community. Teaching at a wide range of levels, from first-year writers to Ph.D. students, the Department demonstrates the pleasures and value of a liberal arts education by emphasizing critical and creative thinking, by helping students think thoughtfully about cultural diversity, and by teaching strong written communication skills. In the Department of English, students at all levels of the curriculum are prepared for lives of public citizenship as they learn to analyze texts within complex cultural situations, to write and to think rhetorically, and to engage with diverse perspectives.

The Doctor of Philosophy in English stresses the acquisition not only of a broad foundation of discipline-specific knowledge and critical tools, but also the depth of knowledge necessary to build fluency and expertise within an area of specialization. To this end, the Department provides quality graduate instruction in literature in English, literary criticism and theory, the English language, composition and rhetoric studies, creative writing, cultural studies, and related fields. Successful Ph.D. students will be prepared to seek careers as college and university faculty, writing teachers, creative writers, editors, or in a variety of other professions that require highly developed verbal, analytical, and rhetorical skills.

- Students will produce significant, independent work in English studies.
- Students develop a specialization through which they position themselves as members of a disciplinary community.
- Students demonstrate advanced writing and analytical skills to meet a variety of rhetorical goals.
- Students will demonstrate both breadth and depth of knowledge about disciplinary subfields, major works, and influential critical approaches in English studies.

Courses

SEE 510. Process Design & Feasibility Assessment of Sustainable Technologies. 3 Credits.

The research-to-commercialization life cycle and evaluation methods are examined in depth using sustainable energy technologies as specific case studies.

SEE 590. Special Topics in Sustainable Energy Engineering. 1-6 Credits.

Investigations of special topics in sustainable energy engineering dictated by students and faculty interests. Repeatable.

English Language and Literature

http://arts-sciences.und.edu/english/

FACULTY: Alberts, Basgier, Beard, Carson, Conway, Czerniec, Dixon, Donehower, Flynn, Harris, Huang, Kittzes, Koepke, Nelson (Graduate Program Director), O’Donnell, Ommen, Pasch, Robison, Sauer, Shafer, Weaver-Hightower and Wolfe (Chair)

Degrees Granted: Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.)

The University of North Dakota Department of English offers a varied program of studies in English and American literature, writing, and the English language. The academic atmosphere is intimate, class size for graduate courses is small, and students are encouraged to work closely with members of the graduate faculty. The curriculum varies from year to year and includes courses in genres, periods, specific authors, critical theory, rhetoric/composition, interdisciplinary study, creative writing, cinema/film theory, linguistics, and research methods. Faculty in the Department also work in interdisciplinary areas such as American Studies, Peace Studies, Composition Studies, American Indian Studies, and Women Studies. The Department works closely with the University’s College of Education and Human Development in the area of English Education. In all areas of work, students are encouraged to utilize a variety of critical and theoretical approaches.

The Department sponsors an annual week-long writers conference that gives graduate students a chance to hear contemporary writers read their work and discuss the writing process. Visitors have included Salman Rushdie, Czeslaw Milosz, Louise Erdrich, Larry McMurtry, Leslie Silko, James Welch, August Wilson, Luisa Valenzuela, Peter Matthiessen, Tim O’Brien, Ursula Hegi, Barry Lopez and Mary Gaitskill.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Arts (M.A.)

Mission Statement and Program Goals

Through the work of research, service, and teaching, the Department of English is committed to the premise that language and literature reflect and shape the world in which we live. Faculty members conduct ongoing research in an array of sub-fields and interdisciplinary contexts and contribute to academic conversations occurring among humanities scholars on national and international levels. The nationally renowned Writers Conference brings great authors and opportunities for literary discussion to the larger community. Teaching at a wide range of levels, from first-year writers to Ph.D. students, the Department demonstrates the pleasures and value of a liberal arts education by emphasizing critical and creative thinking, by helping students think thoughtfully about cultural diversity, and by teaching strong written communication skills. In the Department of English, students at all levels of the curriculum are prepared for lives of public citizenship as they learn to analyze texts within complex cultural situations, to write and to think rhetorically, and to engage with diverse perspectives.

The Master of Arts in English stresses the acquisition of a broad foundation of discipline-specific knowledge and critical tools. To this end, the Department provides quality graduate instruction in literature in English, literary criticism and theory, the English language, composition and rhetoric studies, creative writing, cultural studies, and related fields. Successful M.A. students will be prepared, on the one hand, to pursue further graduate education in English, Law, or any other field that requires highly developed verbal, analytical, and rhetorical skills, and, on the other hand, to seek careers as writing teachers, creative writers, editors, or in a variety of other professions.

- Students will develop the critical skills and tools necessary to produce independent, analytical or creative work in English studies.
- Students use analytical or creative techniques that are associated with current work in English studies.
- Students situate their own written work within current debates in English studies.
- Students will use techniques—creative or critical—integral to the production of writing in English studies.
- Students use the rhetorical conventions of English studies.
- Students use revision to develop and refine their writing projects.
- Graduate Teaching Assistants will demonstrate the ability to teach college-level writing effectively.
- Students develop a range of teaching strategies.
- Students recognize the connections between particular teaching strategies and larger learning objectives.
- Students situate their own teaching practices in the context of significant pedagogical debates.

Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

Through the work of research, service, and teaching, the Department of English is committed to the premise that language and literature reflect and shape the world in which we live. Faculty members conduct ongoing research in an array of sub-fields and interdisciplinary contexts and contribute to academic conversations occurring among humanities scholars on national and international levels. The nationally renowned Writers Conference brings great authors and opportunities for literary discussion to the larger community. Teaching at a wide range of levels, from first-year writers to Ph.D. students, the Department demonstrates the pleasures and value of a liberal arts education by emphasizing critical and creative thinking, by helping students think thoughtfully about cultural diversity, and by teaching strong written communication skills. In the Department of English, students at all levels of the curriculum are prepared for lives of public citizenship as they learn to analyze texts within complex cultural situations, to write and to think rhetorically, and to engage with diverse perspectives.

The Doctor of Philosophy in English stresses the acquisition not only of a broad foundation of discipline-specific knowledge and critical tools, but also the depth of knowledge necessary to build fluency and expertise within an area of specialization. To this end, the Department provides quality graduate instruction in literature in English, literary criticism and theory, the English language, composition and rhetoric studies, creative writing, cultural studies, and related fields. Successful Ph.D. students will be prepared to seek careers as college and university faculty, writing teachers, creative writers, editors, or in a variety of other professions that require highly developed verbal, analytical, and rhetorical skills.

- Students will produce significant, independent work in English studies.
- Students develop a specialization through which they position themselves as members of a disciplinary community.
- Students demonstrate advanced writing and analytical skills to meet a variety of rhetorical goals.
- Students will demonstrate both breadth and depth of knowledge about disciplinary subfields, major works, and influential critical approaches in English studies.
Thesis Option and Literature Department.

Studies as well as particular requirements set forth by the English Language
must satisfy all general requirements set forth by the School of Graduate
Degree Requirements as published in the graduate catalog. The applicant must meet the
School of Graduate Studies' current minimum general admission requirements
consideration and Teaching Assistantships. The applicant must meet the
Applications for admission must be completed by February 1 for full
Master of Arts (M.A.)

Admission Requirements

Applications for admission must be completed by February 1 for full consideration and Teaching Assistantships. The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor's degree from a recognized college or university.
2. Twenty semester credits of English beyond the communication requirement with a 3.00 grade point average or better.
3. A writing sample of 10-15 pages on topics or in modes appropriate to the proposed program of study (submitted directly to the department). Applicants who plan to major in creative writing should also submit an analytical paper.
4. Graduate Record Examination General Test required. Literature in English Advanced Test is recommended.
5. Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Students seeking the Master of Arts degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the English Language and Literature Department.

Thesis Option

1. A minimum of thirty-two credit hours are needed for the M.A., including the required courses listed below, the thesis (4 credits), and any Readings/Research courses (maximum 4 credits).
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. ENGL 500 Introduction to Graduate Studies; ENGL 501 Teaching College English and ENGL 501L Teaching College English Laboratory (for Graduate Teaching Assistants only); and either ENGL 510 History of Literary Criticism or ENGL 511 Problems in Literary Criticism. Courses must be completed with grades of A or B (S for ENGL 501L Teaching College English Laboratory).
5. Up to 4 credits of Readings and Research courses (ENGL 590 Readings and ENGL 593 Research) may be used to supplement the standard graduate offerings.
6. Evidence of the mastery of scholarly tools appropriate to the proposed field of studies is required, including proficiency in one language other than English.
7. The Critical Introductory Statement to the Portfolio will serve as the written comprehensive exam.
8. Required courses:
9. ENGL 500 Introduction to Graduate Studies 2
   ENGL 501 Teaching College English 3
   or ENGL 511 Problems in Literary Criticism 3
   Electives 15-18
   ENGL 995 Scholarly Project 2
Total Credits 29-32

Non-Thesis Option

1. A minimum of thirty-two credit hours are needed for the M.A., including the required courses listed below, ENGL 598 Portfolio Workshop and ENGL 995 Scholarly Project, and any Readings/Research courses (maximum 4 credits).
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. ENGL 500 Introduction to Graduate Studies; ENGL 501 Teaching College English and ENGL 501L Teaching College English Laboratory (for Graduate Teaching Assistants only); and either ENGL 510 History of Literary Criticism or ENGL 511 Problems in Literary Criticism. Courses must be completed with grades of A or B (S for ENGL 501L Teaching College English Laboratory).
5. Up to 4 credits of Readings and Research courses (ENGL 590 Readings and ENGL 593 Research) may be used to supplement the standard graduate offerings.
6. Evidence of the mastery of scholarly tools appropriate to the proposed field of studies is required, including proficiency in one language other than English.
7. The Critical Introductory Statement to the Portfolio will serve as the written comprehensive exam.
8. Required courses:
9. ENGL 500 Introduction to Graduate Studies 2
   ENGL 501 Teaching College English 3
   or ENGL 511 Problems in Literary Criticism 3
   Electives 15-18
   ENGL 995 Scholarly Project 2
Total Credits 29-32

Doctor of Philosophy (Ph.D.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor's degree from a recognized college or university.
2. Twenty semester credits of English beyond the communication requirement with a 3.00 grade point average or better.
3. Undergraduate work in at least one language other than English equivalent to the first two college-level years or by demonstrating (by Educational Testing Service or by Languages Department examination) a reading knowledge of one language other than English or the satisfactory completion of two semesters each of two languages other than English. In some cases, students may be admitted without the language requirement and may complete it as part of the MA. program.
4. A writing sample of 10-15 pages on topics or in modes appropriate to the proposed program of study (submitted directly to the department). Applicants who plan to major in creative writing should also submit an analytical paper.
5. Graduate Record Examination General Test required. Literature in English Advanced Test is recommended.
6. Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.
7. A master's degree of at least 30 semester credits of courses in literature and English language or in an acceptable combination of these and related subjects. (Graduate courses taken elsewhere may, at the discretion of the Department, be accepted in lieu of courses that would otherwise be related at the University of North Dakota.)
Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the English Language and Literature Department.

1. ENGL 500 Introduction to Graduate Studies; ENGL 501 Teaching English Language and Literature; ENGL 501L Teaching English Language Laboratory (for Graduate Teaching Assistants only); and either ENGL 510 History of Literary Criticism or ENGL 511 Problems in Literary Criticism. Courses must be completed with grades of A or B (S for ENGL 501L Teaching English Language Laboratory).

2. Up to ten credits in addition to the four credits allowed for the M.A. may be in Readings and Research courses.

3. ENGL 590 Readings 1-4
ENGL 591 Readings for Ph.D. Comprehensive Examinations 1-4
ENGL 593 Research 1-4

4. Evidence of the mastery of scholarly tools appropriate to the proposed field of studies is required, including proficiency in one language other than English plus either another language or languages.

5. Completion of the comprehensive examinations, in areas or topics relevant to a student’s individual interests as recommended by the student’s Advisory Committee. These will include three written comprehensive exams: 1) a written major field exam; 2) a written second field exam; and 3) a written special topic exam. The major and second field exams provide the kind of breadth of knowledge that goes beyond that developed through graduate coursework alone while the special topic exam is designed to begin the thought process necessary to conceptualizing and completing the dissertation. A fourth exam, an oral exam on the dissertation prospectus, is scheduled and completed within six months after completion of the written exams.

6. Fifteen (15) hours of credit may be granted for the dissertation, which may take the form of either a closely focused scholarly-critical investigation of a single topic, a creative work or group of works, or a number of related, publishable essays (critical, scholarly, bibliographical, methodological, pedagogical) which may be developed in combination with a project or projects deemed appropriate and acceptable by the student’s Advisory Committee.

NOTE: Students may be recommended for advancement to candidacy for the doctoral degree only after they have satisfied the following requirements in addition to those required by the School of Graduate Studies: Completion of ENGL 500 Introduction to Graduate Studies and either ENGL 510 History of Literary Criticism or ENGL 511 Problems in Literary Criticism with grades of A or B; for Graduate Teaching Assistants, ENGL 501 Teaching College English with a grade of A or B and ENGL 501L Teaching College English Laboratory with a grade of S.

Courses

ENGL 500. Introduction to Graduate Studies. 2 Credits. Required of all candidates for advanced degrees in English. An introduction to graduate study and the profession.

ENGL 501. Teaching English Language and Literature. 3 Credits. An introduction to the methods of teaching English. Required of Graduate Teaching Assistants in English.

ENGL 501L. Teaching College English Laboratory. 1 Credit. The practicum part of ENGL 501. Required of Graduate Teaching Assistants in English.

ENGL 510. History of Literary Criticism. 3 Credits. A history of European criticism from the Classical Greek period to the present day, with emphasis on major texts.

ENGL 511. Problems in Literary Criticism. 3 Credits. A course in applied criticism. Repeatable when topics vary.

ENGL 516. Creative Writing: Fiction Workshop. 3 Credits. Allows students to receive graduate-level instruction in a workshop setting, meeting regularly with other students, sharing their work, and critiquing one another’s work. The purpose of this course is to enable the student to produce fiction of professional quality, such as that needed for a graduate thesis in creative writing. Repeatable to a total of 6 credits for M.A. students, 9 credits for Ph.D. students. Prerequisite: Upper-division undergraduate work in creative writing or permission of instructor.

ENGL 517. Creative Writing: Poetry Workshop. 3 Credits. This course allows students to receive graduate-level instruction in a workshop setting, meeting regularly with other students, sharing their work, and critiquing one another’s work. The purpose of this course is to enable the student to produce poetry of professional quality, such as that needed for a graduate thesis in creative writing. Repeatable to a total of 6 credits for M.A. students, 9 credits for Ph.D. students. Prerequisites: ENGL 413 and 414, upper-division undergraduate work in creative writing or permission of instructor.

ENGL 520. Studies in English Literature. 1-3 Credits. The subject of study will vary from semester to semester, and the course may be repeated for credit when the subject of study differs.

ENGL 521. Studies in American Literature. 1-3 Credits. The subject of study will vary from semester to semester, and the course may be repeated for credit when the subject of study differs.

ENGL 522. Studies in English Language. 1-3 Credits. The subject of study will vary from semester to semester, and the course may be repeated for credit when the subject of study differs.

ENGL 524. Studies in Creative Writing. 3 Credits. Topics vary, such as advanced workshops in different genres and “reading for writers,” studying the works of published writers as models for students’ own creative work. Prerequisites: ENGL 516 or ENGL 517, or consent of instructor.

ENGL 525. Studies in Composition and Rhetoric. 3 Credits. This course investigates selected topics in composition and rhetorical studies. The subject of study will vary from semester to semester, and the course may be repeated for credit when the subject of study differs.

ENGL 530. Seminar in English Literature. 3 Credits. This class requires the preparation and delivery of a long research paper on an appropriate topic. Repeatable.

ENGL 532. Seminar in American Literature. 3 Credits. Similar in method to English 531. Repeatable.

ENGL 533. Seminar in English Language. 3 Credits. Similar in method to English 531. Repeatable.

ENGL 590. Readings. 1-4 Credits. American Literature; Cinema; English Literature; English Language; or Creative Writing. Supervised independent study. Repeatable. Prerequisites: ENGL 500 and department consent.

ENGL 591. Readings for Ph.D. Comprehensive Examinations. 1-4 Credits. Supervised independent study on approved topics. Repeatable for a maximum of 6 credits. This course is exempt from the normal “incomplete” reversion schedule. A grade is assigned upon completion of the appropriate comprehensive examination. Prerequisites: Department consent.

ENGL 593. Research. 1-4 Credits. American Literature; Cinema; English Literature; English Language; or Creative Writing. Independent study of a problem in the field resulting in a long research paper or a series of short reports. Repeatable. Prerequisites: ENGL 500 and department consent.

ENGL 598. Portfolio Workshop. 3 Credits. This course is designed to further explore the rhetorical strategies of academic writing in the discipline of English and to support students through the development of the Portfolio thesis. Permission of Director of Graduate Studies is required. Prerequisite: Permission of Graduate Director.

ENGL 599. Special Topic. 1-3 Credits. A course on varying topics.

ENGL 995. Scholarly Project. 2 Credits. As a common course number uniform throughout the graduate school, English 995 Scholarly Project will serve the purpose described in the graduate catalog as a required component of the non-thesis option in fulfillment of the M.A. degree.

ENGL 996. Continuing Enrollment. 1-12 Credits.
ENGL 997. Independent Study. 2 Credits.
Degrees Granted: Master of Science (M.S.), Master of Arts (M.A.) and Certificate in Geographic Information Science

The Geography Department graduate program includes both thesis and non-thesis options leading to the M.S. and M.A. degrees. The principle areas of concentration are community and urban development, environmental geography, geographic education, and geospatial techniques (cartography, GIS, and remote sensing of the environment). The graduate programs provide close student-faculty interaction, easy access to current computer technology and field equipment, a broad liberal arts academic setting, and an abundant number of research topics within the American Great Plains and Canadian Prairie Provinces. In addition, the department offers an array of courses in geospatial technologies to allow students to build expertise in GIS, remote sensing, cartography and spatial analysis. Prospective graduate students are encouraged to apply by February 1 (for Fall enrollment) and October 15 (for Spring enrollment) of each year to receive fullest consideration for acceptance and funding.

The M.S. option in environmental geography reflects a geographic focus on land use, and land-use change, climatology, water resources, human impact, biogeography, geomorphology, and landscape ecology. Students follow a sequence of required and elective courses that reflect an environmental emphasis. The M.S. program prepares students for doctoral study or a professional career in government, industry, or education in a wide variety of environmentally related fields. Students also must take cognate or minor courses in biology, geology, atmospheric sciences, or other related fields.

The M.A. option in community and urban development emphasizes the background education students need to enter careers in community development, local economic development, land use planning, federal government service, historic preservation, and travel and tourism. This option also provides the background for those students wishing to pursue a doctoral degree in human geography. Students in the M.A. option take a selection of courses in population, economic, social, urban, cultural, historical, and regional geography. They also can take minor or cognate courses in business and public administration, international relations, anthropology and archaeology, sociology, languages, and other fields appropriate to their goals.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

The mission of the Department of Geography’s Masters of Science graduate degree program is to provide a solid foundation in the concepts and theories of physical geography, and to develop skills in the use of geospatial technologies, which will prepare students for careers in natural resources management, geoscience, federal government service, and geographic information science, or for doctoral work in physical geography.

Goal 1: Students will be able to create new knowledge and apply geographic techniques to solve geographic problems related to natural resources management and the geosciences.

Goal 2: Students will exhibit a fundamental understanding of the breadth, depth, and integration of geography.

Goal 3: Students will be able to integrate their learning in geography to the broader world.

Master of Arts (M.A.)

Mission Statement and Program Goals

The mission of the Department of Geography’s Masters of Arts graduate degree program is to provide a solid foundation in the concepts and theories of human geography, and to prepare students for careers in community and local economic development, land use planning, federal government service, historic preservation, geographic information science, and travel and tourism, or for doctoral work in human geography.

Undergraduate Courses for Graduate Credit

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 401</td>
<td>Studies in Medieval Literature</td>
<td>3 Credits</td>
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<tr>
<td>ENGL 403</td>
<td>Studies in Colonial American Literature</td>
<td>3 Credits</td>
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<td>ENGL 404</td>
<td>Studies in Renaissance Literature</td>
<td>3 Credits</td>
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<td>ENGL 405</td>
<td>Studies in Restoration and Eighteenth Century Literature</td>
<td>3 Credits</td>
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<td>ENGL 406</td>
<td>Studies in Nineteenth Century Literature</td>
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<td>ENGL 407</td>
<td>Studies in Twentieth Century Literature</td>
<td>3 Credits</td>
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<td>ENGL 408</td>
<td>Advanced Composition</td>
<td>3 Credits</td>
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<tr>
<td>ENGL 409</td>
<td>Art of the Cinematic Drama</td>
<td>3 Credits</td>
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<tr>
<td>ENGL 410</td>
<td>The Art of Writing: Poetry</td>
<td>3 Credits</td>
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<tr>
<td>ENGL 411</td>
<td>The Art of Writing: Fiction</td>
<td>3 Credits</td>
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<tr>
<td>ENGL 412</td>
<td>Seminar in Literature</td>
<td>1-4 Credits</td>
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<tr>
<td>ENGL 413</td>
<td>Special Topics in Language</td>
<td>1-4 Credits</td>
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<tr>
<td>ENGL 414</td>
<td>Second Language Acquisition</td>
<td>3 Credits</td>
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<tr>
<td>ENGL 415</td>
<td>Teaching English as a Second Language</td>
<td>3 Credits</td>
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<td>ENGL 416</td>
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<tr>
<td>ENGL 424</td>
<td>Second Language Acquisition</td>
<td>3 Credits</td>
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<td>ENGL 425</td>
<td>Teaching English as a Second Language</td>
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</tr>
<tr>
<td>ENGL 426</td>
<td>History of the English Language</td>
<td>3 Credits</td>
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</tbody>
</table>

Geography

http://arts-sciences.und.edu/geography

FACULTY: Atkinson, Hansen, Munski, Niedzielski, Rundquist (Chair), Todhunter, Vandeberg (Graduate Director) and Wang
Graduate Studies as well as particular requirements set forth by the Geography Department. Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Geography Department.

**Master of Science (M.S.) Admission Requirements**

The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor's degree from a recognized college or university.
2. A GPA of at least 3.00 in all undergraduate work.
3. A minimum of 9 semester credits of undergraduate coursework in geography, preferably physical geography. An additional 6 credits in the fields cognate to geography are required.
4. Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.
5. International applicants who have received their bachelor's or master's degree in the United States or English speaking Canada are not required to submit the TOEFL or IELTS.
6. Meet all School of Graduate Studies requirements for admission.
Outstanding applicants are evaluated on an individual basis and those with limited backgrounds in geography but a distinguished record in another discipline may be accepted in a qualified or provisional status.

**Degree Requirements**

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Geography Department.

1. Four required courses:
   - GEOG 500 Graduate Studies in Geography 1
   - GEOG 501 Geographic Thought Through Time 2
   - GEOG 576 Field Methods and Analysis in Geography 3
   - GEOG 578 Geographic Research and Writing 2
   **Total Credits** 8

2. At least one-half of the credits must be at or above the 500-level.
3. A minimum of 36 semester credits, including 9 semester credits for approved minor or cognate courses.
4. Preparation and successful defense of a thesis. (A minimum of 6 credits for GEOG 998 Thesis.)

**Thesis**

1. A minimum of 30 semester credits, including 9 semester credits for approved minor or cognate courses.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.
4. Preparation and successful defense of a thesis (a minimum of 6 credits for GEOG 998 Thesis).

**Non-Thesis**

1. A minimum of 36 semester credits, including 9 semester credits for approved minor or cognate courses.
2. A minimum of 12 credits that focus upon geospatial skills and techniques which include quantitative methods, computer graphics and mapping, geographic information systems, remote sensing, field methods, and cartography. The non-thesis programs emphasize development of geospatial skills that can be applied to specific problems and projects that may or may not involve research.
3. Two credits of GEOG 997 Independent Study are required.
4. At least one-half of the credits must be at or above the 500-level.
5. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
6. Preparation of a written independent study approved by the faculty advisor.
7. Comprehensive final examination.
Certificate Program

The Geography department offers a graduate certificate in Geographic Information Science (GISc). GISc is the foundation of Geographic Information Systems (GIS), which integrate spatial data sets in the form of digital maps, digital aerial photos, satellite imagery, and global positioning system (GPS) coordinates. The goal of GISc is to model landscapes digitally and to enable the characterization of spatial and temporal processes.

Certificate students must be admitted to UND as either full or part-time graduate students. Application for admission must be made to the UND School of Graduate Studies. The certificate is designed to serve:

1. non-geography graduate students currently pursuing a graduate degree from UND, and
2. non-degree-seeking professionals already holding a graduate and/or baccalaureate degree who seek to "re-tool."

The courses taken in a previously completed GISc certificate program may be applied to a Master’s degree in Geography.

Admission Requirements

1. A baccalaureate degree from an accredited university.
2. A GPA of at least 2.75 in all undergraduate work.

Certificate Requirements

Successful completion of the 12-credit GISc Certificate requires the following:

1. Completion of the nine credits of core courses (see below).
2. Completion of at least three credit hours of elective courses (see below).
3. A minimum grade point average of 3.00.
4. Completion time of no more than five years.

5. Required Core Courses
   GEOG 471 & 471L Cartography and Visualization and Cartography and Visualization Laboratory 3
   GEOG 474 Introduction to Geographic Information Systems (GIS) 3
   GEOG 574 Advanced Techniques in Geographic Information Systems 3

Elective Courses

Select one of the following:
   GEOG 377 Quantitative Applications in Geography and Spatial Analysis Laboratory 3
   GEOG 475 Digital Image Processing
   GEOG 575 Seminar in Remote Sensing
   GEOG 591 Directed Study in Geographical Problems

Total Credits 12

Undergraduate Courses for Graduate Credit

GEOG 377. Quantitative Applications in Geography. 2 Credits.
Application of statistical and mathematical techniques to research topics in geography. Prerequisite: MATH 103 or consent of instructor.

GEOG 377L. Spatial Analysis Laboratory. 1 Credit.
Practical applications of statistical and mathematical techniques for geographic problems. Students work on projects which involve solving problems by spatial-oriented computations. Use of relevant statistical programs on computers are emphasized. Prerequisite: MATH 103. Corequisite: GEOG 377.

GEOG 421. Selected Topics in Physical Geography. 3 Credits.
An examination of an advanced physical geographic topic chosen from field methods, biogeography, human impact on the environment, physiography, or others. Repeatable to nine credits if different topics are examined. Prerequisite: GEOG 121 or consent of instructor.

GEOG 452. Selected Topics in Economic Geography. 3 Credits.
Selected topics in economic geography including but not limited to industrial location, transportation, rural economic development, and others. Repeatable to nine credits if different titles are examined. Prerequisite: GEOG 151 or consent of instructor.

GEOG 453. Historical Geography. 3 Credits.
Using the spatial approach, landscape change is analyzed over time in various regions of the world using a variety of scales of study. Emphasis is placed upon the relationship of historical geography to historic preservation and tourism.

GEOG 455. Geopolitics. 3 Credits.
Geographic analysis of the global political system and the significance of the nation-state, intergovernmental organizations, globalization, free trade, and terrorism with consideration of the broad political, social cultural, and economic contexts of world disputes. Prerequisite: GEOG 250 or consent of instructor.

GEOG 457. Urban Geography and Planning. 3 Credits.
This course examines the internal workings of cities from political, economic, and social perspectives. Geographic approaches to urban analysis are discussed, as are various methods for contemporary urban planning. Students learn to view the city as a geographic phenomenon created by human effort.
The Geology Graduate Program provides instruction and research opportunities for graduate students in the geological sciences, maintains and develops geological research at UND, and serves the community, state, and region.

Goal 1: Graduate students will be able to communicate effectively in writing and through oral presentation.

Goal 2: Graduates of our program shall be employable in Earth science professions.

Goal 3: Graduate students shall be proficient in recently developed computational, laboratory, and field technology, and instrumentation.

Goal 4: Graduate students shall be up-to-date concerning current trends in the geological sciences.

Goal 5: Graduate students shall have a broad knowledge of geology.

Goal 6: Graduate students shall do well in their coursework, demonstrating acquisition of knowledge and skills in the Earth sciences.

Goal 7: Graduate students shall have advanced and in-depth training in their chosen field.

Goal 8: The faculty who teach and advise geology graduate students shall be actively engaged in research and serve as excellent role models.

Master of Arts (M.A.)

Mission Statement and Program Goals

The Department of Geology and Geological Engineering offers programs of study leading to the degrees Master of Arts, Master of Science, and Doctor of Philosophy. Research emphasis is currently in the following areas:

1. hydrogeology and environmental geology;
2. economic geology of petroleum and coal;
3. sedimentology, stratigraphy, and paleontology;
4. glacial geology, geomorphology, and soils;
5. petrology and geochemistry;
6. geophysics and tectonics;
7. engineering geology and;
8. interdisciplinary geological projects involving several research areas including, but not limited to, Business GIS, Environmental GIS, GIS Databases, GIS Scripting and Web-Based GIS. Repeatable to six credits if different topics are examined.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The Geology Graduate Program provides instruction and research opportunities for graduate students in the geological sciences, maintains and develops geological research at UND, and serves the community, state, and region.

Goal 1: Graduate students will be able to communicate effectively in writing and through oral presentation.

Goal 2: Graduates of our program shall be employable in Earth science professions.

Goal 3: Graduate students shall be proficient in recently developed computational, laboratory, and field technology, and instrumentation.

Goal 4: Graduate students shall be up-to-date concerning current trends in the geological sciences.

Goal 5: Graduate students shall have a broad knowledge of geology.

Goal 6: Graduate students shall do well in their coursework, demonstrating acquisition of knowledge and skills in the Earth sciences.

Goal 7: Graduate students shall have advanced and in-depth training in their chosen field.

Goal 8: The faculty who teach and advise geology graduate students shall be actively engaged in research and serve as excellent role models.

Geology

http://www.geology.und.edu/

FACULTY: Forsman, Gerla, Gosnold, Hartman (Chair), Korom (Director of Geological Engineering), LeFever (Graduate Program Director), Matheney, Perkins, Putkonen and Yarbrough

Degrees Granted: Master of Science (M.S.), Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.)
Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals
The Geology Graduate Program provides instruction and research opportunities for graduate students in the geological sciences, maintains and develops geological research at UND, and serves the community, state, and region.

Goal 1: Graduate students will be able to communicate effectively in writing and through oral presentation.

Goal 2: Graduates of our program shall be employable in Earth science professions.

Goal 3: Graduate students shall be proficient in recently developed computational, laboratory, and field technology and instrumentation.

Goal 4: Graduate students shall be up-to-date concerning current trends in the geological sciences.

Goal 5: Graduate students shall have a broad knowledge of geology.

Goal 6: Graduate students shall do well in their coursework, demonstrating acquisition of knowledge and skills in the Earth sciences.

Goal 7: Graduate students shall have advanced and indepth training in their chosen field.

Goal 8: The faculty who teach and advise geology graduate students shall be actively engaged in research and serve as excellent role models.

Master of Science (M.S.)

Admission Requirements
The applicant must meet the School of Graduate Studies’ current minimum general admission requirement as published in the graduate catalog.

1. For admission to the geology M.S. program, applicants must hold a bachelor’s degree in geology from an accredited college or university or otherwise demonstrate sufficient course work, training, or experience in geoscience.

2. For “approved” status, students must have completed a 5-6 credit hour geology field course, along with satisfactory achievement in supporting science and mathematics, as determined by the department graduate admissions committee.

3. For all graduate programs in the Department of Geology and Geological Engineering, a cumulative 3.0 or higher grade point average is required.

4. Submission of a Graduate Record Examination (GRE) general test score is strongly recommended if you do not have a degree in geology. Applicants are encouraged to submit their GRE score to support their application.

5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Students missing any of the above requirements may be admitted under provisional or qualified status, but all admission requirements must be completed, without graduate credit, within one year after beginning graduate work.

Initial decisions for admission and financial aid are made about March 1 for the fall semester and about September 1 for the spring semester.

Undergraduate students in the Geology, Geological Engineering, or Environmental Geoscience majors are eligible for early admission to the M.S. program on qualified status, providing that they have:

1. Completed 95 semester credit hours of coursework.
2. Completed 30 semester hours of coursework and 8 hours of upper division coursework in the geological sciences, including the equivalent of physical and historical geology.
3. Achieved a GPA of 3.0 or better in the geological sciences.

Advancement to Approved status will occur when the student has completed the graduation requirements for the bachelor’s program they are enrolled in, and when all deficiencies have been removed.

Undergraduate students admitted on qualified status are eligible to take 500-level courses in their last two semesters prior to completing the bachelor’s degree requirements. Students must complete the petition titled, “Graduate Credit as an Undergraduate Student” prior to registering for the courses. Such courses could be included in the 30 credit hours for the degree and could appear in the program of study.

Degree Requirements
Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Geology and Geological Engineering Department.

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. A minimum of 6 semester credits (undergraduate or graduate) must come from each subject area listed below:
   - A. mineralogy, petrology, geochemistry
   - B. sedimentology, stratigraphy, paleontology, geomorphology
   - C. structural geology, geophysics, hydrogeology
5. Up to 12 hours of 300-400 level coursework in geology (and of courses listed in the Graduate section of the catalog) may be taken for graduate credit.

The time normally needed to complete the requirements for the master’s degree in geology is about two years of full-time work. Students with graduate teaching or research assistantships may need more time.

Master of Arts (M.A.)

Admission Requirements
The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. For admission to the geology M.A. program, applicants must hold a bachelor’s degree in geology from an accredited college or university or otherwise demonstrate sufficient coursework, training, or experience in geoscience.

2. For “approved” status, students must have completed a 5-6 credit hour geology field course, along with satisfactory achievement in supporting science and mathematics, as determined by the department graduate admissions committee.

3. For all graduate programs in the Department of Geology and Geological Engineering, a cumulative 3.0 or higher grade point average is required.

4. Submission of a Graduate Record Examination (GRE) general test score is strongly recommended if you do not have a degree in geology. Applicants are encouraged to submit their GRE score to support their application.

5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

6. Students who have received a bachelor’s degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.

Students missing any of the above requirements may be admitted under provisional or qualified status, but all admission requirements must be completed, without graduate credit, within one year after beginning graduate work.

Initial decisions for admission and financial aid are made about March 1 for the fall semester and about September 1 for the spring semester.

Undergraduate students in the Geology, Geological Engineering, or Environmental Geoscience majors are eligible for early admission to the M.A. program on qualified status, providing that they have:
1. Completed 95 semester credit hours of coursework.
2. Completed 30 semester hours of coursework and 8 hours of upper division coursework in the geological sciences, including the equivalent of physical and historical geology.
3. Achieved a GPA of 3.0 or better in the geological sciences.
4. With approval of a student’s Faculty Advisory Committee, up to one-half of the work beyond a master’s degree (maximum of 30 semester credit hours) may be transferred from another institution that offers post-master’s degrees in the discipline.
5. Demonstration of:
   A. proficiency in two foreign languages, or
   B. proficiency in one foreign language and two scholarly tools courses, or
   C. proficiency in four scholarly tools courses (scholarly tools courses typically are advanced undergraduate courses in related fields in mathematics, science, or engineering).
6. Completion of a dissertation, which incorporates independent work that is an original contribution to knowledge.

**Degree Requirements**

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Geology and Geophysical Engineering Department.

1. Completion of 90 semester credits beyond the baccalaureate degree.
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
3. With approval of a student’s Faculty Advisory Committee, up to one-half of the work beyond a master’s degree (maximum of 30 semester credit hours) may be transferred from another institution that offers post-master’s degrees in the discipline.
4. A qualifying examination may be required before the end of the student’s first year in a doctoral program.

**Courses**

**GEOE 996. Continuing Enrollment. 1-12 Credits.**
GEOE 998. Thesis. 1-9 Credits.

**Undergraduate Courses for Graduate Credit**

**GEOE 323. Engineering Geology. 4 Credits.**
Application of geological and environmental principles to geotechnical engineering design, construction, and operation. Prerequisites: One introductory geology course, MATH 165 and upper division standing in geology or engineering.

**GEOE 417. Hydrogeology. 3 Credits.**
Physical and chemical aspects of groundwater movement, supply, and contamination. Prerequisites: CHEM 121 or CHEM 221; MATH 166 or consent of instructor.

**GEOE 418. Hydrogeological Methods. 2 Credits.**
Field and laboratory methods used in hydrogeology; techniques of drilling, well and piezometer installation, determination of aquifer parameters, geophysical exploration, soil classification and analysis, ground water sampling and analysis. Includes field trip. Prerequisite: GEOE 417.

**GEOE 419. Groundwater Monitoring and Remediation. 3 Credits.**
Statistical methods for groundwater sampling and monitoring network design. Groundwater remediation and design; including strategies that remove contaminants for external treatment and strategies for in-situ contaminant treatment. Prerequisites: MATH 166, GEOE 417 and a statistics course (ECON 210, PSYC 241, MATH 321 or MATH 353) or consent of instructor.

**GEOE 425. Design Hydrology for Wetlands. 3 Credits.**
Principles of chemistry, geology, hydraulics, and hydrology applied to natural and constructed wetlands and other small catchments. Prerequisites: CHEM 121 and either CE 306/ME 306 or GEOE 417.

**GEOE 427. Groundwater Modeling. 3 Credits.**
Fundamentals of numerical modeling applied to groundwater flow. Short programs using the finite difference method will be written to demonstrate groundwater movement and storage. Simulation of practical groundwater problems will be carried out using the U.S. Geological Survey’s MODFLOW code. Prerequisites: GEOE 417 and MATH 265; some programming experience is recommended.

**GEOE 455. Geomechanics. 3 Credits.**
Principles of geomechanics and its application to petroleum and geological engineering. Prerequisites: GEOE 323 or consent of instructor.
Courses

**GEOL 500. Sedimentary Geology A,B,C&D.** 1-4 Credits.
Prerequisite: Consent of instructor.

**GEOL 505. Isotope Geochemistry.** 3 Credits.
Geochemistry and cosmochemistry of radioactive and stable isotopes; isotope equilibria; applications in paleoclimatology, environmental isotope geochemistry, igneous, metamorphic, and sedimentary petrology. Prerequisite: GEOL 321 or permission of instructor.

**GEOL 506. Glacial Geology.** 4 Credits.
Origin, growth, and movement of glaciers; landforms and deposits incident to glaciation. 3 hours lecture, 2 hours laboratory time per week. Prerequisite: GEOL 311.

**GEOL 509. Advanced Mineralogy.** 1-4 Credits.
Advanced study of specific mineral groups or selected topics in mineralogy. Prerequisite: GEOL 320. Recommended: GEOL 321.

**GEOL 511. Advanced Structural Geology.** 4 Credits.
Reading and research in special topics in structural geology and geotectonics.

**GEOL 512. Advanced Petrology.** 1-4 Credits.
Selected topics in petrology taught using conventional lecture and laboratory/field approach. Prerequisite: GEOL 320.

**GEOL 515. Advanced Paleontology.** 3-4 Credits.
Prerequisites: GEOL 415 and BIOL 150, or consent of instructor.

**GEOL 518. Topics in Advanced Stratigraphy.** 2-4 Credits.
Selected topics in lithostratigraphy and biostratigraphy. Prerequisites: GEOL 411, GEOL 415.

**GEOL 520. Statistical Applications in Geology.** 3 Credits.
The application of statistical techniques to geologic data and problems, with emphasis on analysis of geologic sequences, map analysis, and multivariate analysis of geologic data. Prerequisites: An introductory statistics course, such as CTL 515 or PSYC 241, and consent of instructor.

**GEOL 522. History and Philosophy of Geology.** 3 Credits.
Historical and philosophical development of the science of geology. Prerequisite: Permission of instructor.

**GEOL 523. Topics in Advanced Geomorphology.** 1-4 Credits.
Selected topics in geomorphic processes and landforms. Prerequisite: GEOL 311.

**GEOL 525. Weathering and Soils.** 3 Credits.
Properties and classification of soils; the factors and processes of weathering and soil formation. Prerequisite: GEOL 311 and GEOL 411, or consent of instructor.

**GEOL 530. Advanced Physical Hydrogeology.** 3 Credits.
Selected topics in ground and soil water movement, fracture flow, analytical/numerical modeling, and groundwater supply. Prerequisites: GEOE 417, GEOE 427, MATH 265, or consent of instructor.

**GEOL 531. Hydrogeochemistry.** 3 Credits.
The origin, characteristics and modeling of surface and ground water geochemistry. Prerequisites: GEOL 321, MATH 166, or permission of instructor.

**GEOL 532. Contaminant Hydrogeology.** 3 Credits.
Chemical and physical processes affecting contaminant behavior in groundwater with analytical/numerical modeling and case studies. Prerequisites: GEOE 417, GEOE 427, MATH 265, or consent of instructor.

**GEOL 540. Water Sampling and Analysis.** 3 Credits.
Techniques of water and sediment sampling and analysis using equipment in the UND Water Quality Laboratory. Results are interpreted in the context of the natural systems from which the samples are taken. Enrollment is limited to eight students per section. A laboratory fee is required. Prerequisite: CHEM 121.

**GEOL 590. Research.** 1-4 Credits.
Laboratory, field, or library research on problems of interest (may be repeated).

**GEOL 591. Directed Studies.** 1-4 Credits.
Directed advanced research in a specialized field of geologic study (may be repeated).

**GEOL 996. Continuing Enrollment.** 1-12 Credits.

**GEOL 997. Independent Study.** 2 Credits.

Undergraduate Courses for Graduate Credit

**GEOL 311. Geomorphology.** 4 Credits.
Dynamics of weathering, mass movement, running water, groundwater, waves, wind and ice in the production of landforms. Includes field trips and laboratory. Prerequisites: GEOL 101 or GEODE 203; MATH 165, PHYS 211, CHEM 121 or consent of instructor.

**GEOL 320. Petrology.** 3 Credits.
Description, classification and origin of igneous, metamorphic, and sedimentary rocks. Field and laboratory study of rocks. Engineering properties of earth materials. Advanced aspects of optical mineralogy. Includes laboratory. Prerequisite: GEOL 318.

**GEOL 321. Geochemistry.** 3 Credits.
Application of the principles of chemistry to geologic and hydrogeologic problems. Origin and distribution of the chemical elements. Introduction to radiochemistry, isotopic geochronology, and stable-isotope geochemistry. Prerequisites: GEOL 518, CHEM 122, and MATH 165 or consent of instructor.

**GEOL 340. Digital Mapping Methods.** 3 Credits.
This course integrates "hands-on" data acquisitions and map generation with an overview of the technology (GPS, lasers, and data management). Field projects focus on mapping methodology and laboratory projects focus on analysis and presentation. It is assumed that students have an undergraduate geological background and a basic knowledge of computer applications. Junior Standing in geology is the prerequisite.

**GEOL 411. Sedimentology and Stratigraphy.** 5 Credits.
Origin, transportation, deposition, and diagenesis of sediments; principles and applications of stratigraphy. Includes field trip and laboratory. Prerequisite: GEOL 320.

**GEOL 414. Applied Geophysics.** 3 Credits.
Principles of various geophysical methods and their application to geologic problems. Prerequisites: GEOL 101 or GEODE 203; MATH 165, and PHYS 211 or 251.

**GEOL 415. Introduction to Paleontology.** 4 Credits.
The principles of paleontology/paleobiology are presented using fossils to document the evolutionary, stratigraphic, and paleocological history of animals and plant life on Earth. Includes field trip and laboratory. Prerequisites: GEOL 102. Recommended: BIOL 150, BIOL 151.

**GEOL 422. Seminar II.** 1 Credit.
Continuation of Geol 421 experience. Preparation and delivery of oral presentations in science and engineering, culminating in oral presentation of senior thesis (Geol 490) or Engineering Design (485). Includes critical review of student presentations and departmental guest lectures. Prerequisites: GEOL 421, senior or graduate status in departmental major.

Higher Education

(See Education (p. 332): Educational Leadership and Teaching & Learning)

History

http://www.unsd.edu/dept/histdept/

FACULTY: Berger, Broedel (Graduate Program Director), Burin, Campbell, Caraher, Iseminger, Kelsch, Mochoruk, Porter, Prescott and Reese (Chair)

Degrees Granted: Master of Arts (M.A.), Master of Education (M.Ed.), Doctor of Arts (D.A.) and Doctor of Philosophy (Ph.D.)

The Department of History offers programs leading to the Master of Arts degree, the Master of Education degree, the Doctor of Arts degree, and the Ph.D. degree. The M.Ed. degree is also available for students who wish to complete an education degree with an area of concentration in History. See the
M.Ed. requirements in the Degree Requirements (p. 256) section for further information. The program advisor for the M.Ed. will be in the Department of History, but students planning to take this option should also consult an advisor in the College of Education and Human Development.

Some Teaching Assistantships, providing stipends and waivers of tuition, are available. Applications for assistantships should be submitted by March 1, but later applications will be considered. M.A. students are eligible for four semesters of assistantships and doctoral students are eligible for six semesters of assistantships.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

**Master of Arts (M.A.)**

**Mission Statement and Program Goals**

The mission of the Graduate Program of the History Department of the University of North Dakota is to provide quality graduate-level instruction in the fields of North American, European, and World History. Successful students will be prepared to seek careers as history teachers at the high school and junior college level, as public historians, museum curators, archivists, or in a variety of other professions (journalism, business, government service) which require well-developed skills in research, critical thinking, and oral and written expression.

**Goal 1:** Students will be able to conduct significant, independent research in their chosen field of concentration.

**Goal 2:** Students will demonstrate considerable knowledge of disciplinary sub-fields, major interpretive schools of thought, appropriate methodological approaches, and a mastery of the major works in their field of concentration.

**Goal 3:** Students will be able to combine the results of their primary research with their knowledge of the pertinent secondary and theoretical literature and present their findings both orally and in writing.

**Doctor of Arts (D.A.)**

**Mission Statement and Program Goals**

The mission of UND’s Doctor of Arts program is to provide candidates the opportunity to earn a terminal degree in history that is both rich in content and which will allow them to develop a unique blend of teaching and research skills. The D.A. program is specifically designed to prepare those teachers/scholars whose primary interest revolves around teaching history at the undergraduate level, most particularly at two- and four-year institutions, although the degree also provides opportunities for students to engage in public history of various types. Because the current academic marketplace requires instructors who can teach in multiple fields in a manner informed by the best pedagogical practices, the D.A. degree places heavy emphasis upon mastering a broad range of subject matter (and the attendant methodologies and historiographies) and training in pedagogy, both through coursework and supervised internships. Degree candidates will develop an appropriate level of mastery of materials in four of the following areas of history: Modern European from 1750; Pre-modern European/Mediterranean to 1750; U.S. to 1877; U.S. from 1877; Western European History, Public History and World History. Successful students will be prepared to seek careers as college and university history teachers, as public historians, museum curators and archivists, or in a variety of other professions (journalism, business, government service), which require well-developed skills in research, critical thinking, and oral and written expression.

**Goal 1:** Students will be able to teach college and university-level courses in fields including Great Plains History, Rural History, North American History, Western European History, Public History and World History.

**Goal 2:** Students will be able to conduct significant, independent research in their chosen field of concentration.

**Goal 3:** Students will demonstrate a broad knowledge of disciplinary sub-fields, major interpretive schools of thought, appropriate methodological approaches, and a mastery of the major works in their field of concentration.

**Goal 4:** Students will be able to integrate and organize their primary research with their knowledge of historiography, methodology, and the pertinent theoretical literature in order to meet specific pedagogical and educational goals.

The Doctor of Arts program has been designated a Western Regional Graduate Program by the Western Interstate Commission on Higher Education (WICHE) because of its uniqueness and strength. It is, therefore, open to residents of the thirteen western states at resident tuition rates.

**Doctor of Philosophy (Ph.D.)**

**Combined Ph.D. Program with NDSU**

**Mission Statement and Program Goals**

The mission of the Graduate Program of the History Department of the University of North Dakota is to provide quality graduate-level instruction and supervision in the major fields of Great Plains History, Rural History, North American, and Western European History and in the Minor Fields of Public History and World History. Successful students will be prepared to seek careers as college and university history teachers, as public historians, museum curators and archivists, or in a variety of other professions (journalism, business, government service), which require well-developed skills in research, critical thinking, and oral and written expression.

**Goal 1:** Students will be able to teach college and university-level courses in fields including Great Plains History, Rural History, North American History, Western European History, Public History and World History.

**Goal 2:** Students will be able to conduct significant, independent research in their chosen field of concentration.

**Goal 3:** Students will demonstrate a broad knowledge of disciplinary sub-fields, major interpretive schools of thought, appropriate methodological approaches, and a mastery of the major works in their field of concentration.

**Goal 4:** Students will be able to combine the results of their primary research with their knowledge of the pertinent secondary and theoretical literature and present their findings both orally and in writing.

**Master of Arts (M.A.)**

**Admission Requirements**

The applicant must meet the Graduate School’s current minimum general admission requirements as published in the graduate catalog.

1. Demonstration of preparation for graduate study in history. This includes one of the following from a recognized college or university:
   A. A bachelor’s degree in history, or
   B. An undergraduate degree with a minimum of 20 semester credits in history with at least 6 credits at the upper division level, or
   C. An undergraduate degree or combination of classes clearly demonstrating the applicant’s ability to pursue graduate study in history.

2. An overall undergraduate GPA of at least 3.00 and at least 3.25 in all undergraduate history courses.

3. A writing sample, preferably a research or seminar paper, that demonstrates the applicant’s research, analytical and writing skills.

4. Three letters of recommendation with at least two coming from individuals who hold or have held academic positions and who can comment on the applicant’s aptitude for graduate work.

5. A one-to-two page statement that explains the applicant’s interest in history, the reason for applying to the UND graduate program, and the area or areas in which the applicant intends to take courses and conduct research.

6. The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.
7. To insure full consideration of applications, especially for tuition waivers and graduate teaching assistantships, the application deadline for Fall admission is March 15 and for Spring admission, it is September 30. Later applications will be considered.

Degree Requirements

Students seeking the Master of Arts degree at the University of North Dakota must satisfy all general requirements of the School of Graduate Studies as well as requirements of the History Department.

Thesis Option

1. The M.A. degree (thesis option) requires a minimum of 30 credit hours.
2. In consultation with a designated advisor, the student will select a supervisory committee and prepare a program of study that provides the student with the academic tools necessary for advanced scholarly research, responds to the student’s academic and professional interests and goals, and fulfills all degree requirements. At the discretion of the student’s advisor, this program may require demonstrable proficiency in a foreign language and may include a minor or cognate.
3. The following coursework is required:
   4. HIST 501 Methods of Historical Research  3
   HIST 502 Historiography  3
   Select one of the following (research seminar):  3
   HIST 511 Research Seminar in American History
   HIST 513 Research Seminar in World History
   HIST 515 Research Seminar in European History
   Select two of the following (reading courses):  6
   HIST 592 Readings in World History
   HIST 593 Readings in American History
   HIST 594 Readings in European History
   Electives  9
   HIST 998 Thesis  6
   Total Credits  30

4. The candidate will successfully complete, defend and submit to the School of Graduate Studies a thesis that meets the History Department's established guidelines.

Non-Thesis Option

1. The M.A. degree (non-thesis option) requires a total of 35 credit hours.
2. In consultation with a designated advisor, the student will select a supervisory committee and prepare a program of study that provides the student with the academic tools necessary for advanced scholarly research, responds to the student’s academic and professional interests and goals, and fulfills all degree requirements. At the discretion of the student’s advisor, this program may require demonstrable proficiency in a foreign language, and may include a minor or cognate.
3. The following coursework is required:
   HIST 501 Methods of Historical Research  3
   HIST 502 Historiography  3
   Select two of the following (research seminar):  6
   HIST 511 Research Seminar in American History
   HIST 513 Research Seminar in World History
   HIST 515 Research Seminar in European History
   Select two of the following (reading courses):  6
   HIST 592 Readings in World History
   HIST 593 Readings in American History
   HIST 594 Readings in European History
   Electives  15
   HIST 997 Independent Study (see #4 below)  2
   Total Credits  35

4. With the approval of the student’s advisor, up to twelve of these credits may be taken within the minor or cognate.

5. The candidate will successfully complete a scholarly independent investigation of a topic chosen in consultation with the advisor and members of the supervisory committee.

6. The candidate will successfully complete a comprehensive written examination administered by the advisor and supervisory committee, responding to the student’s program of study.

Doctor of Arts (D.A.)

Admission Requirements

The applicant must meet the School of Graduate Studies’s current minimum general admission requirements as published in the graduate catalog.

1. All M.A. admission requirements.
2. A master’s degree, preferably in history and with thesis, but at least 15 semester credits of history at the graduate level.
3. A GPA of at least 3.50 for the master’s level work.
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
5. Preference will be given to applicants with teaching experience, especially in the fields of history, the social sciences, or the humanities.
6. To insure full consideration of applications, especially for tuition waivers and graduate teaching assistantships, the application deadline for Fall admission is March 15 and for Spring admission it is September 30. Later applications will be considered.

Degree Requirements

Students seeking the Doctor of Arts degree at the University of North Dakota must satisfy all general requirements of the School of Graduate Studies as well as specific requirements of the History Department.

1. Completion of 90 semester credits beyond the baccalaureate degree, including acceptable master’s work.
2. The following coursework:
   3. HIST 501 Methods of Historical Research  3
   HIST 502 Historiography  3
   HIST 551 Seminar in the Teaching of History  3
   Select one of the following (research seminar):  3
   HIST 511 Research Seminar in American History
   HIST 513 Research Seminar in World History
   HIST 515 Research Seminar in European History
   Select two of the following (reading courses):  6
   HIST 592 Readings in World History
   HIST 593 Readings in American History
   HIST 594 Readings in European History
   Total Credits  18

4. An area of concentration in one of the following fields: U.S. History to 1877, U.S. History since 1877, Pre-Modern European/Mediterranean History to 1750, Modern European History, World History. The concentration will include:
   A. 12 elective graduate credits in the field of concentration.
   B. HIST 595 Research (12 credits). An independent research project exploring a topic of significant concern to historians and teachers of history.

5. The following coursework:
   6. T&L 539 College Teaching  3
   Select one of the following:  3
   PSYC 501 Psychological Foundations Educ
   T&L 544 Assessment in Higher Education
   T&L 545 Adult Learners
   T&L 547 Technology in Higher Education
   Total Credits  6
7. Dakota must satisfy all general requirements of the School of Graduate Studies.

8. The program will require at least one academic year in residence. Supervision of the internship is the responsibility of the student’s faculty advisor or an alternative named by the Department Graduate Committee. Students in the internship will:

- Complete the internship of nine credits. Supervision of the internship is the responsibility of the student’s faculty advisor or an alternative named by the Department Graduate Committee. Students in the internship will:
- Complete the internship of nine credits. Supervision of the internship is the responsibility of the student’s faculty advisor or an alternative named by the Department Graduate Committee. Students in the internship will:
- Complete the internship of nine credits. Supervision of the internship is the responsibility of the student’s faculty advisor or an alternative named by the Department Graduate Committee. Students in the internship will:
- Complete the internship of nine credits. Supervision of the internship is the responsibility of the student’s faculty advisor or an alternative named by the Department Graduate Committee. Students in the internship will:

9. Written examinations in both United States fields and in two of the three European fields selected on the basis of work done in a Master’s degree program as well as the doctoral program. (Exams may be given in 60 hours of the program of study have been completed.)

Doctor of Philosophy (Ph.D.)

Combined Ph.D. Program with NDSU

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Preference for admission into the Ph.D. program with full graduate standing will be given to applicants who have a GPA of at least 3.5 in history courses in an earned bachelor’s or master’s degree.

2. Applicants will submit a statement of intent clearly outlining the applicant’s research interests, career goals, and purpose for seeking a Ph.D. in history.

3. Applicants will submit a substantial paper previously submitted for a class in history to provide evidence of ability to research thoroughly, to interpret and analyze primary and secondary sources, to synthesize information, to organize thoughts logically, and to communicate clearly and effectively.

4. Scores on the Graduate Record Examination are required.

5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements of the School of Graduate Studies as well as specific requirements of the History Department.

1. Students must satisfactorily complete 90 credits beyond the bachelor’s degree. Students entering with an M.A. degree must complete at least 60 additional semester graduate credits. Core course requirements must be met which include: Methods of Historical Research, Historiography, Seminar in the Teaching of History, at least two research seminars, and at least two readings courses. Students must complete 36 course credits with at least 27 credits in history courses. Students will earn 12 credits in two or more major fields. Students may choose a third major field or a minor field (nine semester credits).

2. Students must have a proficiency in two languages other than their native language or two foreign languages and one special research skill such as statistics or computer science.

3. The program will require at least one academic year in residence at one campus. Each student will register at one of the universities that will be the student’s academic “home.” The student’s adviser must be employed in the home university. At least one member of the student’s committee must be employed at the other (not home) university. Students may have to take courses at both universities.

4. Students will write three comprehensive examinations in their major and minor fields. The exams will be read and graded by the supervisory committee. Students will complete an oral examination based on the written exams. The oral examination is to be conducted by the supervisory committee.

5. Students will write a dissertation (up to 24 credits) on an approved topic in consultation with the faculty adviser and the supervisory committee of five faculty. The dissertation must be based on extensive research in primary and secondary sources, must argue an original thesis, and must be defended before the supervisory committee.

6. The committee will be composed of the faculty adviser who represents the student’s field of study and who will direct the research and writing of the dissertation. A second member of the committee (second reader) represents the student’s major field of study. A third member of the committee will represent the student’s minor field of study. The fourth member of the committee represents either the student’s major field or minor field. At least one of the four history faculty must be from the cooperating (non-home) university. The School of Graduate Studies will appoint the fifth member of the committee.

Residency Requirements

1. Students enrolled in the Ph.D. program are required to complete at least one academic year (18 credits minimum) in residence at one campus.

2. Resident students may qualify for teaching assistantships. Students who have completed a M.A. degree may be assigned full responsibility for undergraduate courses or may be assigned to assist a faculty member in teaching courses.

3. Students will be required to take some courses from faculty at both campuses, but will register at only one university. Some courses will be offered by interactive video network, some will be offered through internet online systems, some courses will require students to travel to the other campus.

4. Students not residing on one of the cooperating campus will have to have access to a satisfactory research library for various courses and for dissertation research.

Courses

‡ All 593 and 594 courses involve reading, bibliographical study, discussion, and writing. Study may be confined to a subtopic within the general subject area. Repeatable with different subtopics. Students in the M.A. program will not ordinarily take more than one 593 or 594 in the primary concentration.

The following undergraduate courses are eligible for inclusion on graduate programs of study. Additional assignments and higher standards of accomplishment are required of students taking these courses for graduate credit.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 344</td>
<td>Ancient Rome</td>
<td>3</td>
</tr>
<tr>
<td>HIST 405</td>
<td>The United States: Age of Jefferson and Jackson, 1789-1850</td>
<td>3</td>
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<tr>
<td>HIST 406</td>
<td>The United States: Civil War and Reconstruction, 1850-1877</td>
<td>3</td>
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<td>HIST 407</td>
<td>The United States: Rise of Industrial America, 1877-1917</td>
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<td>HIST 408</td>
<td>The United States, 1920-1945</td>
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<td>HIST 412</td>
<td>U.S. Foreign Relations since 1900</td>
<td>3</td>
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<td>HIST 413</td>
<td>The United States since 1945</td>
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<tr>
<td>HIST 419</td>
<td>Great Britain since 1815</td>
<td>3</td>
</tr>
<tr>
<td>HIST 431</td>
<td>Seminar in the History of the Great Plains</td>
<td>3</td>
</tr>
<tr>
<td>HIST 460</td>
<td>The Atlantic World</td>
<td>3</td>
</tr>
<tr>
<td>HIST 470</td>
<td>United States-Canadian Relations, 1776 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST 480</td>
<td>Introduction to Public History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 481</td>
<td>Public History Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Fields

Great Plains History
Rural History
North American History
Western European History

Minor Fields

Public History
World History

Libraries

The combined UND/NDSU libraries contain over two million volumes. In addition, each university library houses an archive of historic materials that has supported the research of many faculty members and visiting scholars.
The catalogs of the Chester Fritz Library and the Elwyn B. Robinson Department of Special Collections at the University of North Dakota are available online.

The catalog of the Libraries at North Dakota State University is available online along with the catalog of the Institute for Regional Studies.

The North Dakota State University Library also houses the Germans From Russia Heritage Collection.

Locations
The University of North Dakota is in Grand Forks and North Dakota State University is in Fargo. Both cities are situated along Interstate 29 about 75 miles apart.

Courses
HIST 501. Methods of Historical Research. 3 Credits.
This course is intended to teach graduate students to comprehend, analyze, apply, and evaluate the basic techniques and frameworks for historical research. These include basic historical theories, methods, and problems (such as causality, objectivity, types of evidence, schools of historical thought, evaluation of sources, qualitative and quantitative analysis). Students will also learn how to use standard databases and bibliographical aids to find, identify, and assess appropriate information to support, modify, or reject historical interpretations and arguments. Prerequisite: Graduate status.

HIST 502. Historiography. 3 Credits.
Required for all candidates for advanced degrees in history. An introduction to the history of historical thought, from the classical Greeks to the present, with examination of some of the works of important historians writing in the western tradition. The first half of the course is primarily devoted to classical and European historians; the second half is primarily devoted to modern and American historians.

HIST 503. Advanced Historical Methods. 3 Credits.
This course introduces students to a specific historical research methodology through instruction and practice. Repeatable up to 6 credits.

HIST 511. Research Seminar in American History. 3 Credits.
Required for all candidates for the Doctor of Philosophy, Doctor of Arts, and Master of Arts who do not take History 515. This course requires preparation of a research paper. The subject of the research will be within an announced general topic area of American History. Repeatable.

HIST 513. Research Seminar in World History. 3 Credits.
This course introduces students to the research and writing of World History with a stress on the proper utilization of comparative and thematic methodology. It requires the preparation of a research paper that utilizes the methodology of World History.

HIST 515. Research Seminar in European History. 3 Credits.
Required for all candidates for the Doctor of Philosophy, Doctor of Arts, and Master of Arts who do not take History 511. This course requires preparation of a research paper. The subject of the research will be within an announced general topic area of European History. Repeatable.

HIST 520. Material Culture. 3 Credits.
This course introduces students to a material culture research methodology through reading, discussion, research, and writing.

HIST 521. Public History. 3 Credits.
This course exposes students to the practice of public history through readings, discussion, research, and writing. Repeatable to six credits.

HIST 551. Seminar in the Teaching of History. 3 Credits.
Required of all students pursuing the Doctor of Philosophy and Doctor of Arts. Includes methods appropriate to college-level teaching. Class consists of discussion, demonstration, and practice.

HIST 585. Directed Readings. 3 Credits.
Independent, directed readings on a topic tailored to the individual needs of the student. Doctoral students may repeat this course to a maximum of 6 credits; Masters students may not repeat the course. Prerequisite: Graduate status.

HIST 592. Readings in World History. 3 Credits.
This course focuses upon the reading and understanding of World History historiography, theories and methods through thematic and comparative readings. Repeatable.

HIST 593. Readings in American History. 2-3 Credits.
Topics vary. Involves reading, bibliographical study, discussion, and writing. Study may be confined to a subtopic within the general subject area. Repeatable with different subtopics. Students in the M.A. program with a U.S. primary concentration will not ordinarily take more than one 593.

HIST 594. Readings in European History. 2-3 Credits.
Topics vary. Involves reading, bibliographical study, discussion, and writing. Study may be confined to a subtopic within the general subject area. Repeatable with different subtopics. Students in the M.A. program with a European primary concentration will not ordinarily take more than one 594.

HIST 595. Research. 1-6 Credits.
Requires a research project that will be a component of the area of concentration. Repeatable to 12 credits. For candidates for the Doctor of Arts only.

HIST 599. Internship in the Teaching of History. 3 Credits.
The internship requires the teaching of three courses to demonstrate proficiency in college-level teaching at the undergraduate level. Although the teaching is supervised, the student has full responsibility for the courses. The internship may be conducted on this campus or, with proper arrangement and supervision, on another campus. May be repeated to a maximum of nine credits. For candidates for the Doctor of Arts only.

Undergraduate Courses for Graduate Credit
HIST 344. Ancient Rome. 3 Credits.
A survey of the prehistory, historical development, and ultimate decline in Rome. In addition to inquiries into the military, political, cultural, economic, and religious experiences of the ancient Romans, this course will attempt to delineate those qualities of life that were peculiarly Roman.

HIST 405. The United States: Age of Jefferson and Jackson, 1789-1850. 3 Credits.
A study of the creation of a new, expansive nationalism in the development of new institutions and new national character, and the simultaneous growth of sectional forces which brought the new nation to the brink of Civil War.

HIST 406. The United States: Civil War and Reconstruction, 1850-1877. 3 Credits.
A study of the acceleration of the forces of sectionalism and racism that caused the temporary breakdown of the American democratic process and the tragedy of Civil War and Reconstruction.

HIST 407. The United States: Rise of Industrial America, 1877-1917. 3 Credits.
A survey of the rise of America to industrial and world power. Emphasis is placed upon the great changes which the Industrial Revolution brought and the American response to these changes. Detailed attention is given to the Populist and Progressive movements.

HIST 408. The United States, 1920-1945. 3 Credits.
A study of American society from the end of World War I through World War II. Emphasis will be placed upon the Republican ascendancy and social changes during the 1920s, the causes of the Great Depression, the New Deal, the road to World War II, and the war, especially the homefront.

HIST 412. U.S. Foreign Relations since 1900. 3 Credits.
An advanced survey of the major policies advocated and pursued by the United States during the 20th century.

HIST 413. The United States since 1945. 3 Credits.
An advanced examination of the United States as it has developed from the height of its power, influence, and prosperity through years of upheaval, cultural and political transformation, and economic decline.

HIST 419. Great Britain since 1815. 3 Credits.
A survey of British history since 1815 with an emphasis on the state of mind known as "Victorian," as it was manifested, practiced, or criticized in the nineteenth century; its influence on economics, politics, foreign affairs, and social policy; and its vestiges in modern-day Britain.
**Kinesiology and Public Health Education**

http://und.edu/kinesiology-public-health-education

**FACULTY:** Caine (Chair), Hastmann, Rhoades, M. Short, S. Short, Steen and Whitehead (Graduate Program Director)

**Degree Granted: Master of Science (M.S.)**

The Department of Kinesiology and Public Health Education offers individualized programs of study that lead to the Master of Science (thesis or non-thesis option) with a major in Kinesiology. The program provides students with opportunities to study the scientific foundations of kinesiology as well as several of its professional applications. Faculty and students work together to develop programs of study to meet the M.S. degree requirements (see below), to assist with students' academic and professional goals, and to contribute to the Department mission.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

**Master of Science (M.S.)**

**Mission Statement**

The Department of Kinesiology and Public Health Education exists to promote lifelong participation in physical activity, exercise, and sport for the people of North Dakota and beyond. The mission of the Department's Graduate Program is to prepare students for a variety of professional careers in Kinesiology by providing a rigorous and dynamic curriculum which integrates classroom work and experiential learning opportunities.

**Admission Requirements**

Applicants who are seeking admission to the School of Graduate Studies must meet all of the minimum general School of Graduate Studies admission requirements identified in the graduate catalog. In addition, the prospective students must fulfill the requirements for admission to the graduate program in Kinesiology.

1. A four-year bachelor's degree from a recognized college or university.
2. A minimum of 20 semester credits of undergraduate academic coursework in kinesiology and related areas. The following undergraduate courses (or equivalents) are required:
   
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<th>Course</th>
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<tr>
<td>KIN 402</td>
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<td>or KIN 332</td>
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<td>KIN 276</td>
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<td>or KIN 355</td>
<td>3</td>
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<tr>
<td>KIN 440</td>
<td>3</td>
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<td>or KIN 401</td>
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3. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A= 4.00).
4. Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.
5. Students who have received a bachelor's degree or higher from the United States, or countries where English is the native language, e.g., Australia, New Zealand, England, Canada, are not required to submit the TOEFL.
6. A personal statement of academic and professional goals, which will be used to evaluate the potential for success in the graduate program and the adequacy and appropriateness of undergraduate/professional preparation.
7. Satisfactory scores on the Graduate Record Examination (General Test). Note: An applicant without satisfactory undergraduate preparation may be admitted to the program, but will be required to remove deficiencies by completing the necessary undergraduate courses without receiving graduate credit for them.

**Degree Requirements**

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Kinesiology Graduate Program.

### Thesis Option:

1. A major of at least 30 credits.
2. Completion of:
   
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<tr>
<th>Course</th>
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<tr>
<td>KIN 501</td>
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<td>KIN 526</td>
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<tr>
<td>KIN 561</td>
<td>2</td>
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<tr>
<td>KIN 998</td>
<td>4-9</td>
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</tbody>
</table>

3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.
5. Establish the Faculty Advisory Committee and submit the Program of Study by the completion of nine graduate credits.

### Non-Thesis Option:

1. A major of at least 32 credits.
2. Completion of:
   
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<th>Course</th>
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<tr>
<td>KIN 501</td>
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<td>KIN 526</td>
<td>3</td>
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<tr>
<td>KIN 561</td>
<td>2</td>
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<tr>
<td>KIN 997</td>
<td>2</td>
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</tbody>
</table>

3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.
5. Select permanent advisor and submit the Program of Study by the completion of nine graduate credits.
6. Complete independent study.
8. Pass a written and oral final comprehensive examination administered by a committee made up of members from the department’s graduate faculty.

Courses

KIN 501. Introduction to Research in Kinesiology. 4 Credits. The study of quantitative and qualitative research methods used in the field of kinesiology.

KIN 502. Evaluation in Kinesiology. 3 Credits. The course will deal with the determination of standards for human performance in kinesiology, and the principles to apply these standards for exercise prescription. Prerequisite: PHE 415 or consent of instructor.

KIN 511. Theory and Practice in Administration. 2 Credits. A study of the knowledge, skills and insights as they relate to planning, management and leadership necessary for effective administration of programs. Prerequisite: KIN 341 or consent of instructor.

KIN 512. Theory and Practice in Sports Administration. 2 Credits. Problems, policies and facilities in athletic departments with emphasis at the secondary level. Public relations problems met and problems of interrelationships with the general curriculum.

KIN 513. Supervision of Teaching and Coaching in Sports and Fitness Education. 3 Credits. The study of the knowledge and skills necessary to supervise teaching and coaching in sport and fitness education. Prerequisite: KIN 521 or consent of instructor.

KIN 514. Theory and Practice in Intramural Sports Administration. 2 Credits. Study of the basic ingredients required to administer a successful intramural program.

KIN 520. Curriculum Development for Physical Education. 3 Credits. A study of processes for planning, implementing, and evaluating curriculum in physical education.

KIN 521. Analysis of Teaching and Coaching. 3 Credits. A review of the knowledge and skills for instruction of physical activity and sports, with practical applications to teaching and coaching.

KIN 523. Historical and Philosophical Foundations. 2 Credits. Educational justification of various phases of the kinesiology based on historical and philosophical evidence.

KIN 524. Adapted Activities. 3 Credits. Theory and practice of modified activities adapted to needs, capacities and abilities of the atypical child. Prerequisite: KIN 404 or consent of instructor.

KIN 525. Motor Development. 3 Credits. Study of age-related performance changes across the life span. Emphasis will be on physical and mental change as they affect motor skill acquisition and performance. Prerequisite: KIN 276 or KIN 355 or consent of instructor.

KIN 526. Introduction to Kinesiology Statistics. 3 Credits. Understanding, interpreting, and reporting results of basic statistical analyses (descriptive and inferential, up to and including factorial and repeated measures ANOVAs) used in kinesiology research. Kinesiology major or consent of instructor is the prerequisite.

KIN 529. Exercise Psychology. 3 Credits. A research-based study of the psychological aspects that are associated with participation in exercise/physical activity. Prerequisite: KIN 440 or consent of instructor.

KIN 530. Sports Biomechanics. 4 Credits. The application of principles of mechanics to the study of human motion. Prerequisite: KIN 332 or consent of instructor.

KIN 531. Sport Psychology. 3 Credits. A research-based study of the psychological aspects associated with participation in sport. Prerequisite: KIN 440 or consent of instructor.

KIN 532. Exercise Physiology Laboratory Techniques. 3 Credits. This course provides an overview of laboratory and field measurements common to exercise physiology. The course focuses on the use of these measurements for conducting physical fitness and wellness assessments and exercise physiology related research. Prerequisite: KIN 402.

KIN 533. Motor Learning and Control. 3 Credits. Study of the acquisition and control of human motor skill. Prerequisite: KIN 276 or equivalent or consent of instructor.

KIN 534. Sport Sociology. 3 Credits. This course is designed to examine various sociological factors in American society and their relationship to the sport experience. Prerequisite: KIN 401 or consent of instructor.

KIN 535. Advanced Exercise Physiology I. 3 Credits. The focus of this course is on the mechanisms which affect the cardiovascular and pulmonary system responses at rest, during and after exercise. Prerequisites: KIN 402 or equivalent and consent of instructor.

KIN 536. Advanced Exercise Physiology II. 3 Credits. Acute and chronic muscle function, energy metabolism, and regulatory process of skeletal muscle and muscle cell function during rest, during exercise and during recovery will be the focus of this lecture course. Prerequisites: KIN 402 or equivalent and consent of instructor.

KIN 537. Applied Sport Psychology. 3 Credits. A study of psychological skill training programs for use with team and individual sports athletes. Prerequisite: KIN 440 or consent of instructor.

KIN 538. Exercise in Health and Disease. 3 Credits. The role of exercise in the prevention and rehabilitation of individuals in various disease states (e.g., atherosclerosis, chronic obstructive lung disease, hypertension, diabetes, osteoporosis, obesity, and others) and health states (e.g., aging and pregnancy). This is a lecture course. Prerequisite: KIN 535 or consent of the instructor.

KIN 539. Theory and Practice of Exercise Testing. 3 Credits. The focus of this lecture course is on the electrophysiology of myocardial function and exercise prescription for symptomatic and asymptomatic populations. Students will learn to interpret resting and exercise electrocardiogram recordings. Prerequisite: Consent of instructor.

KIN 540. Teaching Lifetime Fitness. 3 Credits. A study of the philosophical, disciplinary, and professional considerations that are necessary for the optimal planning and execution of lifetime fitness/wellness education programs in public schools and allied settings.

KIN 541. Adult Fitness Programming. 3 Credits. A study of adult fitness and wellness programs in different settings and for a variety of adult subpopulations and special groups.

KIN 555. Special Topics in Kinesiology. 1-4 Credits. Investigation of special topics in the study of kinesiology not included in current departmental course offerings. Repeatable when topics differ.

KIN 560. Seminar in Kinesiology. 1 Credit. Presentations of current topics based on reviews of literature. Repeatable to 4 credits. Prerequisite: Consent of instructor.

KIN 561. Critical Synthesis and Analysis in Kinesiology. 2 Credits. This course is designed to provide the student with the opportunity to critically analyze and synthesize selected topics in kinesiology. Prerequisite: 20 hours of graduate credit.

KIN 585. Internship in Kinesiology. 3-6 Credits. Professional experience and skill development through supervised placement at an approved work site (or other program) relevant to the course of study. Repeatable to 6 credits. Prerequisites: Appropriate foundational and major area coursework and consent of advisor and on-site supervisor.

KIN 590. Individual Research in Kinesiology. 1-4 Credits. Library, laboratory or field research of an approved project in Kinesiology. Repeatable to 4 credits. Prerequisites: KIN 501 and consent of the student’s faculty advisor.

KIN 592. Directed Readings in Kinesiology. 2-3 Credits. Extensive readings to cover a student’s area of specialization and interest; written reports are required (may be repeated to a total of six credits). Prerequisites: KIN 501 and consent of the student’s faculty advisor.

KIN 596. Continuing Enrollment. 1-12 Credits.

KIN 997. Independent Study. 2 Credits.


Linguistics

http://arts-sciences.und.edu/summer-institute-of-linguistics
FACULTY: Baart, Baker, Bickford (Program Director), C. Black, H. A. Black, Blass, Clifton (Graduate Director), Fraiser, M.H. Fried, R. Fried, Hansen, Karan, Marlett, Roberts, Slater, Snider, Trammel, D.A. Weber and D.D. Weber

Degree Granted: Master of Arts (M.A.) and Graduate Certificate in Community-Based Literacy as Applied Linguistics

The graduate program in Linguistics provides graduate education in linguistics, with a particular focus on theoretically-informed descriptive linguistics in preparation for careers involving minority-language communities and lesser-studied languages. It is particularly appropriate for students anticipating careers in language development, documenting endangered languages, language survey, translation, and literacy.

It is a cooperative program between UND and SIL International, and operates primarily during a nine-week summer session every year. Students are initially accepted into the program only in the summer session when the program’s faculty members are on campus.

Students may take the linguistics courses without applying to a degree or certificate program. U.S. citizens who wish to take linguistics courses (whether in a degree/certificate program or not) should apply directly to SIL each year, preferably by April 1. International students should start their applications by February 15. In addition, if people want to enter the M.A. program in a given summer, they must complete all UND application requirements by March 1; for entering the certificate program, the deadline is May 1.

Application and other information is available at: http://arts-sciences.und.edu/summer-institute-linguistics/ or call 1-800-292-1621. The director of the linguistics program is Albert Bickford, SIL-UND, 16131 N. Vernon Dr., Tucson, AZ 85739 (director_silund@sil.org) and the director of graduate studies is John Clifton (john.clifton@und.nodak.edu). Information is also available from the SIL office on campus when the courses are in session during the summer (777-0575).

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Arts (M.A.)

Mission Statement and Program Goals

The Graduate Program in Linguistics provides intensive graduate instruction, integrating linguistic theory with practical application, in the areas of language research, documentation, description, and development of linguistic resources such as writing systems, literacy, native literature, and translated materials.

The distinctive focus of the program relates to work in multicultural, multilingual settings involving both major and lesser-studied languages, both spoken and signed. It is designed to move students toward careers involving linguistic analysis, acquisition of languages and cultures, linguistic community development, literacy, or translation.

Goal 1: Students will demonstrate knowledge of selected disciplinary subfields, publications and theoretical approaches within the field of linguistics.

Goal 2: Students will demonstrate ability to conduct independent research in the field of linguistics, especially in languages and situations where relatively little previous study has been undertaken.

Master of Arts (M.A.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor’s degree from a recognized college or university.
2. A minimum of 20 semester credits in linguistics or related fields, e.g., foreign language, of which at least 10 credits must be in linguistics, and which must include the equivalent of LING 452 Syntax and Morphology I.
3. A cumulative Grade Point Average (GPA) of at least 2.8 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A= 4.00).
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
5. Students deficient in prerequisite credits (see #2 above) should generally plan to take their first summer as non-degree graduate students. Up to nine credits taken as a non-degree graduate student can be applied to the M.A. Therefore, students who meet some, but not all, of the prerequisites can use some of the credits gained as non-degree graduate students to meet the prerequisites, and apply some to the M.A. Foreign language proficiency may be demonstrated by passing an examination in the language in lieu of formal credits.

Degree Requirements

Students seeking the Master of Arts degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Linguistics Program.

1. A minimum of 32 credits including:
   A. 3 credits listed in the Linguistics section of the graduate catalog in the area of phonetics/phonology
   B. 3 credits in Linguistics in syntax/semantics
   C. 3 credits in Linguistics in applied linguistics
   D. LING 580 Academic Writing in Linguistics
   E. 4 credits for a thesis
   F. At least 5 other credits in Linguistics

2. Of the remaining 13 credits, courses with linguistics content offered by other departments, such as English, may be counted as linguistics credits for the major.

3. Up to 4 credits of Directed Study and Research courses, e.g. LING 590 Directed Studies in Linguistics and LING 594 Research in Linguistics, may be used to supplement the standard graduate course offerings.

4. Nine credits may be in a minor or in cognate courses (see the Degree Requirements (p. 256) section of the graduate catalog.)

5. At least one-half of the credits must be at or above the 500-level.

6. Students normally satisfy the residency requirements by spending at least two summers enrolled in the program.

7. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.

8. The thesis will be based on the analysis of language data collected by the student or on theoretical or applied applications of data arising from language research.

See more detailed information at: http://arts-sciences.und.edu/summer-institute-of-linguistics.

Graduate Certificate in Community-Based Literacy as Applied Linguistics

The Graduate Certificate in Community-Based Literacy as Applied Linguistics, which is offered as part of UND’s Linguistics program, is intended to prepare students to promote literacy in other countries, particularly in multilingual societies and through non-traditional programs that are outside the formal educational system. Examples of such programs include those that address adult functional literacy (in health, agriculture, etc.), rights-based literacy, literacy in the local language first with transition to biliteracy in a national language or other language of wider communication, and transfer of literacy skills from a language of wider communication to literacy in the local language.

Mission Statement

To prepare students to organize, teach, manage and promote non-formal literacy programs in multilingual societies, particularly in developing countries, and to provide a graduate-level credential to people working in literacy in other countries where such a credential is often expected by governments and NGOs and can be very helpful for career advancement.

Admission Requirements

1. A four-year bachelor’s degree from a recognized college or university.
2. Either:
   A. one year of experience living and working in another country and
culture; or
   B. a course in cultural anthropology or sociolinguistics at the 300-level
   or higher.
3. A GPA for all previous college-level work of 2.8 or better.
   In addition, it is recommended that students have either a background in
   education or in linguistics (such as one summer at UND taking courses from
   SIL).

Certificate Requirements

1. The following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 520 Foundational Issues of Community-based Literacy in Multilingual Societies</td>
<td>3</td>
</tr>
<tr>
<td>LING 521 Literacy Program Planning and Management</td>
<td>3</td>
</tr>
<tr>
<td>LING 522 Materials and Methods in Adult Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LING 530 Introduction to Writing Systems</td>
<td>1</td>
</tr>
<tr>
<td>Total Credits</td>
<td>10</td>
</tr>
</tbody>
</table>

(Students must be accepted into the certificate program before enrolling in any of these courses.)

A maximum of nine credits from this graduate certificate may be used toward the M.A. in linguistics, if the student enrolls in the M.A. program after completing the certificate. No professional accreditation is associated with the certificate.

See more detailed information at: http://arts-sciences.und.edu/summer-institute-of-linguistics.

Courses

LING 502. Acoustic Phonetics. 3 Credits.
This course focuses on the instrumental study of the acoustic properties of speech sounds, speech analysis, experimental techniques, and laboratory work. By the end of the course, students should be confident in their abilities to plan, carry out and analyze the results of experiments in phonetics; and to relate acoustic phonetic data to their linguistic analyses. Basic techniques in experimental phonetics such as recording, annotation, fundamental frequency analysis, formant frequency analysis, and spectrographic analysis will be studied. Prerequisite: LING 450. Prerequisite or corequisite: LING 451.

LING 503. Phonology II. 3 Credits.
Phonological phenomena examined from current theoretical frameworks; emphasis on creation and testing of hypotheses about the phonological systems of particular languages. The particular theoretical orientation varies depending on the instructor; often, more than one framework is used. The course assumes basic knowledge of rule-based generative phonology. Prerequisites: LING 450, LING 451, or equivalent.

LING 504. Syntax II. 3 Credits.
Drawing on one or more theories from the generative tradition, this course explores syntactic forms that are commonly attested in human language. There is emphasis on the role of language universals and linguistic argumentation in arriving at analyses of language phenomena. Prerequisite: LING 452.

LING 505. Typology and Discourse. 3 Credits.
The course covers recent trends relating to language typology and cross-linguistic generalizations, focusing on the domains of morphosyntax, semantics and pragmatics. Prerequisite: LING 452.

LING 506. Field Methods. 3 Credits.
Practical aspects of linguistic field work and analysis, including an intensive practicum with speakers of a non-Western language for the purposes of developing skill in data collection, data management (using some computational tools), and the analysis and description of the phonological, grammatical and lexical structures of human languages. Prerequisites: LING 450 and LING 452 or equivalent. Corequisite: LING 451 or equivalent. Recommended Prequisite: LING 480.

LING 506L Media Technology for Linguistic Research. 1 Credit.
Specialized hardware and software tools for linguistic research on spoken or signed languages (recording, analyzing, and presenting data), with focus on digital images, audio and video, as well as transcription and annotation tools for text analysis. Each student focuses on tools for either signed or spoken languages, with separate sections for each; the class may be retaken for credit if the focus is different. Intended to be taken alongside Ling 506 Field Methods, but can also be taken independently, as it is also useful in preparation for several other courses, such as Acoustic Phonetics, Sign Language Phonology, Sign Language Morphosyntax, and for a thesis that involves language data collection or language documentation. Repeatable to a maximum of 2 credits.

LING 507. Special Topics in Linguistics. 1-4 Credits.
Topics of current interest in linguistics. May be repeated if topic is different.

LING 510. Semantics and Pragmatics. 3 Credits.
Various dimensions of meaning on the lexical, propositional, and interpropositional levels. Meaning is studied both as a property of linguistic expressions and as derived from contextual factors. Topics include principles of lexicography, selectional restrictions, operators and their scope, illocutionary force, inference, and relations between form and meaning. Prerequisite: LING 452 or equivalent.

LING 511. Translation of Texts: Theory and Practice. 3 Credits.
This course is an introduction to the theory and practice of text translation, emphasizing the accurate, natural and clear transference of meaning across languages and cultures. Current issues in translation theory will be discussed, especially the approach based on Relevance Theory. Practical aspects of the course will include recognizing common translation problems and solutions, maintaining quality control, the role of computation, program planning aspects of translation projects or activities and teaching others to translate. Prerequisites: LING 452 and two years of foreign language or equivalent proficiency. Corequisite: LING 510.

LING 512. Sociolinguistic Methods in Language Survey. 3 Credits.
This course covers the principles of surveying, quantifying, and interpreting data on language attitudes, identity, bilingualism, intelligibility, vitality, language spread, shift, maintenance and death. Prequisites or corequisites: LING 450 and LING 470.

LING 512L. Sociolinguistic Methods in Language Survey. 1 Credit.
This course is an optional lab to be taken alongside Ling 512, enabling potential language surveyors to learn some of the core procedures that are recommended to achieve common survey objectives. Prequisites or corequisites: LING 450 and LING 470.

LING 513. Tone Analysis. 3 Credits.
Analysis of tone systems in the world’s spoken languages, covering a comprehensive variety of common tonal phenomena and tone systems. Methodology for analyzing a tonal language, so as to clearly and accurately describe its particular tone system. Implications of tone analysis for orthography development. Prequisites: LING 450, LING 451 and LING 452.

LING 516. Phonology of Signed Languages. 2-3 Credits.
How the basic phonetic elements in a natural signed language function together in the phonological system of the language. Practice in the application of various theoretical frameworks to problem solving and analysis of specific signed languages, and in applying theoretical concepts of general phonology to signed language research. Prerequisites: LING 455 and proficiency in a natural signed language equivalent to at least one year of college-level study.

LING 519. Introduction to Literacy Principles. 3 Credits.
Introduction to literacy principles, methods, materials and programs in multilingual societies, especially those involving one or more minority languages. Includes language policy and planning, reading theory, materials design, and literacy program design and implementation, with special emphasis on training and assisting members of the minority language community to establish and maintain ongoing literacy programs. Intended as an introduction to the topic for field linguists who are not planning to be literacy specialists. Content is similar to the package of courses 520/521/522, but in less depth; it may be taught with some class sessions in common with the larger package. May not be used for graduate credit on the same program of study as 520/521/522. Prerequisites: LING 451 and LING 452 or equivalents. Corequisite (recommended): LING 530.

LING 507L. Special Topics in Linguistics. 1-4 Credits.
Topics of current interest in linguistics. May be repeated if topic is different.

LING 510. Semantics and Pragmatics. 3 Credits.
Various dimensions of meaning on the lexical, propositional, and interpropositional levels. Meaning is studied both as a property of linguistic expressions and as derived from contextual factors. Topics include principles of lexicography, selectional restrictions, operators and their scope, illocutionary force, inference, and relations between form and meaning. Prerequisite: LING 452 or equivalent.

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LING 520. Foundational Issues of Community-based Literacy in Multilingual Societies. 3 Credits.
Upon completion of this course, students will be able to: (a) explain in detail the inter-relationship between illiteracy, poverty, politics and environment; (b) identify and describe the major movements and trends in literacy; (c) explain and teach the principles of adult education; (d) identify the major "players" in the field of adult literacy; (e) explain the major issues involved in developing a multilingual education program for school children. Corequisites: LING 521, LING 522 and LING 530.

LING 521. Literacy Program Planning and Management. 3 Credits.
Upon completion of this course, students will be able to: (a) explain, with examples, change processes in traditional communities; (b) design a complete literacy program; (c) explain alternative strategies for designing and managing a literacy program; (d) evaluate the need for external funding in a literacy program; (e) do detailed costing for a literacy program; (f) write a funding proposal for a literacy program; and (g) use the LinguaLinks Electronic Performance Support system and access relevant Internet resources. Corequisites: LING 520, LING 522 and LING 530.

LING 522. Materials and Methods in Adult Literacy. 3 Credits.
Upon completion of this course, students will be able to: (a) explain some of the major theories of reading and the history of their evolution; (b) explain, describe, and critique various instructional strategies for teaching reading; (c) design instructional materials from any one of five different strategies for teaching reading; (d) design teacher training protocols for literacy programs; (e) design testing protocols for reading materials; (f) develop instructional materials for transliterate literacy programs; (g) organize and direct a writers' workshop; and (h) explain the need for postliteracy materials and how to develop these. Corequisites: LING 520, LING 521 and LING 530.

LING 526. Morphosyntax of Signed Languages. 2-3 Credits.
Reasons for considering signed languages as natural languages. Morphological and syntactic properties that are characteristic of signed languages and which distinguish them from spoken languages, with briefer mention of semantics and discourse. Specific issues important to the analysis of signed languages, including: glossing conventions, grammaticalization of space, deixis and agreement, lexical structure, lexicalized borrowing, verb classes, aspect, classifiers, iconicity and metaphor, nonmanuals, and information structure. Prerequisite: LING 452 and proficiency in a natural signed language equivalent to at least one year of college-level study.

LING 530. Introduction to Writing Systems. 1 Credit.
Introduction to the principles of designing and testing a writing system. Attention is given to linguistic, sociolinguistic, educational, psycholinguistic, political/ideological, production and implementation issues in orthographic development. Prerequisite or corequisite: Either a) prerequisite LING 470 and corequisite LING 451; or b) corequisites LING 520, LING 521 and LING 522.

LING 534. Historical Linguistics. 3 Credits.
Discovery of historical relationships between languages with primary focus on the comparative method for identifying regular sound changes and reconstructing parent languages, as well as identifying contact-induced changes such as areal diffusion and borrowing. Some coverage of internal reconstruction and historical morphology/syntax. Historical linguistics has applications for language survey, language planning and development and adaptation of translated materials between related languages. Prerequisites: LING 451 and LING 470 or equivalents.

LING 535. Ethnographic Methods in Field Linguistics. 3 Credits.
Major areas within cultural anthropology (social, political, economic, religious, etc.) particularly with respect to issues that affect how one conducts field linguistic research and language development projects in a cross-cultural context, and which emphasize the interrelatedness of language and culture. Methods of ethnographic field methods for collecting cultural data, including practical experience in applying those methods in a research project. Recommended to be taken at the same time as Ling 506, Field Methods, because of the possibilities for integrated assignments between the two courses. Prerequisite: 6 credits in linguistics or consent of instructor.

LING 580. Academic Writing in Linguistics. 1 Credit.
Instruction and practice in academic writing within the field of linguistics. All students will be required to submit a sample of their writing for peer review, and review fellow students' writing. Prerequisite: Acceptance to the M.A. program in Linguistics or permission of the instructor.

LING 590. Directed Studies in Linguistics. 1-4 Credits.
Supervised individual study. May be repeated if the topic is different. A maximum of 4 credits in Ling 590 and 594 may be applied to the M.A. in linguistics.

LING 594. Research in Linguistics. 1-4 Credits.
Supervised individual research. May be repeated if topic is different. A maximum of 4 credits in Ling 590 and 594 may be applied to the M.A. in linguistics.

LING 996. Continuing Enrollment. 1-12 Credits.
LING 998. Thesis. 1-9 Credits.

Undergraduate Courses for Graduate Credit

LING 450. Articulatory Phonetics. 2 Credits.
Introduction to the theory and practice of articulatory phonetics.

LING 451. Phonology I. 3 Credits.
Introduction to phonological analysis; intensive practice in applying theoretical principles to problem solving and to field techniques. Prerequisite: LING 450 or permission of instructor.

LING 470. Introduction to Sociolinguistics. 2 Credits.
Introduction to language as a social phenomenon dependent on age, gender, social class, status, setting, and topic, with special attention to multilingual societies.

Mathematics
http://www.und.edu/dept/math/mathhome.html

FACULTY: Bevelacqua, Collings, Dearden, Dunning, Gilsdorf, Halcrow, Hong, J. Iiams (Graduate Director), M. Iiams, Khavanin, Metzger, Millsapugh, Minnott, Peterson, Richards, Takahashi and Zerr

Degrees Granted: Master of Science (M.S.) and Master of Education (M.Ed.)

The Department offers courses leading to the M.S. (thesis and non-thesis) and M.Ed. degrees with a major in mathematics. The Department also offers a graduate minor in statistics.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The mission of the Mathematics Department graduate program is to provide a quality education in a variety of areas at the master's level and to produce graduates who are qualified to pursue doctoral work, if they should desire, or careers in government, industry, and teaching. The program maintains high standards while also providing an atmosphere in which capable students with less developed academic backgrounds can maximize their potentials. The program attempts to immerse students in an atmosphere of scholarly and creative activity in a way that will encourage them to interact with each other, with the faculty, and with undergraduates. The program seeks to expand the creative abilities of students and encourages them to communicate their results effectively in written and oral forms and to become involved in mathematical and social communities. Overall, the mission is to produce graduates who love to create and use mathematics and who are able to take an active part in their own learning.

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog.

1. The equivalent of a bachelor's degree with a major in mathematics.
2. A cumulative grade point average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A=4.0).
3. Students who have not completed the equivalent of MATH 431 Introduction to Analysis I and MATH 432 Introduction to Analysis II will be required to do so as part of their graduate program.
4. Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog. Students without the required degree, or equivalent, may be admitted but will be required to satisfactorily complete undergraduate courses to make up their deficiency before advancement to Approved status.

Degree Requirements

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Mathematics Department.

Thesis Option

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. The program may include just the major, the major and a minor, or the major and a cognate area. The major must include 20 credits from the major department, and a minor or cognate area must include at least nine credits.
3. At least one-half of the credits must be at or above the 500-level.
4. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
5. Comprehensive final examination.
6. Required Courses:
   - Select two of the following sequences:
     - MATH 512 Modern Analysis I
     - MATH 513 Modern Analysis II
     - MATH 515 Applied Mathematics
     - MATH 516 Applied Mathematics
     - MATH 518 Algebra I
     - MATH 519 Algebra II
     - MATH 520 Topology I
     - MATH 521 Topology II
     - MATH 541 Linear Statistical Models
     - MATH 542 Advanced Topics in Statistics and Probability
   - At least one additional graduate level mathematics course
   - MATH 997 Independent Study
   - Electives/Cognates

Master of Education (M.Ed.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Satisfy the undergraduate requirements in Education, i.e., 18 credit hours in Education including student teaching.
2. The equivalent of a bachelor’s degree with a major in mathematics.
3. A cumulative grade point average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A=4.0).
4. Students who have not completed the equivalent of the following courses will be required to do so as part of their graduate program.
5. MATH 409 Geometry
6. MATH 421 Statistical Theory I
7. MATH 431 Introduction to Analysis I
8. MATH 441 Abstract Algebra
9. MATH 442 Linear Algebra
10. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

1. A minimum of 32 semester credits is required for the M.Ed. degree, including two credits for the independent study.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. A minimum of 16 credits, including 2 for the independent study, in Mathematics with at least 8 credits at or above the 500 level.
5. A minimum of 6 credits in an area cognate to the area of concentration.
6. A minimum of 6 credits in the Foundations of Education.
7. Preparation of a written independent study approved by the faculty advisor.
8. Comprehensive final exam.

Graduate Minor in Statistics

The requirements consist of 9 hours of which MATH 421 Statistical Theory I and MATH 422 Statistical Theory II are required if they were not taken as an undergraduate. The remaining credits may be selected from various probability and statistics-oriented courses in mathematics and other disciplines. For further information about this option, contact the chair of the Mathematics Department.
Courses

MATH 505. Seminar in Mathematics. 1-3 Credits.

MATH 512. Modern Analysis I. 3 Credits.
Algebras and 0 - algebras, Borel sets, measures, measurable sets and Lebesgue measure, non-measurable sets, measurable functions, the definition and basic properties of the Lebesgue integral, Fatou’s lemma, the monotone convergence theorem, and Lebesgue’s dominated convergence theorem. Prerequisite: MATH 432.

MATH 513. Modern Analysis II. 3 Credits.
Product measures, Fubini’s theorem, the Radon Nikodym theorem, inequalities of Hölder and Minkowski, definitions and basic properties of normed spaces and Banach spaces, some classical Banach spaces such as Lp and lp, bounded linear operators, and dual spaces. Prerequisite: MATH 512.

MATH 515. Applied Mathematics. 3 Credits.
The content of the course varies but includes current topics in applied mathematics such as: (1) ordinary or partial differential equations, (2) approximation theory and perturbation techniques, (3) modeling and computer simulation, (4) special functions, (5) numerical analysis, (6) variational methods, (7) transforms, (8) integral equations. Prerequisite: MATH 266 or consent of instructor.

MATH 516. Applied Mathematics. 3 Credits.
The content of the course varies but includes current topics in applied mathematics such as: (1) ordinary or partial differential equations, (2) approximation theory and perturbation techniques, (3) modeling and computer simulation, (4) special functions, (5) numerical analysis, (6) variational methods, (7) transforms, (8) integral equations. Prerequisite: MATH 266 or consent of instructor.

MATH 518. Algebra I. 3 Credits.
Group theory, rings and fields, vector spaces, Galois theory and finite fields. Prerequisites: MATH 441 and MATH 442.

MATH 519. Algebra II. 3 Credits.
Group theory, rings and fields, vector spaces, Galois theory and finite fields. Prerequisites: MATH 441 and MATH 442.

MATH 520. Topology I. 3 Credits.
Point set topology, including metric spaces and such topics as homeomorphisms, separation axioms, compactness, connectedness, general convergence, compactification and metrizability. Prerequisite: MATH 431.

MATH 521. Topology II. 3 Credits.
Point set topology, including metric spaces and such topics as homeomorphisms, separation axioms, compactness, connectedness, general convergence, compactification and metrizability. Prerequisite: MATH 431.

MATH 541. Linear Statistical Models. 3 Credits.
Distributions of quadratic forms, general linear hypotheses of full rank, least squares, Gauss-Markoff theorem, estimation, parametric transformations, Cochran’s theorem, projection operators and conditional inverses in generalized least squares, applications to ANOVA and experimental design models. Prerequisite: MATH 422 or consent of instructor.

MATH 542. Advanced Topics in Statistics and Probability. 3 Credits.
The content of the course varies but may include (but is not restricted to) current topics in statistics and probability such as (1) time series, (2) sampling, (3) nonparametric statistics, (4) experimental design, (5) probability theory, (6) statistical theory, (7) multivariate statistical analysis. Prerequisite: MATH 541 or consent of instructor.

MATH 576. Algebra and Geometry for Middle School Teachers. 3 Credits.
Algebra and Geometry course intended for middle school teachers: a) planning to qualify to teach middle school mathematics; or b) teachers looking to enrich their content knowledge in mathematics. Topics may include: introduction to Euclidean and non-Euclidean geometry, problem solving and pedagogical issues. May not be used in Ph.D. or Master’s programs.

MATH 577. Calculus Concepts for Middle School Teachers. 3 Credits.
Calculus course intended for middle school teachers: a) planning to qualify to teach middle school mathematics; or b) teachers looking to enrich their content knowledge in mathematics. Topics may include: analysis of functions, mathematical modeling, limits, continuity, differentiation, integration, and pedagogical issues. May not be used in Ph.D. or Master’s programs.

MATH 578. Probability and Statistics for Middle School Teachers. 3 Credits.
Probability and statistics course intended for middle school teachers: a) planning to qualify to teach middle school mathematics; or b) teachers looking to enrich their content knowledge in mathematics. Topics may include: counting, empirical and theoretical probabilities, simulation of probabilistic events, conditional probability, expected value, data and variables, random sampling, measures of central tendency and spread, least squares regression, and pedagogical issues. May not be used in Ph.D. or Master’s programs.

MATH 579A. Practicum in Middle School Mathematics. 2 Credits.
Teachers will use their content and pedagogical knowledge to plan lesson(s) and develop and implement an action research project in their school. May be repeated for up to 6 credits. May not be used in Ph.D. or Master’s programs.

MATH 579B. Practicum in Middle School Mathematics. 2 Credits.
Teachers will use their content and pedagogical knowledge to plan lesson(s) and develop and implement an action research project in their school. May be repeated for up to 6 credits. May not be used in Ph.D. or Master’s programs.

MATH 996. Continuing Enrollment. 1-12 Credits.

MATH 997. Independent Study. 2 Credits.

MATH 998. Thesis. 1-9 Credits.

Undergraduate Courses for Graduate Credit

MATH 403. Theory of Probability. 3 Credits.
Sets, sample spaces, discrete probability, distribution functions, density functions, characteristic functions, study of normal, Poisson, binomial and other distributions with applications. Prerequisite: MATH 265.

MATH 405. Selected Topics in Mathematics. 1-3 Credits.
May be repeated to maximum of six credits. Permission of the Mathematics Department is the prerequisite.

MATH 408. Combinatorics. 3 Credits.
Introduction to the techniques and reasoning needed in combinatorial problem-solving. The course may include topics related to combinatorics, such as graph theory. Prerequisites: MATH 166 and MATH 208.

MATH 409. Geometry. 3 Credits.
Metric and synthetic approach to Euclidean geometry. The usual topics in elementary geometry treated in a mathematically logical way. Topics include congruence, inequalities, parallelism, similarity, area, solid geometry and the circle. Prerequisite: MATH 208 or MATH 330.

MATH 412. Differential Equations. 3 Credits.
Basic types of ordinary differential equations. Existence and uniqueness of solutions. Prerequisite: MATH 266.

MATH 415. Topics in Applied Mathematics. 1-3 Credits.
An introduction to selected areas in applied mathematics chosen from a variety of topics including: Applied algebra, difference equations, linear programming, and simulation, operations research, optimization, partial differential equations and computers in mathematics. Topics to be considered will be illustrated with examples and practical applications. May be repeated for credit with consent of instructor up to a maximum of six credits. Math 265 and consent of instructor are the prerequisites.

MATH 416. Topics in Statistics. 1-3 Credits.
An introduction to a variety of topics in statistics including: Linear models in categorical analysis, Bayesian methods, decision theory, ridge regression, Non parametric techniques, stochastic games and models. The number of topics to be considered during a semester will be limited to permit greater depth of coverage and sufficient practical illustrations. May be repeated for credit with consent of instructor up to six credits. Prerequisites: MATH 265 and MATH 321 or consent of instructor.

MATH 421. Statistical Theory I. 3 Credits.
Discrete and continuous random variables, expectation, moments, moment generating functions, properties of special distributions, introduction to hypothesis testing, sampling distributions, Central Limit Theorem, curve of regression, correlation, empirical regression by least squares, maximum likelihood estimation, Neyman-Pearson lemma, likelihood ratio test, power function, chi-square tests, change of variable, “t” and “F” tests, one and two-way ANOVA, nonparametric methods. Prerequisite: MATH 265.
MATH 422. Statistical Theory II. 3 Credits.
Discrete and continuous random variables, expectation, moments, moment generating functions, properties of special distributions, introduction to hypothesis testing, sampling distributions, Central Limit Theorem, curve of regression, correlation, empirical regression by least squares, maximum likelihood estimation, Neyman-Pearson lemma, likelihood ratio test, power function, chi-square tests, change of variable, "F" and "t" tests, one and two-way ANOVA, nonparametric methods. Prerequisite: MATH 421.

MATH 431. Introduction to Analysis I. 3 Credits.
Development of the real number system, functions, sequences, limits, continuity, and differentiation. Prerequisite: MATH 330 or consent of instructor.

MATH 432. Introduction to Analysis II. 3 Credits.
A continuation of Math 431, topics in the second semester include integration, partial differentiation, infinite series, power series and vector analysis. Prerequisite: MATH 431.

MATH 435. Theory of Numbers. 3 Credits.
Basic properties of numbers, including divisibility, primes, congruences, Diophantine equations and residue theory. Prerequisite: MATH 208 or 330.

MATH 441. Abstract Algebra. 3 Credits.
Rings, integral domains, fields, elements of group theory. Prerequisite: MATH 330 or consent of instructor.

MATH 442. Linear Algebra. 3 Credits.
A theoretical treatment of systems of linear equations, matrices, vector spaces, linear transformations and elementary canonical forms. Prerequisites: MATH 265 and MATH 330 or consent of instructor.

MATH 460. Mathematical Modeling. 3 Credits.
The primary goal of the course is to present the mathematical analysis provided in scientific modeling. Topics may include population modeling, mechanical vibrations, traffic flow, epidemic modeling, queues and decay processes. Prerequisites: MATH 266 and MATH 207 or consent of instructor.

MATH 461. Numerical Analysis. 3 Credits.
Numerical techniques for: the solution of equations in one or several unknowns, approximate integration, differential equations, approximation theory, optimization theory and matrix analysis. Corresponding error analysis will be investigated. Prerequisites: MATH 266 and a scientific programming language.

MATH 471. Introduction to Complex Variables. 3 Credits.
The complex plane, analytic functions, complex integration, power series, the theory of residues and contour integration, conformal mapping, Fourier and Laplace transformations, and applications. Prerequisites: MATH 266 and MATH 207 or consent of instructor.

MATH 494. Reading Course in Mathematics. 1-3 Credits.
Directed individual reading on selected topics not developed in other courses. Repeatable to six credits. Consent of instructor is the prerequisite.

MATH 495. Readings in Mathematics. 1-3 Credits.
Directed individual reading on selected topics not developed in other courses. Repeatable to six credits. Prerequisite: Consent of instructor.

Medical Laboratory Science

http://med.und.edu/mls

FACULTY: Coleman, Paur (Graduate Program Director), Peterson, Porter, Ray, Schill, Sens (Chair), Solberg and Triske

Degree Granted: Master of Science (M.S.)

The Department of Pathology Medical Laboratory Science Program offers a graduate program leading to the Master of Science degree in Medical Laboratory Science (CLS), non-thesis option. The course of study enhances the student’s knowledge and skills in several major categorical areas of medical laboratory science. The curriculum is designed to prepare students for careers as administrative laboratory directors, clinical laboratory consultants, technical supervisors or laboratory educators. Students are required to attend a one-week laboratory course within the first 18 months of enrollment and a one-week capstone course within the last 18 months of enrollment on campus.

The courses are offered through online WEB based learning. Students participating in online coursework are required to have Internet access. Specific computer requirements are available from the MLS program. A limited number of teaching and research assistantships are available for students wishing to study on campus.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section and at: med.und.edu/mls.

Master of Science (M.S.)

Mission Statement and Program Goals

The mission of the Master of Science Medical Laboratory Science (MS, MLS) program at the University of North Dakota is to generate and disseminate an advanced scholarly curriculum through distance and on-campus courses to baccalaureate degree, certified medical laboratory science professionals throughout the state, nation, and world. The curriculum is designed to prepare graduates for leadership roles in education, consulting, and healthcare administration.

Goal 1: Work independently utilizing critical thinking and problem solving skills to effectively communicate the responsibilities of the clinical laboratory in patient care management to all participants of the healthcare team.

Goal 2: Apply theories of laboratory management including financial, quality, and personnel management.

Goal 3: Demonstrate knowledge of advanced scholarly curriculum that encompasses the scope of practice in medical laboratory science.

Goal 4: Demonstrate effective communication skills, both oral and written, across multiple topics or disciplines.

Master of Science (M.S.)

Admission Requirements

Applicants who are seeking admission to School of Graduate Studies must meet all of the minimum general School of Graduate Studies admission requirements identified in the graduate catalog. In addition, the prospective students must fulfill the requirements for admission to the graduate program in Medical Laboratory Science.

1. B.A. or B.S. degree and successful completion of the MLS (NCA), MT (ASCP) certification examinations. (Include proof of certification with School of Graduate Studies application.)
2. Cumulative Grade Point Average (GPA) of at least 3.0 for the junior and senior years of undergraduate work (based on A=4.00).
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
4. Prior experience in a medical laboratory is recommended.
5. Application deadlines: July 15 (Fall semester); October 15 (Spring semester).

Degree Requirements

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Medical Lab Science Program.

1. A minimum of 32 semester credits with at least 29 credits in the clinical laboratory sciences.
2. A cognate area of study or minor (minimum of 9 credits) is optional.
3. Successful completion of comprehensive examination that takes place at the end of the student’s program of study.
4. Required core courses:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>MLS 501</td>
<td>Quality Assurance in the Clinical Laboratory</td>
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<tr>
<td>MLS 502</td>
<td>Erythrocytes in Health and Disease</td>
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<td>MLS 503</td>
<td>Leukocytes in Health and Disease</td>
<td>2</td>
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<tr>
<td>MLS 505</td>
<td>Financial Management of the Clinical Laboratory</td>
<td>2</td>
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<td>MLS 506</td>
<td>Clinical Chemistry</td>
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<tr>
<td>MLS 507</td>
<td>Clinical Immunohematology</td>
<td>2</td>
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<tr>
<td>MLS 513</td>
<td>Advanced Clinical Immunology for Laboratory Professionals</td>
<td>2</td>
</tr>
</tbody>
</table>
Courses

**MLS 501. Quality Assurance in the Clinical Laboratory. 2 Credits.**
The course will consist of lectures, readings and case studies of quality assurance for the clinical laboratory. Prerequisite: MLS program students only.

**MLS 502. Erythrocytes in Health and Disease. 2 Credits.**
This course is the study of the erythrocyte. It includes discussions of the normal red cells with emphasis on molecular structure, molecular function, production and regulation. The course continues with studies of the molecular basis of the diseases of the erythrocyte. The role of the laboratory in the diagnosis of these conditions is stressed and current research tools are included. Prerequisite: MLS program students only.

**MLS 503. Leukocytes in Health and Disease. 2 Credits.**
This course presents the normal and abnormal structure and function of each of the peripheral blood leukocytes. Emphasis is on the molecular level, light and electron microscopic evaluation and the role of the laboratory in diagnosis of each condition. Prerequisite: MLS program students only.

**MLS 505. Financial Management of the Clinical Laboratory. 2 Credits.**
This course presents an overview for financial management of clinical laboratories. Students learn several basic financial operation concepts, how to evaluate productivity and how to manage salaries, wages and supply inventories for maximum cost containment. Students learn how to plan for capital expenditures, set laboratory fee rates and plan and implement a budget. Prerequisite: MLS program students only.

**MLS 506. Clinical Chemistry. 2 Credits.**
This course addresses the complex and difficult problems that have arisen as a byproduct of the effort to make effective use of the resources of analytical chemistry in support of the practice of medicine. Prerequisite: MLS program students only.

**MLS 507. Clinical Immunohematology. 2 Credits.**
A detailed study of the blood groups of man and laboratory aspects of blood banking with special reference to theoretical and clinical applications. Prerequisite: MLS program students only.

**MLS 508. Leadership and Conflict Resolution in the Health Sciences. 2 Credits.**
The course will provide basic and advanced training in becoming an effective leader in health service professions. Students will learn emotional intelligence skills that support leadership, how to mediate conflict through a transformative process, and problem solving facilitation techniques. In addition, students will learn how to apply their new skills for more effective living. Prerequisite: MLS program students only.

**MLS 509. Educational Methodologies in Laboratory Science. 2 Credits.**
This course will include information concerning the creation of instructional and evaluative material for teaching clinical laboratory science. Classroom management techniques and the peer review process for instructors will also be included.

**MLS 510. Advanced Clinical Immunology for Laboratory Professionals. 2 Credits.**
Broad array of topics, which will stretch from introductory level immunology to the current research and applications of that research in the modern clinical laboratory. Prerequisites: Consent of Instructor is required; MLS program students only.

**MLS 514. Computer Applications in Clinical Laboratory Science. 2 Credits.**
This course is designed to provide students with knowledge of computer usage in Health Sciences. It will include hardware configuration, software applications in health care and on-line searching of periodicals. Instruction will be primarily on-line and require specific computer requirements. Prerequisite: MLS program students only.

**MLS 515. Capstone Course in Clinical Laboratory Science. 2 Credits.**
The Capstone Course in Clinical Laboratory Science (CLS) provides the student with a number of tools that they can use in their leadership roles in the CLS profession. The student will learn basic facilitation skills for leading meetings and solving problems in the work place. The student will develop their own professional Web page and learn how to create Web pages for their business or place of employment. They will learn about important computer applications such as Visual Basic, Excel and Power Point. The student will learn about informatics in the health sciences including applications of Internet use, Streaming Technology and Blackboard Teaching software. Prerequisites: Completion of at least 20 credits in the MLS Master of Science Program; MLS program students only.

**MLS 516. Special Topics in Clinical Laboratory Science. 1-4 Credits.**
Topical courses in laboratory medicine organized on a semester by semester basis. Repeatable to 10 credits. Prerequisite: MLS program students only.

**MLS 517. Health Care Administration for the Clinical Laboratory Professional. 2 Credits.**
Overview of the organization and financing of health care services including an examination of the philosophical, political, and economic foundations underlying the U.S. health care system. Students also will be introduced to a myriad of health care administration resources and case studies, including decision tools for adopting new technology and quality improvement strategies.

**MLS 518. Molecular Diagnostics. 2 Credits.**
An overview of specific molecular biology application in the laboratory and a modification, blotting, polymerase chain reaction, and probes in relation to diagnostic investigations.

**MLS 521. Seminar. 1 Credit.**
Prerequisite: MLS program students only.

**MLS 522. Clinical Bacteriology. 2 Credits.**
An advanced study of the laboratory diagnosis of bacterial diseases and an in depth exploration of antibacterial agents.

**MLS 523. Clinical Virology, Mycology, and Parasitology. 2 Credits.**
An advanced study of the laboratory diagnosis of viral, fungal, and parasitic diseases and the antimicrobial agents to counteract them.

**MLS 524. Current Trends and Issues for the Clinical Laboratory Scientist. 2 Credits.**
Through group discussion and presentations, current trends in the field of Clinical Laboratory Science will be explored.

**MLS 591. Directed Study in Laboratory Medicine. 1-6 Credits.**
Designed to meet the needs of individual students in laboratory medicine. Primarily for graduate students. Repeatable to 6 credits. Prerequisites: Restricted to Master of Medical Lab Science students; Consent of instructor is required.
Microbiology and Immunology

http://www.med.und.edu/microbiology/degrees.cfm

FACULTY: Bradley (Chair), Brissette, Flower (Graduate Director), Hill, Melvold (Emeritus), Mishra, Nilles and Sharma

Degrees Granted: Master of Science (M.S.), Doctor of Philosophy (Ph.D.) and Ph.D./M.D.

The Department of Microbiology and Immunology offers graduate programs leading to the M.S., Ph.D., and Ph.D./MD degrees. Graduate study is available in a number of subdisciplines including cell biology, pathogenic microbiology, genetics, immunology, immunogenetics, autoimmunity, microbial physiology, molecular biology, and virology. The goals of the program are to provide scientific training and experience for careers in research and teaching in universities, clinical and research laboratories and in fields of related employment. Additional background is available in disciplines such as biochemistry, computer sciences, statistics and electron microscopy in other departments in the School of Medicine and the University.

Core requirements for M.S. and Ph.D. degrees include courses in biochemistry, microbiology, molecular biology, immunology, statistics and graduate seminars. For both the M.S. and Ph.D. degrees, students are expected to carry out original research suitable for publication in a professional journal.

Master’s degree candidates are required to write a thesis and defend their research in a final oral examination. Doctoral candidates are required to successfully complete both a written and oral comprehensive examination as well as to write a dissertation and defend their research in a final oral examination.

A new, modern science building and an adjacent bioinformation learning resources center which house the research laboratories, library and teaching facilities of the School of Medicine were constructed in 1994. These facilities provide a state-of-the-art environment for teaching and research. The Department of Microbiology and Immunology occupies the fourth floor of the research building. Other basic science departments in this facility include the Departments of Anatomy and Cell Biology, Biochemistry and Molecular Biology, and Pharmacology, Physiology and Therapeutics. Additional resources include the Department of Pathology, the Energy and Environmental Research Center, the USDA Human Nutrition Center and the Computer Center. The proximity of these departments and facilities provides the opportunity for cooperative and collaborative research and training in the basic sciences.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The M.S. program in the Department of Microbiology and Immunology will provide students with formal classroom instruction, mentored training in laboratory research, and other educational experiences that will prepare them for advanced post-doctoral training and careers as independent biomedical scientists.

The Ph.D. program in the Department of Microbiology and Immunology will provide students with formal classroom instruction, mentored training in laboratory research, and other educational experiences that will prepare them for advanced post-doctoral training and careers as independent biomedical scientists.

Goal 1: Students will demonstrate an appropriate knowledge base with respect to biomedical science, and to the fields of microbiology and immunology in particular. Students will demonstrate a thorough knowledge base of the field in which their research project is based.

Goal 2: Students will demonstrate the ability to analyze published scientific data.

Goal 3: Students will demonstrate the ability to present and defend their ideas, findings and analyses in written form and oral form.

Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

The Ph.D. program in the Department of Microbiology and Immunology will provide students with formal classroom instruction, mentored training in laboratory research, and other educational experiences that will prepare them for advanced post-doctoral training and careers as independent biomedical scientists.

The Ph.D. program in the Department of Microbiology and Immunology will provide students with formal classroom instruction, mentored training in laboratory research, and other educational experiences that will prepare them for advanced post-doctoral training and careers as independent biomedical scientists.

Goal 1: Students will demonstrate an appropriate knowledge base with respect to biomedical science, and to the fields of microbiology and immunology in particular. Students will demonstrate a thorough knowledge base of the field in which their research project is based.

Goal 2: Students will demonstrate the ability to critically evaluate scientific data.

Goal 3: Students will learn to formulate and test hypotheses and to design informative and properly controlled experiments to test those hypotheses.

Goal 4: Students will demonstrate the ability to present, defend, and publish their ideas, findings, data, and analyses in written and oral form.

Combined Ph.D./M.D.

Through the cooperation of the School of Graduate Studies and the School of Medicine, students may concurrently pursue the Doctor of Philosophy degree in a medical science field (Anatomy and Cell Biology, Biochemistry and Molecular Biology, Microbiology and Immunology, Pharmacology, Physiology, and Therapeutics) and the Doctor of Medicine degree. The minimum time required to complete the joint program is six years of full-time academic study.

Students interested in the joint M.D./Ph.D. program should first obtain admission to the School of Medicine and Health Sciences to the M.D. program, following the normal application process and meeting the selection criteria. A student admitted to the M.D. program may apply to the School of Graduate Studies as soon as his/her has selected a graduate program, which may occur before matriculation in Medical School but not later than the end of the first year of Medical School.

Final admission requirements for the M.D./Ph.D. program include:

1. Satisfactory performance in the first two years of the medical education curriculum with passing scores on all required assessment tools.
2. Successful completion of the USMLE Step 1 examination.
3. Satisfactory scores achieved on General and Subject GRE examination or MCAT scores.
4. All other UND School of Graduate Studies admission requirements listed in the UND Academic Catalog.

If admission to a Ph.D. program is granted, the student should apply to the School of Medicine and Health Sciences Student Performance and Recognition Committee for a “modification of original program” which will allow the student to pursue the M.D. degree and Ph.D. degree concurrently. The student also
must request the Office of Student Affairs to certify to the School of Graduate Studies his/her satisfactory completion of the first two years of the M.D. program.

Students are expected to complete the following general requirements for the Ph.D. degree in a medical science field:

1. Performance of original research of a quality suitable for publication in refereed, professional journals.
2. Pass final examination which includes preparation and oral defense of a satisfactory dissertation.
3. Completion of and .
4. A minimum of 90 credit hours, including research and dissertation.
5. Successful completion of a scholarly tool (Note: May be specified by a department.)
6. Completion of the first two years of the medical education curriculum, transferred as 44 credits toward the Ph.D.

Master of Science (M.S.)

Admission Requirements

Applications for admission are accepted throughout the year. However, priority will be given to applications received by February 15 for Fall admission as awarding of financial aid for the next academic year is decided in March and early April.

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Bachelor’s degree from an accredited institution and good academic record in the sciences.
2. A minimum grade point average of 3.0 on a 4.0 scale.
3. The Graduate Record Examination General Test.
4. A course in Microbiology and a background in chemistry, preferably through organic chemistry, are recommended.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Microbiology and Immunology Department.

1. A minimum of 30 credit hours including research and thesis.
2. A grade of at least B in BIMD 500 Cellular and Molecular Foundations of Biomedical Science.
3. Completion of BIMD 510 Basic Biomedical Statistics, BIMD 513 Seminars in Biomedical Science and BIMD 516 Responsible Conduct of Research.
5. Completions of one credit each of MBIO 507 Seminar in Microbiology and MBIO 511 Microbiology and Immunology Literature.
6. Completion of MBIO 509 Immunology.
7. Completion of two of the following (4 credits):
   8. MBIO 501 Molecular Virology 2
   9. MBIO 504 Microbial Physiology 2
   10. MBIO 508 Microbial Pathogenesis 2
   11. MBIO 512 Microbial Genetics 2
   12. MBIO 519 Advanced Immunology 2
   13. MBIO 591 Special Problems in Microbiology 1-6
9. An overall GPA of at least 3.0.
10. An acceptable thesis (4 credits minimum).
11. Minimum course requirements as follows:
   12. BIMD 500 Cellular and Molecular Foundations of Biomedical Science 6
      BIMD 510 Basic Biomedical Statistics 2
      BIMD 511 Microbiology and Immunology Literature 3
   13. BIMD 513 Seminars in Biomedical Science 2
   14. MBIO 507 Seminar in Microbiology 1
   15. MBIO 509 Immunology 3
   16. MBIO 511 Microbiology and Immunology Literature 1

Doctor of Philosophy (Ph.D.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Bachelor’s degree from an accredited institution and good academic record in the sciences.
2. A minimum grade point average of 3.0 on a 4.0 scale.
3. The Graduate Record Examination Test.
4. A course in Microbiology and a background in chemistry, preferably through organic chemistry, are recommended.

Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Microbiology and Immunology Department.

1. A minimum of 90 credit hours including research and dissertation.
2. A grade of at least B in BIMD 500 Cellular and Molecular Foundations of Biomedical Science.
3. Completion of BIMD 510 Basic Biomedical Statistics, BIMD 513 Seminars in Biomedical Science and BIMD 516 Responsible Conduct of Research.
5. Completions of one credit each of MBIO 507 Seminar in Microbiology and MBIO 511 Microbiology and Immunology Literature.
6. Completion of MBIO 509 Immunology.
7. Completion of four of the following (8 credits):
   8. MBIO 501 Molecular Virology 2
   9. MBIO 504 Microbial Physiology 2
   10. MBIO 508 Microbial Pathogenesis 2
   11. MBIO 512 Microbial Genetics 2
   12. MBIO 519 Advanced Immunology 2
   13. MBIO 591 Special Problems in Microbiology 1-6
9. An overall GPA of at least 3.0.
10. An acceptable dissertation.
11. Minimum course requirements as follows:
   12. BIMD 500 Cellular and Molecular Foundations of Biomedical Science 6
      BIMD 510 Basic Biomedical Statistics 2
      BIMD 513 Seminars in Biomedical Science 1
      BIMD 516 Responsible Conduct of Research 1
      MBIO 507 Seminar in Microbiology 1
      MBIO 509 Immunology 3
      MBIO 511 Microbiology and Immunology Literature 1
Courses

BIMD 500. Cellular and Molecular Foundations of Biomedical Science. 6 Credits.
A series of lectures and discussion groups with emphasis on interrelated themes in basic biochemistry, cell biology and molecular biology. Lectures will include current and emerging areas of research, while discussion will center on methods, techniques and expansion of lecture topics. Prerequisites: (a) a year of organic chemistry or (b) one semester of organic chemistry plus a course in either biochemistry or cell biology, or (c) permission of the course director.

BIMD 510. Basic Biomedical Statistics. 2 Credits.
A series of lectures, demonstrations and exercises to provide students with the basic rationale for the use of statistics in the assessment of biomedical data and a selected set of the most common and useful statistical tests. Prerequisite: BIMD 500 or permission of course director.

BIMD 513. Seminars in Biomedical Science. 1 Credit.
A series of presentations on original research conducted by UND faculty members as well as extramural leaders in academic and industrial research in the biomedical sciences. Students will participate through assigned reading and writing exercises related to the presentations.

BIMD 515. Steps to Success in Graduate School. 1 Credit.
A series of lectures and discussion sessions covering topics related to the development of skills and experience important for successful completion of graduate training and transition to post graduate training and employment. Students will examine a variety of issues including choosing an advisor and research topic, charting their course through graduate school, the importance of productivity, how to give a scientific presentation and write a scientific publication, applying for predoctoral grants, and planning for their careers.

BIMD 516. Responsible Conduct of Research. 1 Credit.
A series of lectures and discussion sessions covering topics related to responsible conduct in research. Students will examine a variety of issues including introduction to ethical decision making, the experience of conflict, laboratory practices, data management, reporting of research, conflict of interest, and compliance. Examples and case studies will be drawn primarily from the biomedical sciences.

Courses

MBIO 513 Research Tools 2 Credits
MBIO 590 Research in Microbiology 65 Credits
& MBIO 999 and Dissertation (MBIO 590: up to 59 cr)
Select four of the following: 8 Credits
MBIO 501 Molecular Virology
MBIO 504 Microbial Physiology
MBIO 508 Microbial Pathogenesis
MBIO 512 Microbial Genetics
MBIO 519 Advanced Immunology
MBIO 591 Special Problems in Microbiology
Total Credits 90

MBIO 509. Immunology. 3 Credits.
An introduction to the fundamentals of immunology including immunoochemistry, humoral and cellular response, hypersensitivity, immunodeficiency, immunogenetics, tolerance and immunodiagnosis. Prerequisite: BIMD 500 or equivalent.

MBIO 511. Microbiology and Immunology Literature. 1 Credit.
A series of reports of current scientific literature in Microbiology and Immunology.

MBIO 512.* Microbial Genetics. 2 Credits.
Genetic mechanisms in microorganisms, mutagenesis, fine structure of genetic material, genetic engineering. Selected Readings. Prerequisites: Basic courses in genetics and microbiology or biochemistry and/or consent of instructor.

MBIO 513. Research Tools. 2 Credits.
Orientation to research and laboratory safety. The theory and application of modern laboratory techniques include tissue culture, cell fractionation, enzyme assay, immunization procedures, bacterial growth curves, photomicrography, strain construction, genetic engineering, gel electrophoresis, enzyme immunoassay, and western blot techniques are presented.

MBIO 515. Advanced Topics. 2 Credits.
A series of topics in microbiology and immunology presented on an episodic basis. The topics may vary, but are expected to include: (A) Immunology, (B) Infectious Diseases, and (C) Molecular Biology. Prerequisite: Previous basic course in the area to be covered.

MBIO 519. Advanced Immunology. 2 Credits.
An advanced discussion of the genesis and regulation of innate and adaptive immune responses. Selected readings. Prerequisite: MBIO 509 or equivalent, or permission of instructor.

MBIO 590. Research in Microbiology. 2-6 Credits.
Advanced problems in microbiology and related fields. Hours arranged.

MBIO 591. Special Problems in Microbiology. 1-6 Credits.
Short-term research projects.

MBIO 996. Continuing Enrollment. 1-12 Credits.

MBIO 997. Independent Study. 2 Credits.

MBIO 998. Thesis. 1-8 Credits.

MBIO 999. Dissertation. 1-15 Credits.

* Courses marked with an (*) are offered in alternate years only.

Music

http://arts-sciences.und.edu/music/

FACULTY: Barbu, Blackburn, Blake, Bronfman, Christopherson, Drago, Gable, Ingle, Keysor, Knight, Lewis, Masko, Norman Dearden, Popejoy, Pugh, Rheude, Sugiuara, Towne (Graduate Director)and Wittgraf (Chair)

Degrees Granted: Master of Music (M.M.) and Doctor of Philosophy (Ph.D.)

The Music Department offers graduate programs leading to the Master of Music degree with specializations in Music Education, Performance, Pedagogy, Composition, Choral Conducting and Instrumental Conducting; and the Doctor of Philosophy degree in Music Education.

The mission of the University of North Dakota Department of Music is to inspire our students and community through education, performance, scholarship, and human relationships in music. Our professional and liberal arts degrees provide rigorous courses of study that cultivate the highest degree of artistic performance, innovative teaching, thorough professionalism, and critical inquiry. The University of North Dakota is an accredited institutional member of the National Association of Schools of Music.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.
Mission Statements and Program Goals

Master of Music (M.M.)

Mission Statement and Program Goals

Master of Music with a Major in Composition

The Master of Music in Composition provides a rigorous and specialized degree with the focus on developing a student’s mastery of musical materials and construction, in preparation for a career in composition or arranging or further advanced study.

Goal 1: Students will develop their compositional abilities and control of musical materials to a high level.

Goal 2: Students will consolidate their general knowledge of musical scholarship and research and approaches to this study.

Master of Music with a Major in Conducting

The Master of Music in Conducting provides a rigorous and specialized degree with the focus on developing a student’s individual musicianship and conducting abilities, in preparation for a performance or teaching career.

Goal 1: Students will develop their conducting and individual performing abilities to a high level.

Goal 2: Students will consolidate their general knowledge of musical scholarship and research and approaches to this study.

Master of Music with a Major in Music Education

The Master of Music in Music Education offers strong academic and professional training in both music and music education through a variety of approaches which aim to deepen the focus of a music educator’s chosen direction and their understanding and implementation of scholarship in their field, either as the capstone of education for public school teaching or in preparation for further graduate study in the field.

Goal 1: Students will develop their focal area (Research or Performance) to a high level.

Goal 2: Students will deepen their understanding of the various aspects of Music Education.

Goal 3: Students will consolidate their general knowledge of musical scholarship and research and approaches to this study.

Master of Music with a Major in Pedagogy

The Master of Music in Pedagogy provides a specialized degree with the focus on developing a student’s applied teaching abilities and individual musicianship, in preparation for a career as an applied music teacher.

Goal 1: Students will develop their pedagogical and performing abilities to high levels.

Goal 2: Students will consolidate their general knowledge of musical scholarship and research and approaches to this study.

Master of Music with a Major in Performance

The Master of Music in Performance provides a rigorous and specialized degree with the focus on developing a student’s individual musicianship and performing abilities, in preparation for a performance career or teaching at the university level.

Goal 1: Students will develop their individual musicianship and performing abilities to the highest possible level.

Goal 2: Students will consolidate their general knowledge of musical scholarship and research and approaches to this study.

Doctor of Philosophy (Ph.D.) Music Education

Mission Statement and Program Goals

The Doctor of Philosophy in Music Education offers strong academic and professional training in education and music education through a variety of approaches with the aims of enabling students to produce independent scholarship and teach in higher education, or to provide leadership in music programs at any level.

Goal 1: Students will develop their understanding of Music Education to the highest possible level.

Goal 2: Students will consolidate their general knowledge of musical scholarship and research and approaches to this study.

Master of Music (M.M.) Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

Minimal Admission Requirements for the Master of Music degree set forth by the Music Department include:

1. A bachelor’s degree with a major in music with competence in the specialty in which graduate study is desired.
2. At least a 2.75 overall GPA and at least a 3.00 GPA for the last two years of undergraduate work.
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Additional Admission Requirements for Specific Degrees

(to be sent directly to the Music Department)

Master of Music in All Areas of Performance, Pedagogy or Conducting

1. Audition on the major performing instrument or voice, either at UND or by recording of a recent live performance.
2. List of repertoire studied on the major instrument or voice or conducted.

Master of Music in Vocal Performance or Pedagogy

1. Evidence of two years’ satisfactory study of French, German, or Italian, and knowledge of the diction of all three.

Master of Music in Composition

1. A representative sample of compositions.

All students admitted to graduate study in music, whether to Approved, Qualified, or Provisional status, will be examined upon their arrival on campus in order to provide appropriate advisement for the beginning of graduate study. These examinations will cover Music History, Music Theory, and, for Vocal Performance majors, French, German, and Italian diction.

Achievement of a minimum score on the entrance examinations or completion of MUSC 501 Graduate Music Theory Review and MUSC 505 Graduate Music History Review is required prior to registration in MUSC 502 Perspectives in Music Theory and MUSC 508 Perspectives of Music History.

Degree Requirements - M.M. and Ph.D.

All Graduate Music degree programs (M.M. & Ph.D.) require the following Core Courses:
Degree Requirements - M.M.

Students seeking the Master’s degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Music Department.

Degree requirements for the Master of Music degree in Music Department include:

1. 32-38 credit hours in one of the available six specializations:
   - A. Music Education
   - B. Performance
   - C. Pedagogy
   - D. Composition
   - E. Choral Conducting
   - F. Instrumental Conducting

2. At least one-half of the credits must be at or above the 500-level.

3. The specialization in Conducting requires at least a one-year residence.

Music Education Specialization

Independent Study Option

Core Courses listed above 9

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 503</td>
<td>Psychological Foundations of Music Learning</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 509</td>
<td>Trends in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 598</td>
<td>Research in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 997</td>
<td>Independent Study (Music Education topic)</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives in Music Education 6

Electives (from outside Music Education, may be from outside the Department of Music) 6-12

Total Credits 32-38

Thesis Option

Core Courses listed above 9

<table>
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<tbody>
<tr>
<td>MUSC 503</td>
<td>Psychological Foundations of Music Learning</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 509</td>
<td>Trends in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 598</td>
<td>Research in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 998</td>
<td>Thesis (Music Education Topic)</td>
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</table>

Electives in Music Education 6

Electives (from outside Music Education, may be from outside the Department of Music) 4-10

Total Credits 32-38

Performance Option

Core Courses listed above 9

<table>
<thead>
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<th>Course Code</th>
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Applied Music & Recital (may include conducting)

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<tbody>
<tr>
<td>MUSC 595</td>
<td>Individual Lessons (Conducting students 1 credit, all others 4 credits)</td>
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<tr>
<td>MUSC 599</td>
<td>Graduate Recital</td>
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Conducting Courses (required for conducting students only)

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MUSC 521</td>
<td>Instrumental Literature</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 524</td>
<td>Choral Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 561</td>
<td>Advanced Choral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>or MUSC 562</td>
<td>Advanced Instrumental Conducting</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives from outside Music Education 0-8

Total Credits 32-43

Teacher Education Option

Prerequisite Degree: B.A., B.S., or B.M. in Music or Music Therapy

Core Courses listed above 9

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
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Conducting Courses

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<td>3</td>
</tr>
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<td>2</td>
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<td>or MUSC 562</td>
<td>Advanced Instrumental Conducting</td>
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</table>

Methods Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 440</td>
<td>Methods and Materials for Elementary Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 441</td>
<td>Methods and Materials for Middle and Secondary School Music</td>
<td>3</td>
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</table>

Recital

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 599</td>
<td>Gradude Recital</td>
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Undergraduate coursework to fulfill licensure requirements

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 140</td>
<td>Methods: Woodwinds, Brass, Strings, Percussion, Voice</td>
<td>2-5</td>
</tr>
<tr>
<td>MUSC 150</td>
<td>Class Lessons (voice and/or guitar)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 180</td>
<td>Introduction to Music Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 242</td>
<td>Diction for Singers (choral specialization)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 340</td>
<td>Introduction to Music Technology</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 423</td>
<td>Instrumental and Choral Arranging</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 427</td>
<td>Analysis of Musical Form</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 444</td>
<td>Applied Music Pedagogy (choral)</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 445</td>
<td>Choral Methods For Directors</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 446</td>
<td>Instrumental Classroom Methods and Materials</td>
<td>2</td>
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<tr>
<td>T&amp;L 250</td>
<td>Introduction to Education</td>
<td>3</td>
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<tr>
<td>T&amp;L 252</td>
<td>Child Development</td>
<td>3</td>
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<td>T&amp;L 386</td>
<td>Field Experience</td>
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<td>T&amp;L 433</td>
<td>Multicultural Education</td>
<td>3</td>
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<tr>
<td>T&amp;L 486</td>
<td>Field Experience</td>
<td>1-4</td>
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<tr>
<td>T&amp;L 487</td>
<td>Student Teaching</td>
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<tr>
<td>T&amp;L 488</td>
<td>Senior Seminar</td>
<td>1</td>
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</tbody>
</table>

Total Credits 67-85

All students must demonstrate keyboard proficiency equivalent to level 4; keyboard principals must demonstrate an equivalent level of vocal proficiency.

Some 300 and 400 level courses may be permitted to fulfill graduate elective requirements, subject to School of Graduate Studies academic policies.

Performance Specialization

Core Courses listed above 9

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Electives from outside Music Education 0-8

Total Credits 32-43

Voice Major

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<tbody>
<tr>
<td>MUSC 551</td>
<td>Vocal Pedagogy I</td>
<td>3</td>
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<tr>
<td>MUSC 581</td>
<td>Graduate Opera Workshop</td>
<td>2</td>
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Piano Major

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<tr>
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<tbody>
<tr>
<td>MUSC 525</td>
<td>Vocal Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 551</td>
<td>Vocal Pedagogy I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 581</td>
<td>Graduate Opera Workshop</td>
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</tbody>
</table>
Instrumental Conducting Specialization

Core Courses listed above

Conducting Courses

MUSC 561 Advanced Choral Conducting 2
MUSC 562 Advanced Instrumental Conducting 2
MUSC 595 Individual Lessons (Conducting) 2
MUSC 599 Graduate Recital (Conducting) 2

Other Studies

MUSC 521 Instrumental Literature 3
MUSC 570 Instrumental Ensemble Performance 2
MUSC 594 Individual Lessons (Instrumental) 2
MUSC 997 Independent Study 2

Electives 6-12

Total Credits 32-38

Doctor of Philosophy (Ph.D.) Music Education

Admission Requirements

Admission requirements for the Doctor of Philosophy degree in Music Education are the same as those found under the Teaching and Learning Doctoral Program in Education and are listed below.

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Graduate grade point average(s) above 3.5.
2. Excellent writing skills.
3. Three references that speak to academic ability, professional accomplishments related to your field of study, and positive character traits.
4. A statement of clear professional goals that can be met by our program as specified in the graduate catalog.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Recommended: The Graduate Record General Examination (verbal, quantitative, analytical), the Advanced Graduate Record Examination, and/or the Miller Analogies Test.

Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Music Department.

Requirements for the Doctor of Philosophy Degree set forth by the Music Depart include:

The Ph.D. program of study in Teaching and Learning shall include the following:

1. Completion of 90-96 semester credits beyond the baccalaureate degree.
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
3. With approval of a student’s Faculty Advisory Committee, up to one-half of the work beyond a master’s degree (maximum of 30 semester credit hours) may be transferred from another institution that offers post-master’s degrees in the discipline.
4. At lease one-half of the work must be in the major field, including:
   A. at least 10 credits of dissertation, which incorporates independent work that is an original contribution to knowledge in the field.
   B. A minimum of 6 credits in the Foundations of Education.
   C. A minimum of 12 credits of scholarly tools
5. At least 12 hours of a minor or cognate in a supporting area.
6. Meet one of the three residency options described below:

Choral Conducting Specialization

Core Courses listed above

Conducting Courses

MUSC 561 Advanced Choral Conducting 2
MUSC 562 Advanced Instrumental Conducting 2
MUSC 595 Individual Lessons (Conducting) 2
MUSC 599 Graduate Recital (Conducting) 2

Other Studies

MUSC 524 Choral Literature 3
MUSC 551 Vocal Pedagogy I 3
MUSC 580 Choral Ensemble Performance 2
MUSC 594 Individual Lessons (Voice) 2
MUSC 997 Independent Study 2

Electives 3-9

Total Credits 32-38
Residency Requirements

The purpose of residency is to provide an opportunity for sustained and concentrated intellectual effort, to provide for immersion in a research environment, and to permit extensive interaction with fellow students and faculty of the major department.

The residency for the Ph.D. in Music Education is designed to provide the student with the experiences outlined by the School of Graduate Studies. Students are expected to engage in serious scholarship and reflect on their learning and experiences, as well as to integrate their doctoral study such that the program of study they pursue will become a unified experience. A doctoral student in Music Education can meet the residency requirement in any one of the following ways:

1. Students will complete a residency while enrolled in a minimum of nine semester hours of credit during each of two consecutive semesters (Fall/Spring or Spring/Fall). Students in this option are encouraged, but are not required, to enroll in a Doctoral Seminar during their residency or at another time in the program. If a student is a GTA, GSA or GRA, the number of credits that the student may take for this option is less and is specified in the catalog.

2. Students will complete a residency while enrolled in a minimum of eight semester hours of credit during each of three consecutive summer sessions and in a minimum of two Doctoral Seminars following their first and second or third summers in residence.

3. Students will complete a residency over a period of three consecutive years of continuous enrollment in a minimum of 36 hours of credit (12 credits per year for three years), to include a minimum of two Doctoral Seminars during the period of residency.

Core Courses listed above

Music Education Component

MUSC 503 Psychological Foundations of Music Learning 3
MUSC 507 Foundations of Music Education 3
MUSC 999 Dissertation 10-15

Music Electives (other studies in Music) 7-23

Teaching & Learning Core (minimum of 12 credits)

T&L 539 College Teaching 3
T&L 545 Adult Learners 3

Teaching & Learning Core Electives (selected from T&L list in consultation with adviser) 6

Foundations of Education

EFR 500 Foundations of Educational Thought 3
MUSC 503 Psychological Foundations of Music Learning (listed above) 3
MUSC 507 Foundations of Music Education (listed above) 3

Scholarly Tools in Education

(may serve as Research cognate, 3 options, see below) 12

Supporting Area and Electives

(may include Minor, 24 credits or Cognate, 12 credits) 21-26

Scholarly Tools Options (courses below or equivalents)

Option 1: Qualitative Emphasis Option

EFR 510 Qualitative Research Methods 3
EFR 520 Advanced Qualitative Research Methods 3
EFR 516 Statistics II 3
MUSC 598 Research in Music Education 3

Or equivalents

Option 2: Quantitative Emphasis Option

EFR 510 Qualitative Research Methods 3
EFR 516 Statistics II 3
EFR 518 Multivariate Analysis 3
MUSC 598 Research in Music Education 3

Or equivalents

Option 3: Tests and Measurements Option

EFR 511 Program Evaluation 3

Courses

MUSC 500. Introduction to Graduate Study in Music. 3 Credits.
A course covering bibliography and methodology in the principal areas of research in music.

MUSC 501. Graduate Music Theory Review. 3 Credits.
A comprehensive review of the harmonic, contrapuntal and formal elements of music, designed to prepare students for graduate-level music courses. Does not count toward fulfillment of the minimum 32 hours of the graduate music degree requirements; may be waived by examination.

MUSC 502. Perspectives in Music Theory. 3 Credits.
The study of formal systems in music through selected musical works. Prerequisites: MUSC 501 or passing grade on placement examination.

MUSC 503. Psychological Foundations of Music Learning. 3 Credits.
An in-depth study of the psychological processes of music learning.

MUSC 504. Seminar in Music. 1-4 Credits.
Seminars concerning various topics of interest to the faculty and students.

MUSC 505. Graduate Music History Review. 3 Credits.
An accelerated comprehensive review of western music history designed to prepare students for other graduate-level music courses, emphasizing group learning through individual preparation. Credit does not count toward fulfillment of 32-hour minimum. Music graduate degree requirements. May be waived by examination.

MUSC 506. Advanced Composition. 1-4 Credits.
The composition and performance of original works in selected instrumental and vocal media. May be repeated without limitation.

MUSC 507. Foundations of Music Education. 3 Credits.
A comprehensive investigation of the historical, philosophical, and aesthetic foundations of music including current trends in music education.

MUSC 508. Perspectives of Music History. 3 Credits.
A course on various topics on the history and literature of music and related musical fields. This course may require preparation and delivery of a substantial research paper on an appropriate topic. Repeatable when topics vary. Prerequisites: MUSC 500 and MUSC 505, or passing grade on placement examination, or instructor’s permission.

MUSC 509. Trends in Music Education. 3 Credits.
An overview of historical and contemporary trends in music education.

MUSC 521. Instrumental Literature. 3 Credits.
The study of instrumental music literature through scores and recordings.

MUSC 522. Solo Instrumental Literature: Violin, Clarinet, Trumpet or Percussion. 2 Credits.
Study of solo and chamber music literature for the specified instrument through scores and recordings.

MUSC 523. Keyboard Literature. 2-3 Credits.
This course is designed to introduce pianists to the keyboard literature from pre-Baroque to present day.

MUSC 524. Choral Literature. 3 Credits.
The study of choral literature through scores and recordings.

MUSC 525. Vocal Literature. 3 Credits.
The study of solo vocal literature through scores and recordings.

MUSC 537. Advanced Studies in Musical Form. 2 Credits.
Advanced study and analysis of the principal forms of musical composition. Prerequisite: Graduate status.

MUSC 538. Advanced Orchestration. 2 Credits.
Advanced study of orchestration and arranging techniques for various ensembles and combinations of instruments. Includes the study of exotic instruments. Prerequisite: Graduate status.

MUSC 539. Advanced Counterpoint. 2 Credits.
Advanced study of Counterpoint. Topics may include 16th-century styles, 18th-century styles, and/or 20th-century styles. The course includes both analysis of existing works, and composition of original works. Prerequisite: Graduate status.
MUSC 551. Vocal Pedagogy I. 3 Credits.
Teaching procedures, methods, and literature for teaching voice students from beginning through early intermediate levels, addressing questions of style, performance practices, editions, and techniques. Includes observation and teaching in both group and individual settings.

MUSC 552. Keyboard Pedagogy I. 2-3 Credits.
This course is designed to introduce pianists to the art of teaching through discussions, lectures, and assignments which explore teaching techniques, materials, and methods appropriate for the beginning and elementary piano student.

MUSC 553. Vocal Pedagogy II. 3 Credits.
Teaching procedures, methods, and literature for teaching voice students from the late intermediate through advanced levels, addressing questions of style, performance practices, editions, and techniques. Includes observation and teaching in both group and individual settings. Prerequisite: MUSC 551.

MUSC 554. Keyboard Pedagogy II. 3 Credits.
Teaching procedures, methods, and literature for teaching keyboard students from the late intermediate through advanced levels, addressing questions of style, performance practices, editions, and techniques. Includes observation and teaching in both group and individual settings. Prerequisite: MUSC 552.

MUSC 555. Instrumental Pedagogy: Violin, Clarinet, Trumpet or Percussion. 2 Credits.
Teaching procedures, methods and literature for teaching students of the specified instrument, addressing questions of style, performance practices, techniques, and editions.

MUSC 561. Advanced Choral Conducting. 2 Credits.
Choral schools and composers since the sixteenth century, study of interpretations based on scores, recordings, and class performance.

MUSC 562. Advanced Instrumental Conducting. 2 Credits.
Advanced techniques of instrumental conducting and score reading.

MUSC 570. Instrumental Ensemble Performance. 1 Credit.
Repeatable to 2 credits for Music Education students. For others, repeatable without limitation.

MUSC 578. Collaborative Piano. 1 Credit.
The student will gain experience in learning advanced accompanying techniques and literature. Repeatable without limitation.

MUSC 579. Chamber Ensembles. 1 Credit.
Small music ensembles. Instrumentation is flexible. Repeatable without limitation.

MUSC 580. Choral Ensemble Performance. 1 Credit.
Repeatable to 2 credits for Music Education students. For others, repeatable without limitation.

MUSC 581. Graduate Opera Workshop. 1 Credit.
Graduate level staged performance of operatic literature: chamber operas, scenes from larger works, and major productions. Prerequisite: Permission of the instructor. Corequisite: Enrollment in graduate level voice lessons.

MUSC 590. Vocal Internship. 1 Credit.
Teaching of group and individual voice under the supervision and critique of voice faculty. Repeatable up to two (2) credits. Prerequisite: MUSC 551.

MUSC 591. Keyboard Internship. 1 Credit.
Teaching of group and individual keyboard under the supervision and critique of keyboard faculty. Repeatable up to two (2) credits. Prerequisite: MUSC 552.

MUSC 593. Final Project in Composition. 4 Credits.
The composition and performance of an original musical work of proportions suitable for a final composition project at the master’s level.

MUSC 594. Individual Lessons. 1 Credit.
Individual lessons in secondary instruments, conducting or voice. In registering for private lessons in voice, piano, organ, conducting or any orchestral instrument, “Voice” or the name of the instrument serves as the title of the course. For the final examination (excluding conducting), the student will perform before a faculty committee. May be repeated for credit without limitation.

MUSC 595. Individual Lessons. 1-2 Credits.
Individual lessons in the major instrument, conducting or voice for the non-performance major. In registering for private lessons in voice, piano, organ, conducting or any orchestral instrument, “Voice” or the name of the instrument serves as the title of the course. For the final examination (excluding conducting), the student will perform before a faculty committee. May be repeated for credit without limitation.

MUSC 596. Individual Lessons. 1-4 Credits.
Individual lessons in voice, piano or organ for the performance major. In registering for private lessons, "Voice" or the name of the instrument serves as the title of the course. For the final examination, the student will perform before a faculty committee. May be repeated for credit without limitation.

MUSC 597. Special Projects. 1-3 Credits.
Individual study in an approved area of interest to the student.

MUSC 598. Research in Music Education. 3 Credits.
An introduction to qualitative and quantitative research methodology relative to music education.

MUSC 599. Graduate Recital. 2 Credits.
The presentation of a graduate recital. Recitals may not be given until a recital audition has been reviewed and approved by the applied instructor and the student’s master’s committee. Music Education students must also complete an associated document. Repeatable to 4 credits. Prerequisite: Consent of instructor.

MUSC 996. Continuing Enrollment. 1-12 Credits.
Independent study and preparation of a written document. Prerequisite: Permission of advisor.

MUSC 998. Thesis. 4 Credits.
Prerequisite: Permission of advisor.

MUSC 999. Dissertation. 1-15 Credits.
Prerequisite: Permission of advisor.

Nursing

http://www.nursing.und.edu/

FACULTY: Adams, C. Anderson, J. Anderson, Buetnner, Evanson, Gregg, Harsell, Heintz, Kiser, Korniewicz (Dean), Lindseth, Ralph, Rittenbach, Roberts, Semmens, Shepherd, Shogen, Sperle, Tyree and Wilson

Degrees Granted: Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)

The College of Nursing and Professional Disciplines offers graduate programs leading to the Ph.D. or the Master of Science (M.S.) degree with a major in nursing. Information on any newly approved programs of study will be available on the College of Nursing and Professional Disciplines website at: www.nursing.und.edu/.

There are currently six Master of Science tracks, six postmaster’s certifications, and a Doctor of Philosophy in Nursing offered in the graduate nursing program. Capstone projects include the thesis or non-thesis independent study options at the master’s level and the comprehensive examination and dissertation in the doctoral program. For the majority of the master’s tracks, a nationally based certification examination is available, including Family Nurse Practitioner, Nurse Anesthesia, Psychiatric Mental Health Nursing-Clinical Nurse Specialist (CNS), Psychiatric Mental Health Nursing-Nurse Practitioner (NP), Gerontological CNS, Gerontological NP, Advanced Public Health Nurse, and Nurse Educator.

The Master of Science degree in nursing is targeted to prepare advanced practice nurses in areas of clinical specialization, as nurse practitioners or nurse educators, and to expand the scientific knowledge for nursing practice through research. The entire program is accredited by the Commission on Collegiate Nursing Education (CCNE). The course of study for Nurse Anesthesia is accredited by the Council on Accreditation (COA) for Nurse Anesthesia Education Programs.

The Master of Science program offers eight areas of specialization:

1. Advanced Public Health Nurse
2. Family Nurse Practitioner (FNP)
3. Gerontological Nursing Clinical Nurse Specialist or Gerontological Nursing Nurse Practitioner
4. Nurse Anesthesia
5. Nurse Education
6. Psychiatric Mental Health Nursing Clinical Nurse Specialist or Psychiatric Mental Health Nursing Nurse Practitioner

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degrees section.

Mission Statement
The Mission of the College of Nursing and Professional Disciplines is to educate individuals for professional roles in nursing, social work and nutrition. The College strives to enhance the health of people in the region, nation, and across the globe by preparing leaders in nursing and nutrition through innovative, accessible programs and significant faculty and student scholarship and service.

The purpose of master’s education in nursing is to build upon undergraduate nursing education to prepare nurses with expanded theoretical and evidence-based knowledge for advanced roles in practice and education.

Program Goals
1. Integrate theory, research, and experiential knowledge and evidence-based practice into advanced nursing practice.
2. Demonstrate competence in advanced nursing practice consistent with applicable professional standards.
3. Practice in the development of nursing science through evidence-based practice, research, and theory.
4. Integrate relationships between social, cultural, political, and economic issues and health care delivery.

Master of Science (M.S.)
Admission Requirements
The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog. Admission requirements for the Master of Science in Nursing include:

1. A bachelor’s degree in nursing from an NLNAC or CCNE accredited program. (Foreign schools will be evaluated on an individual basis.)
2. A minimum GPA of 3.00 is based on all years of study at the undergraduate level and includes a GPA of 3.00 in undergraduate science coursework.
3. An undergraduate or graduate course in statistics.
4. Current R.N. licensure (Photocopy must be attached to application.).
5. One year of experience as a registered nurse (preferred).
6. Additional requirements for Nurse Anesthesia are an undergraduate course in biochemistry (or equivalent), an undergraduate college algebra course (equivalent or higher), one year of critical care nursing experience (two years are preferred), and a successful interview.
7. Meet current health and immunization requirements of the College of Nursing and Professional Disciplines.
8. Submit to and satisfactorily complete a background check prior to admission.
9. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
10. Applications must be received by September 1 of the calendar year.

General Nursing Admission
Those students selecting nursing as their major area of concentration will be assigned a nursing advisor and may take up to 24 credit hours of coursework that will transfer once they have been admitted to a nursing specialization. These 24 credit hours are limited to the following courses:

- **NURS 500**: Theories/Concepts Nursing 3 credits
- **NURS 501**: Complementary Therapies 3 credits
- **NURS 502**: Evidence for Practice 3 credits
- **NURS 510**: Adv Physiology/Pathophysiology I 3 credits
- **NURS 511**: Adv Physiology/Pathophysiology II 3 credits
- **NURS 526**: Ethical, Legal and Health Policy Issues 3 credits
- **NURS 532**: Family Nursing 3 credits
- **NURS 514**: Essentials in Epidemiology 3 credits

Total Credits: 24

Courses

**NURS 500. Theories/Concepts Nursing. 3 Credits.**
The focus of this core course is on analysis of current nursing and related theories and concepts which guide clinical practice, curriculum development, research, and nursing administration.

**NURS 501. Complementary Therapies. 3 Credits.**
The focus of this interdisciplinary elective course is the analysis of theory, research, and practice of complementary health therapies. The goal of this course is not to provide skills training in any specific technique. Instead, the course is intended to augment the health care professional’s education by providing a broad overview of selected complementary therapies commonly used in the United States. Legal and ethical implications will be analyzed.

**NURS 502. Evidence for Practice. 3 Credits.**
This course emphasizes the application of basic research concepts to the building of evidence-based practice in nursing. Advanced competencies are developed in searching and evaluating the literature, examining the merit of different types and levels of evidence, and analyzing the generalizability and implications for clinical practice. Prerequisites or corequisites: Admission to one of the Graduate Nursing Tracks, NURS 500 and statistics.

**NURS 503. The Business of Practice. 2 Credits.**
This course focuses on the business aspects of Inter-professional advanced practice in the complex health care environment. Prerequisite: Admission to the DNP Program.

**NURS 504. Advanced Pharmacology I. 3 Credits.**
Pharmacodynamic and pharmacokinetic principles with a focus on clinical anesthesia practice. Physiologic systems and drug classifications are used; emphasis on therapeutic use, side effects, drug interactions, and contraindications of drugs used for intravenous anesthesia induction, inhalation, and balanced anesthesia maintenance. Pediatric and geriatric variations will be addressed. Prerequisite: Admission to Nurse Anesthesia Specialization.

**NURS 506. Advanced Pharmacology II. 3 Credits.**
Advanced pharmacology for clinical nurse anesthesia practice. Prerequisite: NURS 504.

**NURS 507. Anesthesia Seminar and Clinical Practicum. 4 Credits.**
This course is designed to provide nurse anesthesia students an overview of the basic principles and skills needed to care for the routine surgical patient. Topics include difficult airway management, patient monitoring, patient preparation, positioning, patient safety, fluid and electrolyte management, documentation of anesthesia care, and an introduction to regional anesthesia. Analysis, integration, and utilization of research to improve practice is emphasized. The lecture content is reinforced through Clinical Simulation and laboratory experiences, allowing for immediate application of the lecture content and integration into the clinical setting. Students are introduced to the clinical setting through observational and hands-on experiences. Includes a clinical and/or laboratory component. Prerequisite: NURS 521.

**NURS 508. Nurse Anesthesia Review Course. 1 Credit.**
This course is faculty guided and designed to assist students with their review of nurse anesthesia course and clinical material in preparation for the CCNA certification examination. Prerequisite: Completion of all Nurse Anesthesia Specialization coursework.

**NURS 509. Foundations for Nurse Education. 3 Credits.**
This course begins to compare and contrast multiple roles and responsibilities of nurse educators in various settings in academic and health service. It will build the conceptual foundation for educational processes with emphasis on ethics, learning theories, taxonomies of learning and current evidence necessary for development of competencies necessary for the practice of educating. Students will begin to formulate their individual philosophy of teaching and learning. Prerequisite or corequisite: NURS 500.
NURS 510. Adv Physiology/Pathophysiology I. 3 Credits.
Normal physiologic functions associated with cellular structure and environment. Physiologic and pathophysiologic functions of the human body and its organ systems, both separately and integrated in whole activities. Prerequisite: Admissions to graduate study.

NURS 511. Adv Physiology/Pathophys II. 3 Credits.
Physiologic and pathophysiologic functions of the human body and its organ systems, both separately and integrated in whole activities. Prerequisite: NURS 510 or consent of instructor.

NURS 512. DNP Core Concepts I. 2 Credits.
This course is an exploration of the core concepts that support the developing role of the DNP as a practice focused leader and researcher. Prerequisite: Admission to the DNP Program.

NURS 513. DNP Core Concepts II. 2 Credits.
This course focuses on the concepts that support the development of the role of the DNP practice leader in the care of rural and vulnerable populations and issues related to planning and providing care for vulnerable and underserved populations. The primary content focus areas are epidemiology and vulnerability related to population and individual health. Prerequisites: Admission to the DNP Program and NURS 512.

NURS 514. Essentials in Epidemiology. 3 Credits.
This course will emphasize the application of the principles of epidemiology as applied to the investigation and prevention of individual and population health problems. Students will evaluate clinical delivery models and analyze epidemiological data to develop and apply strategies for health promotion and disease prevention for individuals, aggregates, and populations. The core competencies will focus not only on the practice of public health, but also enhance practice for the clinician. Prerequisite: Admission to the Graduate School, MPH Program, or permission of the instructor.

NURS 517.* Anesthesia Seminar and Clinical Practicum II. 5 Credits.
This course builds on the foundations learned in the prerequisite course. Advanced anesthesia principles are applied to various patient populations including the surgical patient with cardiovascular and respiratory diseases. Anesthesia care of other surgical populations including the trauma, orthopedic, urological, vascular, intra-abdominal and ENT patient will be explored. Important concepts include anatomical, physiological and pathophysiological, and pharmacological principles. Analysis, integration, and utilization of research to improve practice is emphasized. The lecture content is reinforced through simulated laboratory experiences, allowing for immediate application of the lecture content and integration into the clinical setting. A clinical rotation is included. Prerequisite: NURS 507.

NURS 519. Practice Leadership. 2 Credits.
This course focuses on practice leadership theories and strategies related to the role of the DNP advanced practice nurse within the complex health care system. Prerequisite: Admission to DNP Program or consent of instructor.

NURS 520. Prof Role Dvlpmnt/Nurse Anesthesia. 3 Credits.
The focus of this course is on the identification and analysis of the professional components of nurse anesthesia practice, emphasizing role development; management and leadership; medical, ethical and legal responsibilities; the provision of culturally competent care; and scope of professional practice. Other areas that will be explored include quality improvement, the legislative process, credentialing, professional organizations, conflict resolution, and self-care and stress management for the anesthetist. An in-depth analysis of current trends and issues affecting healthcare and the delivery of anesthesia services are included in the course content. Prerequisites: NURS 521 and NURS 507. Corequisite: NURS 517.

NURS 521. Foundations of Anesthesia Practice. 3 Credits.
This course provides the foundation for nurse anesthesia practice. Lecture and discussion begin with an analysis of the history of anesthesia nursing, professionalism, and standards of care for the anesthetist. Safety in the nurse anesthesia environment will be emphasized. Additional content includes the applied chemical, physical, and biochemical concepts as they relate to anesthesia practice, including the mechanisms of anesthesia, medical mathematics, medical gas systems, laws governing gases, the anesthesia machine, monitoring principles and equipment, airway equipment and basic airway management, and universal precautions. Prerequisite: Admission to the Nure Anesthesia Specialization.

NURS 522. Health Informatics. 3 Credits.
This course prepares the health care practice professional to use and evaluate emerging health care technology and data systems to support evidence-based practice. Prerequisite: Admission to DNP Program or consent of instructor.

NURS 523.* Health Promotion. 3 Credits.
Paradigms in health promotion, health detection, and disease prevention across the lifespan are used in synthesis in theory and evidence-based primary care interventions. A clinical laboratory component is included. Prerequisite or corequisite: NURS 514.

NURS 526. Ethical, Legal and Health Policy Issues. 3 Credits.
This course emphasizes health policy issues within the context of legal and ethical concepts. Students will examine and debate health policies in current practice, thus broadening their ability to analyze, implement, and evaluate health policy issues.

NURS 527.* Anesthesia Seminar and Clinical Practicum III. 5 Credits.
This course further builds on the foundations learned in prerequisite courses. Students will incorporate previously learned anatomy, physiology, pathophysiology, and patient management into the care of subspecialty patients and patients with complex co-existing diseases. Advanced anesthesia principles are applied to the OB, pediatric, geriatric, and neuro patient. The pharmacology and anesthesia management of these subspecialty populations and patients with various disease states, such as kidney, musculoskeletal, and endocrine disorders, will be explored. Analysis, integration, and utilization of research to improve clinical practice is emphasized. The lecture content is reinforced with a clinical experience that emphasizes anesthesia care for subspecialty populations. A clinical/laboratory component is included. Prerequisite: NUR 517.

NURS 530. Research Design & Methods in Nursing. 3 Credits.
Prerequisite or corequisite: NURS 500 or consent of instructor.

NURS 531. Adult-Gerontology Illness Management I. 3 Credits.
This is the first of a two-course sequence that focuses on evidenced-based primary care diagnosis and management of common episodic/chronic problems encountered by young adults, adults and older adults and their social network in ambulatory, inpatient, and community settings. Physiological, psychosocial, and pharmacological interventions are integrated into the holistic care that incorporates age-related, cultural, family, and community variations. Prerequisites: NURS 511 and NURS 585. Corequisite: NURS 597.

NURS 532. Family Nursing. 3 Credits.
Theoretical and scientific foundations for advanced practice nursing care for the family-as-a-unit in health and illness across the lifespan.

NURS 533. Adult-Gerontology Illness Management II. 3 Credits.
This is the second of a two-course sequence that focuses on evidenced-based primary care diagnosis and management of common episodic/chronic problems encountered by young adults, adults and older adults and their social network in ambulatory, inpatient, and community settings. Physiological, psychosocial, and pharmacological interventions are integrated into the holistic care that incorporates age-related, cultural, family, and community variations. Prerequisites: NURS 531. Corequisite: NURS 597.

NURS 535. Advanced Pharmacology for Primary Care I. 2 Credits.
Pharmacological agents utilized to treat common acute and chronic health problems are explored in depth. The course focus is on advanced nursing practice roles related to prescription, pharmacological, and therapeutic applications of the drugs. Prerequisite or corequisite: NURS 510.

NURS 537.* Graduate Cooperative Education. 1-2 Credits.
The course focus is upon experience in advanced nursing practice integrating theory, research, and advanced practice in a specific area of nursing. Course overview: the purpose of this course is to provide the graduate nursing student with advanced nursing practice as an employee in a health care agency and to evaluate that experience in relation to the educational program. A clinical/laboratory component is included. Prerequisite: Permission of Graduate Director of Nursing.

NURS 538. Psych Diagnostic Reasoning. 2 Credits.
This course prepares students for advanced therapeutic communication, interviewing, and assessment of people with mental illness across the life span. Skills are developed in differential diagnoses of psychopathology within the scope and standards of advanced psychiatric mental health nursing practice. Clinical application is included. Prerequisites: NURS 500, NURS 502, NURS 510, NURS 511, NURS 514, NURS 523, NURS 535, NURS 539, and NURS 585.

NURS 539. Advanced Pharmacology for Primary Care II. 2 Credits.
Pharmacological agents utilized to treat common acute and chronic health problems are explored in depth. The course focus is on advanced nurse practice roles related to prescription, pharmacological, and therapeutic applications of the drugs. Prerequisite: NURS 533 or consent of instructor.
NURS 546. Advanced PHN I. 4 Credits.
Nurs 546 introduces concepts foundational to advanced PHN practice and population health. Corequisite: NURS 547.

NURS 547. Advanced PHN Practicum I. 4 Credits.
The focus of this course is on application of foundational concepts of Advanced PHN practice. Students will conduct a community assessment and identify community problems and strengths. Written and oral communication skills are emphasized. Corequisite: NURS 546.

NURS 548. Advanced PHN II. 3 Credits.
This course focuses on the leadership role of advanced PHN practice. Public health and community-based organizational assessment, program monitoring and evaluation, quality improvement, and management of multiple projects are emphasized. Concepts of leadership in public and community health and collaborative interdisciplinary practice are discussed. Health policy and law and ethics as they relate to public health are explored. In addition, advanced PHN leadership in rural areas and in disaster/emergency preparedness and management are discussed. Prerequisites: NURS 502, NURS 546, and NURS 547. Corequisite: NURS 549.

NURS 549. Advanced PHN Practicum II. 3 Credits.
This course focuses on implementation of advanced PHN interventions. Corequisite: NURS 548.

NURS 550. Global Public Health Issues. 2 Credits.
This course focuses on population health issues at a global level. Differences in population health status between developing and developed countries are explored. Special emphasis is placed on war as a public health issue and the global impact of AIDS.

NURS 552. Role Development of the CNS. 2 Credits.
Students will compare and contrast the various roles of the clinical nurse specialist and evaluate those roles as they relate to their individual area of practice. Concepts of professional development are emphasized. Prerequisite: NURS 502.

NURS 553. Role Development of the NP. 2 Credits.
This course emphasizes professional role development of the nurse practitioner. Students will compare and contrast the various roles of the nurse practitioner and evaluate those roles as they relate to the student's individual planned area of practice. Prerequisite: NURS 502.

NURS 559. Maternal and Child Health in Primary Care. 2 Credits.
This course focuses on advanced practice nursing care of obstetric and pediatric clients within a primary care setting. Prerequisites: Admission to FNP, NURS 510, NURS 511, NURS 523, and NURS 585.

NURS 564. Psychopharmacology. 2 Credits.
This course provides the advanced practice student with knowledge in the pharmacology of psychopathology across the life span. Emphasis will be placed on the appropriate use of pharmacotherapeutics for psychiatric disabilities/disorders including: Mood disorders, development disorders, psychotic disorders, anxiety disorders, dementia, and substance abuse. Prerequisites: NURS 500, NURS 502, NURS 510, NURS 511, NURS 514, NURS 523, NURS 535, NURS 539, and NURS 585. Corequisite: NURS 538.

NURS 566. Curriculum Development. 3 Credits.
This course focuses on the curriculum development process. Societal, professional, and institutional factors as well as current research findings influencing the curriculum development process are analyzed. Consideration of the impact of adult learning principles, workforce issues, legal-ethical concerns, and diverse student populations in regard to the curriculum development process is given. Prerequisite: NURS 508.

NURS 567. Teaching Methodologies. 3 Credits.
The course explores theory-based teaching strategies designed to develop cognitive abilities, psychomotor skills, and affective qualities in learners from diverse backgrounds. Strategies and methods for the teaching of nursing content in a variety of settings are utilized. The use of technological tools in nursing education is evaluated. Prerequisite or corequisite: NURS 566.

NURS 568. Teaching Practicum. 2 Credits.
Students assume the role of the nurse educator in selected learning settings under the guidance of a preceptor. A clinical/laboratory component is included. Prerequisites: NURS 566, NURS 567, and NURS 569 or consent of instructor.

NURS 569. Assessment and Evaluation. 3 Credits.
Principles of assessment, measurement, and evaluation are analyzed in this course as they relate to nursing education. The processes of assessing student learning, teaching, and program outcomes are explored. Topics relevant to the evaluation of individual student learning such as test development, evaluation of critical thinking, and clinical evaluation are included. The processes of faculty and program evaluation are examined. Prerequisites: NURS 566 and NURS 567 or consent of instructor.

NURS 570. Epistemology and Philosophy of Nursing. 3 Credits.
The origins of nursing knowledge, its structure and methods, the philosophy of nursing as an art and a science, and the criteria for validating nursing's knowledge claims are explored. Patterns of knowing as well as categorical, conceptual, and empirical types of nursing knowledge will also be discussed. Prerequisite: Admission to the doctoral program or consent of instructor.

NURS 571. Theoretical Development in Nursing. 3 Credits.
This course provides students with the knowledge and skills to begin developing theory that contributes to the body of nursing science. Students will study concept development strategies foundational to theory construction and examine and critique ways in which nursing theories have been developed. Concept and theory development strategies are applied by examining phenomena relevant to nursing science and the student's interests. Prerequisite: Admission to the doctoral program or consent of instructor.

NURS 572. Diverse Vulnerable Populations. 3 Credits.
Students will explore a wide range of concepts as they apply to diverse and vulnerable populations. The focus of the course is on understanding concepts and principles important to nursing when doing research, planning health care, developing health policy, and teaching in this area. Prerequisite: Admission to the Nursing Graduate Program or consent of the instructor.

NURS 573. Research Grantsmanship. 3 Credits.
This course integrates the scientific and practical aspects of professional writing and grant proposal development to obtain funds for research. Prerequisite: Admission to the Nursing Graduate Program or consent of the instructor.

NURS 574. Quantitative Nursing Methods. 3 Credits.
The underlying purpose of this course is to provide learning experiences which give advanced practice nurses the opportunity to acquire knowledge and the skills necessary to apply quantitative research methods in nursing. The course features presentations on creative and substantial applications of established methodologies and effective research techniques and strategies within the quantitative paradigm. Prerequisite or corequisite: multivariate statistics course such as EFR 516 or AVIT 503.

NURS 575. Qualitative Research Methods in Nursing. 3 Credits.
Examination and analysis of qualitative research designs with particular emphasis on approaches relevant to problems in nursing or other health-related fields. Students will carry out a qualitative research project. Prerequisite: Admission to the Nursing Graduate Program or consent of the instructor.

NURS 577. Healthcare Ethics and Diversity. 3 Credits.
This course is directed toward the development of critical dialogue and leadership strategies for dealing with ethical issues related to nursing, health care and research. Commitment to discussion, understanding and acceptance of the rights of others in dilemmas is emphasized. Reflexive nursing, which brings attention to one’s own position and objectivity, is emphasized. The challenges of ethics in cross-cultural milieus are included in the discourse. Prerequisite: Admission to the Nursing doctoral Program or consent of the instructor.

NURS 578. Doctoral Seminar. 1 Credit.
Prerequisite: Admission to the Nursing doctoral Program or consent of the instructor.

NURS 579. Dissertation Seminar. 1 Credit.
A series of presentations and discussions of doctoral student research, literature reviews, and current issues in nursing is presented in a seminar format. Prerequisite: Advancement to doctoral candidacy.

NURS 580. Research Practicum. 1-6 Credits.
The doctoral research practicum provides a research experience for doctoral nursing students separate from the dissertation to participate in the research process under the guidance of an experienced/funded investigator. Experiences may include grant writing, data collection, analysis, and manuscript writing.
NURS 582. Health Policy. 2 Credits.
This course will prepare the health care professional to understand and apply knowledge of health policy to function as an advocate for populations and individuals. Prerequisite: Admission to the DNP Program or consent of instructor.

NURS 583. Individual Therapy. 2 Credits.
This course provides knowledge and skill development in the implementation of evidence-based clinical therapies and treatments focused on the individual including cultural variations. Includes clinical practice. Prerequisites or corequisites: NURS 500, NURS 502, NURS 510, NURS 511, NURS 514, NURS 523, NURS 535, NURS 538, NURS 539, and NURS 585.

NURS 584. Group and Family Therapies. 3 Credits.
Evidence-based clinical interventions with diverse groups and families are presented. Opportunities for clinical implementation accompany the theoretical models. A clinical/laboratory component is included. Prerequisites or corequisites: NURS 538, NURS 583 and admission into Psychiatric Mental Health specialization or consent of instructor.

NURS 585. Advanced Health Assessment. 3 Credits.
An evidenced-based approach will be used to present methodologies for graduate student performance on health histories, developmental assessments, and physical/psychosocial assessments of individuals. Communication and interviewing techniques for advanced nursing practice are applied. A clinical/laboratory component is included with variations for Family Nurse Practitioner, Psych/Mental Health, Adult-Gerontology, and Nurse Anesthesia students.
Prerequisite: Completion of an undergraduate course in health assessment techniques or consent of instructor. Prerequisite or corequisite: NURS 510.

NURS 588. Management of Psychopathology I. 2 Credits.
The focus of this course is management of individuals, groups and families with or affected by psychopathology. Continuity of care across settings and community are emphasized. Prerequisites of corequisites: NURS 538, NURS 583 and NURS 584.

NURS 589. Management of Psychopathology II. 2 Credits.
A firm basis for entry level advanced practice psychiatric mental health nursing is established in this course. Management of psychopathological co-morbidities is emphasized. Prerequisites or corequisites: NURS 538, NURS 583, NURS 584 and NURS 588 passed at A level.

NURS 590. Directed Studies. 1-3 Credits.
Designed to meet the needs of individual and/or small groups of graduate students. The course content will be based on student interests and needs in conjunction with the faculty member’s area of specialization. Prerequisite: Consent of instructor.

NURS 591. Readings in Nursing. 1-3 Credits.
Readings in selected nursing/health care topics with written and/or oral reports. Prerequisite: Consent of instructor.

NURS 592. Advanced PHN Practicum II. 4 Credits.
This course provides a capstone experience in Advanced PHN practice. Students are expected to integrate knowledge from all of their previous coursework into an applied practicum experience in population health, to evaluate population health interventions and programs, and develop strategies for program funding. Prerequisites: NURS 548 and NURS 549.

NURS 593. DNP Internship I. 4 Credits.
This first DNA Internship course is designed to provide the DNA Advanced Practice Nurse (APN) student with opportunities to apply the concepts in the AACN DNA Essentials document in the practice environment. Students will also begin development of the DNA capstone project. Corequisite: NURS 598.

NURS 594. DNP Internship II. 4 Credits.
This course provides the DNP student with additional practice focused learning opportunities to apply the concepts in the AACN DNP Essentials document in the practice environment. The student will complete and disseminate findings from the capstone project. Prerequisite: NURS 593. Corequisite: NURS 599.

NURS 595. DNP Internship III. 4 Credits.
This course is designed to provide the DNP APN with additional practice focused learning opportunities to apply the concepts in the AACN DNP Essentials document in the practice environment. The student will complete the DNP capstone project and disseminate findings in presentations and publications. Prerequisites: NURS 593 and NURS 594. Corequisite: NURS 596.

NURS 596. DNP Capstone. 2 Credits.
The capstone course provides the DNP students an opportunity to develop skills in reporting and dissemination of practice focused research findings. There is a focus on writing for publication of practice focused research. Corequisite: NURS 595.

NURS 597. Advanced Clinical Practicum. 1-12 Credits.
This clinical practicum course provides the student with the opportunity to obtain extended clinical experience in the area of specialization. The course focuses on the integration of theoretical knowledge into clinical practice. A clinical/laboratory component is included. Prerequisite: Completion of NURS 517 for Nurse Anesthesia specialization or completion of first year curriculum for the Family Nurse Practitioner, Psychiatric/Mental Health or Gerontology specializations.

NURS 598. Evidence Based Research I. 3 Credits.
This course focuses on the development of the practice scholar and includes content of research and program evaluation methods used to address practice problems and inform future evidence based practice. Corequisite: NURS 593.

NURS 599. Evidence-Based Research II. 3 Credits.
This course focuses on the continued development of the practice scholar and includes content of research and program evaluation methods and analysis used to address practice problems and inform future evidence based practice. Prerequisite: NURS 598. Corequisite: NURS 594.

NURS 996. Continuing Enrollment. 1-12 Credits.

NURS 997. Independent Study. 2 Credits.

NURS 998. Thesis. 1-4 Credits.

NURS 999. Dissertation. 1-15 Credits.

* These courses include a clinical and/or laboratory component.

Nurse Anesthesia

Mission Statement

The Mission of the College of Nursing and Professional Disciplines is to educate individuals for professional roles in nursing, social work and nutrition. The College strives to enhance the health of people in the region, nation, and across the globe by preparing leaders in nursing and nutrition through innovative, accessible programs and significant faculty and student scholarship and service.

The purpose of master’s education in nursing is to build upon undergraduate nursing education to prepare nurses with expanded theoretical and evidence-based knowledge for advanced roles in practice and education.

Program Goals

1. Integrate theory, research, and experiential knowledge and evidence-based practice into advanced nursing practice.
2. Demonstrate competence in advanced nursing practice consistent with applicable professional standards.
3. Practice in the development of nursing science through evidence-based practice, research, and theory.
4. Integrate relationships between social, cultural, political, and economic issues and health care delivery.

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog. Admission requirements for the Master of Science in Nursing include:

1. A bachelor’s degree in nursing from an NLNAC or CCNE accredited program. (Foreign schools will be evaluated on an individual basis.)
2. A minimum GPA of 3.00 is based on all years of study at the undergraduate level and includes a GPA of 3.00 in undergraduate science coursework.
3. An undergraduate or graduate course in statistics.
4. Current R.N. licensure (Photocopy must be attached to application.).
Degree Requirements

Students seeking the Master of Science in Nursing degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies’ as well as particular requirements set forth by the College of Nursing.

Thesis or the non-thesis options are available for all tracks. The thesis option requires completion of four credits of . The non-thesis option requires completion of two project-related credits of . There is no residency requirement.

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. Completion of the for the M.S. thesis option or completion of the for the M.S. non-thesis option.
5. Clinical site visits by nursing professors are required by various certifying and accrediting bodies to appropriately supervise the learning experience of students. A clinical site visit course fee is required to offset the expenses to travel, arrange, and supervise clinical experiences across the state and beyond. Prospective students will be made aware of the Clinical Site Visit Course Fee structure through posting of the fees structure on the College of Nursing and Professional Disciplines website and in the College’s Graduate Handbook.

Nurse Anesthesia

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<tr>
<th>Course</th>
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<td>Prof Role Dvlpmnt/Nurse Ansthsia</td>
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<td>NURS 521</td>
<td>Foundations of Anesthesia Practice</td>
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<td>ANAT 591</td>
<td>Special Topics in Anatomy and Cell Biology</td>
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<td>or NURS 998</td>
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Total Credits 76-78

Students complete 29 credits of NURS 597 Advanced Clinical Practicum to comply with accreditation standards for supervised practice hours in anesthesia nursing. Total credits: 78-80.

Nurse Educator

Mission Statement

The Mission of the College of Nursing and Professional Disciplines is to educate individuals for professional roles in nursing, social work and nutrition. The College strives to enhance the health of people in the region, nation, and across the globe by preparing leaders in nursing and nutrition through innovative, accessible programs and significant faculty and student scholarship and service.

The purpose of master’s education in nursing is to build upon undergraduate nursing education to prepare nurses with expanded theoretical and evidence-based knowledge for advanced roles in practice and education.

Program Goals

1. Integrate theory, research, and experiential knowledge and evidence-based practice into advanced nursing practice.
2. Demonstrate competence in advanced nursing practice consistent with applicable professional standards.
3. Practice in the development of nursing science through evidence-based practice, research, and theory.
4. Integrate relationships between social, cultural, political, and economic issues and health care delivery.

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

Admission requirements for the Master of Science in Nursing include:

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2. A minimum GPA of 3.00 is based on all years of study at the undergraduate level and includes a GPA of 3.00 in undergraduate science coursework.
3. An undergraduate or graduate course in statistics.
4. Current R.N. licensure (Photocopy must be attached to application.).
5. One year of experience as a registered nurse (preferred).
6. Additional requirements for Nurse Anesthesia are an undergraduate course in biochemistry (or equivalent), an undergraduate college algebra course (equivalent or higher), one year of critical care nursing experience (two years are preferred), and a successful interview.
7. Meet current health and immunization requirements of the College of Nursing and Professional Disciplines.
8. Submit to and satisfactorily complete a background check prior to admission.
9. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
10. Applications must be received by September 1 of the calendar year.

Degree Requirements

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Thesis or the non-thesis options are available for all tracks. The thesis option requires completion of four credits of . The non-thesis option requires completion of two project-related credits of . There is no residency requirement.

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. Completion of the for the M.S. thesis option or completion of the for the M.S. non-thesis option.
5. Clinical site visits by nursing professors are required by various certifying and accrediting bodies to appropriately supervise the learning experience of students. A clinical site visit course fee is required to offset the expenses to travel, arrange, and supervise clinical experiences across the state and beyond. Prospective students will be made aware of the Clinical Site Visit Course Fee structure through posting of the fees structure on the College of Nursing and Professional Disciplines website and in the College’s Graduate Handbook.

6. Required Courses:

Nurse Educator (on-line courses)

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<td>Foundations for Nurse Education</td>
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<td>NURS 526</td>
<td>Ethical, Legal and Health Policy Issues</td>
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<td>Curriculum Development</td>
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<td></td>
<td>Nursing support courses</td>
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Family Nurse Practitioner

Mission Statement

The Mission of the College of Nursing and Professional Disciplines is to educate individuals for professional roles in nursing, social work and nutrition. The College strives to enhance the health of people in the region, nation, and across the globe by preparing leaders in nursing and nutrition through innovative, accessible programs and significant faculty and student scholarship and service.

The purpose of master’s education in nursing is to build upon undergraduate nursing education to prepare nurses with expanded theoretical and evidence-based knowledge for advanced roles in practice and education.

Program Goals

1. Integrate theory, research, and experiential knowledge and evidence-based practice into advanced nursing practice.
2. Demonstrate competence in advanced nursing practice consistent with applicable professional standards.
3. Practice in the development of nursing science through evidence-based practice, research, and theory.
4. Integrate relationships between social, cultural, political, and economic issues and health care delivery.

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog. Admission requirements for the Master of Science in Nursing include:

1. A bachelor’s degree in nursing from an NLNAC or CCNE accredited program. (Foreign schools will be evaluated on an individual basis.)
2. A minimum GPA of 3.00 is based on all years of study at the undergraduate level and includes a GPA of 3.00 in undergraduate science coursework.
3. An undergraduate or graduate course in statistics.
4. Current R.N. licensure (Photocopy must be attached to application.).
5. One year of experience as a registered nurse (preferred).

6. Additional requirements for Nurse Anesthesia are an undergraduate course in biochemistry (or equivalent), an undergraduate college algebra course (equivalent or higher), one year of critical care nursing experience (two years are preferred), and a successful interview.

7. Meet current health and immunization requirements of the College of Nursing and Professional Disciplines.

8. Submit to and satisfactorily complete a background check prior to admission.

9. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

10. Applications must be received by September 1 of the calendar year.

Degree Requirements

Students seeking the Master of Science in Nursing degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies’ as well as particular requirements set forth by the College of Nursing.

Thesis or the non-thesis options are available for all tracks. The thesis option requires completion of four credits of . The non-thesis option requires completion of two project-related credits of . There is no residency requirement.

- A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
- At least one-half of the credits must be at or above the 500-level.
- A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
- Completion of the for the M.S. thesis option or completion of for the M.S. non-thesis option.

5. Clinical site visits by nursing professors are required by various certifying and accrediting bodies to appropriately supervise the learning experience of students. A clinical site visit course fee is required to offset the expenses to travel, arrange, and supervise clinical experiences across the state and beyond. Prospective students will be made aware of the Clinical Site Visit Course Fee structure through posting of the fees structure on the College of Nursing and Professional Disciplines website and in the College’s Graduate Handbook.

6. Required Courses:

Family Nurse Practitioner

(mostly on-line courses)

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<thead>
<tr>
<th>Course Code</th>
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<td>Evidence for Practice</td>
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<td>Adv Physiology/Pathophysiology I</td>
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<td>NURS 511</td>
<td>Adv Physiology/Pathophys II</td>
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<td>Health Promotion</td>
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<td>Ethical, Legal and Health Policy Issues</td>
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<td>NURS 531</td>
<td>Adult-Gerontology Illness Management I</td>
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<td>Family Nursing</td>
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<td>NURS 533</td>
<td>Adult-Gerontology Illness Management II</td>
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<td>NURS 553</td>
<td>Role Development of the NP</td>
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<td>NURS 559</td>
<td>Maternal and Child Health in Primary Care</td>
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Psychiatric Mental Health Nursing Clinical Nurse Specialist

Mission Statement
The Mission of the College of Nursing and Professional Disciplines is to educate individuals for professional roles in nursing, social work and nutrition. The College strives to enhance the health of people in the region, nation, and across the globe by preparing leaders in nursing and nutrition through innovative, accessible programs and significant faculty and student scholarship and service.

The purpose of master’s education in nursing is to build upon undergraduate nursing education to prepare nurses with expanded theoretical and evidence-based knowledge for advanced roles in practice and education.

Program Goals
1. Integrate theory, research, and experiential knowledge and evidence-based practice into advanced nursing practice.
2. Demonstrate competence in advanced nursing practice consistent with applicable professional standards.
3. Practice in the development of nursing science through evidence-based practice, research, and theory.
4. Integrate relationships between social, cultural, political, and economic issues and health care delivery.

Master of Science (M.S.)

Admission Requirements
The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog. Admission requirements for the Master of Science in Nursing include:

1. A bachelor’s degree in nursing from an NLNAC or CCNE accredited program. (Foreign schools will be evaluated on an individual basis.)
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3. An undergraduate or graduate course in statistics.
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5. One year of experience as a registered nurse (preferred).
6. Additional requirements for Nurse Anesthesia are an undergraduate course in biochemistry (or equivalent), an undergraduate college algebra course (equivalent or higher), one year of critical care nursing experience (two years are preferred), and a successful interview.
7. Meet current health and immunization requirements of the College of Nursing and Professional Disciplines.
8. Submit to and satisfactorily complete a background check prior to admission.
9. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
10. Applications must be received by September 1 of the calendar year.

Degree Requirements
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Thesis or the non-thesis options are available for all tracks. The thesis option requires completion of four credits of . The non-thesis option requires completion of two project-related credits of . There is no residency requirement.

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
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6. Required Courses:

Psychiatric Mental Health Nursing Clinical Nurse Specialist
(on-line courses)

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<th>Course</th>
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<td>Adv Physiology/Pathophys II</td>
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<td>Essentials in Epidemiology</td>
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<td>NURS 523</td>
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<td>NURS 526</td>
<td>Ethical, Legal and Health Policy Issues</td>
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<td>NURS 535</td>
<td>Advanced Pharmacology for Primary Care I</td>
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<td>NURS 538</td>
<td>Psych Diagnostic Reasoning</td>
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<td>NURS 552</td>
<td>Role Development of the CNS</td>
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<td>NURS 564</td>
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<td>Individual Therapy</td>
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<td>NURS 584</td>
<td>Group and Family Therapies</td>
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<td>NURS 585</td>
<td>Advanced Health Assessment</td>
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</tr>
<tr>
<td>NURS 588</td>
<td>Management of Psychopathology I</td>
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<td>Management of Psychopathology II</td>
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<td>NURS 597</td>
<td>Advanced Clinical Practicum</td>
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<td>NURS 997</td>
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</table>

Total Credits 57-59

Psychiatric Mental Health Nursing Nurse Practitioner

Mission Statement
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6. Required Courses:

Psychiatric Mental Health Nursing Nurse Practitioner
(on-line courses)

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Degree Requirements

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2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. Completion of the for the M.S. thesis option or completion of NURS 597 Advanced Clinical Practicum for the M.S. non-thesis option.
5. Clinical site visits by nursing professors are required by various certifying and accrediting bodies to appropriately supervise the learning experience of students. A clinical site visit course fee is required to offset the expenses to travel, arrange, and supervise clinical experiences across the state and beyond. Prospective students will be made aware of the Clinical Site Visit Course Fee structure through posting of the fees structure on the College of Nursing and Professional Disciplines website and in the College’s Graduate Handbook.
6. Required Courses:

   **Adult-Gerontology Clinical Nurse Specialist**

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<thead>
<tr>
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<th>Title</th>
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<td>Ethical, Legal and Health Policy Issues</td>
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</table>

   Total Credits: 52-54

   Students complete 14 credits of NURS 597 Advanced Clinical Practicum to comply with National Association of Clinical Nurse Specialists (NACNS) guidelines for supervised practice hours.

**Program Goals**

1. Integrate theory, research, and experiential knowledge and evidence-based practice into advanced nursing practice.
2. Demonstrate competence in advanced nursing practice consistent with applicable professional standards.
3. Practice in the development of nursing science through evidence-based practice, research, and theory.
4. Integrate relationships between social, cultural, political, and economic issues and health care delivery.

**Master of Science (M.S.)**

**Admission Requirements**

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2. A minimum GPA of 3.00 is based on all years of study at the undergraduate level and includes a GPA of 3.00 in undergraduate science coursework.
3. An undergraduate or graduate course in statistics.
4. Current R.N. licensure (Photocopy must be attached to application.).
5. One year of experience as a registered nurse (preferred).
6. Additional requirements for Nurse Anesthesia are an undergraduate course in biochemistry (or equivalent), an undergraduate college algebra course (equivalent or higher), one year of critical care nursing experience (two years are preferred), and a successful interview.
7. Meet current health and immunization requirements of the College of Nursing and Professional Disciplines.
8. Submit to and satisfactorily complete a background check prior to admission.
9. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
10. Applications must be received by September 1 of the calendar year.

**Degree Requirements**

Students seeking the Master of Science in Nursing degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the College of Nursing.

Thesis or the non-thesis options are available for all tracks. The thesis option requires completion of four credits of . The non-thesis option requires completion of two project-related credits of . There is no residency requirement.

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. Completion of the NURS 597 Advanced Clinical Practicum for the M.S. thesis option or completion of for the M.S. non-thesis option.
5. Clinical site visits by nursing professors are required by various certifying and accrediting bodies to appropriately supervise the learning experience of students. A clinical site visit course fee is required to offset the expenses to travel, arrange, and supervise clinical experiences across the state and beyond. Prospective students will be made aware of the Clinical Site Visit Course Fee structure through posting of the fees structure on the College of Nursing and Professional Disciplines website and in the College’s Graduate Handbook.
6. Required Courses:

   **Adult-Gerontology Primary Care Nurse Practitioner**

**Mission Statement**

The Mission of the College of Nursing and Professional Disciplines is to educate individuals for professional roles in nursing, social work and nutrition. The College strives to enhance the health of people in the region, nation, and across the globe by preparing leaders in nursing and nutrition through innovative, accessible programs and significant faculty and student scholarship and service.

The purpose of master’s education in nursing is to build upon undergraduate nursing education to prepare nurses with expanded theoretical and evidence-based knowledge for advanced roles in practice and education.
Adult-Gerontology Primary Care Nurse Practitioner

NURS 500  Theories/Concepts Nursing  3
NURS 502  Evidence for Practice  3
NURS 510  Adv Physiology/Pathophysiology I  3
NURS 511  Adv Physiology/Pathophysiology II  3
NURS 514  Essentials in Epidemiology  3
NURS 523  Health Promotion  3
NURS 526  Ethical, Legal and Health Policy Issues  3
NURS 531  Adult-Gerontology Illness Management I  3
NURS 533  Adult-Gerontology Illness Management II  3
NURS 535  Advanced Pharmacology for Primary Care I  2
NURS 539  Advanced Pharmacology for Primary Care II  2
NURS 553  Role Development of the NP  2
NURS 585  Advanced Health Assessment  3
NURS 597  Advanced Clinical Practicum  14
NURS 997  Independent Study  2-4
or NURS 998  Thesis

Total Credits  52-54

Students complete 14 credits of NURS 597 Advanced Clinical Practicum to comply with National Association of Clinical Nurse Specialists (NACNS) guidelines for supervised practice hours.

Advanced Public Health Nurse

Mission Statement

The Mission of the College of Nursing and Professional Disciplines is to educate individuals for professional roles in nursing, social work and nutrition. The College strives to enhance the health of people in the region, nation, and across the globe by preparing leaders in nursing and nutrition through innovative, accessible programs and significant faculty and student scholarship and service.

The purpose of master’s education in nursing is to build upon undergraduate nursing education to prepare nurses with expanded theoretical and evidence-based knowledge for advanced roles in practice and education.

Program Goals

1. Integrate theory, research, and experiential knowledge and evidence-based practice into advanced nursing practice.
2. Demonstrate competence in advanced nursing practice consistent with applicable professional standards.
3. Practice in the development of nursing science through evidence-based practice, research, and theory.
4. Integrate relationships between social, cultural, political, and economic issues and health care delivery.

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog. Admission requirements for the Master of Science in Nursing include:

1. A bachelor’s degree in nursing from an NLNAC or CCNE accredited program. (Foreign schools will be evaluated on an individual basis.)
2. A minimum GPA of 3.00 is based on all years of study at the undergraduate level and includes a GPA of 3.00 in undergraduate science coursework.
3. An undergraduate or graduate course in statistics.
4. Current R.N. licensure (Photocopy must be attached to application.).
5. One year of experience as a registered nurse (preferred).

6. Additional requirements for Nurse Anesthesia are an undergraduate course in biochemistry (or equivalent), an undergraduate college algebra course (equivalent or higher), one year of critical care nursing experience (two years are preferred), and a successful interview.

7. Meet current health and immunization requirements of the College of Nursing and Professional Disciplines.

8. Submit to and satisfactorily complete a background check prior to admission.

9. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

10. Applications must be received by September 1 of the calendar year.

Degree Requirements

Students seeking the Master of Science in Nursing degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies’ as well as particular requirements set forth by the College of Nursing.

Thesis or the non-thesis options are available for all tracks. The thesis option requires completion of four credits from two tracks. The non-thesis option requires completion of two project-related credits. There is no residency requirement.

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. Completion of the for the M.S. thesis option or completion of for the M.S. non-thesis option.
5. Clinical site visits by nursing professors are required by various certifying and accrediting bodies to appropriately supervise the learning experience of students. A clinical site visit course fee is required to offset expenses to travel, arrange, and supervise clinical experiences across the state and beyond. Prospective students will be made aware of the Clinical Site Visit Course Fee structure through posting of the fees structure on the College of Nursing and Professional Disciplines website.

6. Required Courses:

Advanced Public Health Nurse

(on-line courses)

NURS 500  Theories/Concepts Nursing  3
NURS 502  Evidence for Practice  3
NURS 514  Essentials in Epidemiology  3
NURS 523  Health Promotion  3
NURS 526  Ethical, Legal and Health Policy Issues  3
NURS 546  Advanced PHN I  4
NURS 547  Advanced PHN Practicum I  4
NURS 548  Advanced PHN II  3
NURS 549  Advanced PHN Practicum II  3
NURS 550  Global Public Health Issues  2
NURS 572  Diverse Vulnerable Populations  3
NURS 592  Advanced PHN Practicum III  4
NURS 997  Independent Study  2-4
or NURS 998  Thesis

Total Credits  40-42

Students complete 11 credits of Advanced PHN Practicum, to comply with certification requirements.

Doctor of Nursing Practice (DNP)

Mission Statement

The mission of the College of Nursing and Professional Disciplines is to advance human well-being and improve quality of life for rural communities through innovative inter-professional education, research, and service.
The purpose of the Doctor of Nursing Practice program is to prepare nurse practitioners, clinical nurse specialists, nurse anesthetists and nurse midwives to be clinical practice leaders. The program is designed with a post-master’s entry point.

Program Goals

1. Integrate nursing science with knowledge of ethics, biophysical, psychosocial, analytical, and organizational sciences as a basis of practice and inquiry.
2. Develop and evaluate new practice approaches based on nursing science and associated theories.
3. Develop and evaluate care delivery for vulnerable populations.
4. Use advanced communication processes and skills to lead to quality improvement and patient safety.
5. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization or community against national benchmarks to determine variances in practice outcomes and population trends.
6. Design, direct, and evaluate quality improvement methodologies to promote safe, timely effective, efficient, equitable and patient-centered care.
7. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
8. Use information technology and research methods to improve patient care.
9. Demonstrate leadership in development and implementation of institutional, regional and national health policy.
10. Employ clinical prevention and health promotion to improve population health with an emphasis on vulnerable populations.
11. Develop and sustain quality therapeutic partnerships with patients/clients to ensure optimal outcomes of advance nursing care.
12. Work effectively in collaborative professional partnerships.

Admission Requirements

The applicant must meet the Graduate School’s current minimum general admission requirements as published in the Graduate Catalog. Admission requirements for the Doctor of Nursing Practice include:

1. Completion of a Master’s degree or higher from a nursing program of study accredited by the Commission of Collegiate Nursing Education (CCNE) or the National League of Nursing Accrediting Commission (NLNAC).
2. Current licensure unencumbered and in good standing as a Registered Nurse with certification as a Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist or Nurse Midwife.
3. A minimum Grade Point Average of 3.0. Priority will be given to those applicants with a cumulative GPA of 3.5 or greater in graduate coursework.
4. Graduate level statistics course completed within the five years prior to admission.
5. A two page narrative stating the applicant’s professional goals for DNP education and describing how the DNP will contribute to those goals. The narrative should propose a clinical interest or practice problem topic for the applicant’s scholarly DNP project, with a scope that would yield a result such as a system-wide change at the organizational, regional, or national level; a new/revised state health policy; or the implementation of significant new services to a population or geographic region. This narrative will provide insight to the admissions committee on the applicant’s professional goals and expectations, determine whether the applicant’s topic corresponds to existing faculty expertise, and assess written communication skills.
6. Three letters of recommendation, one of which must be from a graduate-prepared nurse or faculty member. Letters should speak to applicant’s ability to be successful in the DNP, addressing items such as clinical skills, critical thinking, independent decision making, and collaborative skills with other health professionals, nursing leadership, etc.
7. Resume or curriculum vitae.
8. All applicants must meet the School of Graduate Study’s English Language Proficiency Requirement. (A score of at least 23 on the Speaking subsection is required in addition the School of Graduate Study’s requirement for applicants who submit an IBT TOEFL.)
9. Interview may be required.
10. Background check from the CNPD approved vendor with satisfactory results prior to admission.

Degree Requirements

Students seeking the Doctor of Nursing Practice degree at the University of North Dakota must satisfy all general requirements set forth by the Graduate School as well as particular requirements set forth by the Nursing Department. The DNP nursing courses are offered online. Students must enter with a total of 57 graduate credits in nursing or complete a guided study to attain that number of credits.

1. Completion of all course work with GPA of at least 3.0.
2. Satisfactory completion of at least 500 hours of advanced practice internship hours.
3. Satisfactory completion of an evidence based clinical project that informs practice.
4. Presentation of the evidence based practice project in a regional, national or international advance practice forum or conference.
5. Submission of final report of project for publication.
7. Required Courses:
   8. NURS 503 The Business of Practice 2
   NURS 512 DNP Core Concepts I 2
   NURS 513 DNP Core Concepts II 2
   NURS 519 Practice Leadership 2
   NURS 522 Health Informatics 3
   NURS 582 Health Policy 2
   NURS 593 DNP Internship I 4
   NURS 594 DNP Internship II 4
   NURS 595 DNP Internship III 4
   NURS 596 DNP Capstone 2
   NURS 598 Evidence Based Research I 3
   NURS 599 Evidence-Based Research II 3
60

Total Credits 33

Intensives

Students are required to attend on-campus intensive experience one weekend per semester for purposes of professional mentoring, learning, networking, and enhancing skill development.

Doctor of Philosophy (Ph.D.)

Mission Statement

The mission of the College of Nursing and Professional Disciplines is to educate individuals for professional roles in nursing, social work and nutrition. The College strives to enhance the health of people in the region, nation, and across the globe by preparing leaders in nursing and nutrition through innovative, accessible programs and significant faculty and student scholarship and service.

The purpose of the Doctor of Philosophy in Nursing program is to prepare nurses for research and faculty roles with a research emphasis on care of vulnerable and diverse populations. The program is designed with both post-baccalaureate and post-master’s entry points. Nurses who have baccalaureate degrees in nursing, but have master’s degrees in other fields, may be eligible for advanced placement in the program.

Program Goals

1. Synthesize and critically evaluate the literature of nursing and related fields to identify issues and critical gaps in scientific nursing knowledge.
2. Make significant original contributions to scientific nursing knowledge through the interdisciplinary and independent conduct of basic and clinical research.

3. Contribute to the development of scientific methodology for nursing research congruent with the broad concerns of the discipline (physiological, biobehavioral, spiritual, and psychosocial).

4. Complete research and direct application of findings in an environment characterized by commitment to high standards of ethical conduct, including truth, honesty, freedom of inquiry, and intellectual autonomy.

5. Display readiness for postdoctoral study and early research program development through recognition of high achievement in research and scholarship.

6. Develop and assume roles that facilitate discovery, application, and integration of new nursing knowledge.

**Admission Requirements**

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Completion of a bachelor’s or higher degree in nursing from a nationally accredited program or equivalent nursing preparation.

2. A cumulative Grade Point Average (GPA) of at least 3.0 for all undergraduate work and a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A=4.0).

3. A cumulative GPA of 3.5 or above in graduate coursework.

4. Graduate Record Examination or Miller's Analogy Test scores within past five years.

5. Completion of a statistics course.

6. A one-page paper stating the applicant’s research interests and professional goals.

7. Evidence of current, unencumbered licensure to practice as a registered nurse.

8. Three letters of recommendation.

9. Résumé.

10. Satisfy the Graduate School’s English Language Proficiency requirements as published in the graduate catalog.

11. An interview will be required for applicants meeting these basic admission requirements.

12. Submit to and satisfactorily complete a background check prior to admission.

13. Applications are due February 1 of the calendar year.

Note: Applicants with earned master’s degrees from accredited schools may qualify for up to 36 hours of credit toward the doctoral degree. Credit will be awarded only for courses in which a grade of B or better has been achieved.

**Degree Requirements**

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Nursing Department. The PhD nursing courses are offered online with synchronous and asynchronous.

Ph.D. students will be required to develop and submit a nationally competitive grant to support their doctoral research.

Ph.D. students are required to submit an article for publication to a refereed journal and to present dissertation work to a regional or national audience.

Ph.D. students are required to participate in scholarly seminars on research, research ethics and writing for publication.

1. Students must complete a minimum of 90 semester credits of post-baccalaureate work, including an original dissertation.

2. Required Courses:

3. **Theory and Research**

   - **NURS 571** Theoretical Development in Nursing 3
   - **NURS 573** Research Grantsmanship 3
   - **NURS 574** Quantitative Nursing Methods 3
   - **NURS 575** Qualitative Research Methods in Nursing 3

   - **NURS 580** Research Practicum 3-6
   - Theory and research electives 3

   - **Nursing Science**

     - **NURS 570** Epistemology and Philosophy of Nursing 3
     - **NURS 572** Diverse Vulnerable Populations 3
     - **NURS 577** Healthcare Ethics and Diversity 3
     - Nursing science and practice electives 9

   - **Scholarly Tools**

     - Courses in statistics and/or qualitative analytical approaches, including at least one course in multivariate statistics. 9-12

   - **Functional Component**

     - **NURS 566** Curriculum Development 3
     - **NURS 567** Teaching Methodologies 3
     - **NURS 568** Teaching Practicum 2
     - **NURS 569** Assessment and Evaluation 3

   - **Electives**

     - Courses will be selected by the student’s faculty advisory committee to develop the particular research thrust of the student. 15

   - **Dissertation**

     - **NURS 597** Advanced Clinical Practicum (three 1-credit hour courses) 3
     - **NURS 999** Dissertation 15

   - **Total Credits** 89-95

4. Comprehensive Examination: Students must successfully complete a written and oral comprehensive examination prior to advancement to candidacy and approval of the dissertation proposal. The student’s Program of Study Form, Dissertation Committee Form, and all course work (excluding dissertation credits) must be completed before applying to the School of Graduate Studies to take the Comprehensive Examination.

5. Final Examination: A final examination will be scheduled and administered according to the rules of the graduate school.

All doctoral nursing courses taken at the University of North Dakota College of Nursing and Professional Disciplines must be completed with a grade of “B” or better. An individual course may not be taken more than twice.

All nursing courses taken at the master’s level that become part of the student’s doctoral program of study must be achieved with a grade of “B” or better.

**Residency**

There is no residency requirement; however, students are required to attend one to two “Intensive experiences” per year. The Intensive experience (3-5 days) will gather students and faculty on the UND campus or at a regional nursing research conference for purposes of scholarship, networking, and education.

**Transfer Credits**

A maximum of 36 semester credits may be transferred from a master’s program. All nursing courses that are transferred and become part of the student’s doctoral program of study must be achieved with a grade of “B” or better.

A maximum of 24 semester credits may be transferred for postmaster’s coursework.

**Post-Master’s Certificates in Nursing**

**Description**

Six post-master’s certificate tracks are offered, including the Family Nurse Practitioner Certificate, the Nurse Anesthesia Certificate, the Psychiatric Mental Health Clinical Nurse Specialist Certificate, the Psychiatric Mental Health Nurse Practitioner Certificate, and the Nurse Education Certificate. The certificate...
Certificate in Advanced Public Health Nurse

Admission Requirements
1. Master's degree in nursing.
2. Licensure as a registered nurse.

A total of 32 credits is required for the Advanced Public Health Nurse specialization. The identified courses meet the certification requirements of the American Nurses Credentialing Center. The following courses are required:

- NURS 502 Evidence for Practice 3
- NURS 514 Essentials in Epidemiology 3
- NURS 523 Health Promotion 3
- NURS 546 Advanced PHN I 4
- NURS 547 Advanced PHN Practicum I 4
- NURS 548 Advanced PHN II 3
- NURS 549 Advanced PHN Practicum II 3
- NURS 550 Global Public Health Issues 2
- NURS 572 Diverse Vulnerable Populations 3
- NURS 592 Advanced PHN Practicum III 4

Total Credits 32

Certificate in Family Nurse Practitioner

Admission Requirements
1. Master’s degree in nursing.
2. Licensure as a registered nurse.
3. Completion of a successful interview.

Certificate Requirements
A total of 48 credits is required for the Family Nurse Practitioner Certificate. These courses meet the requirements of the American Nurses Credentialing Center. The following courses are required:

- NURS 502 Evidence for Practice 3
- NURS 514 Essentials in Epidemiology 3
- NURS 523 Health Promotion 3
- NURS 546 Advanced PHN I 4
- NURS 547 Advanced PHN Practicum I 4
- NURS 548 Advanced PHN II 3
- NURS 549 Advanced PHN Practicum II 3
- NURS 550 Global Public Health Issues 2
- NURS 572 Diverse Vulnerable Populations 3
- NURS 592 Advanced PHN Practicum III 4

Total Credits 48

Certificate in Nurse Anesthesia

Admission Requirements
1. Master's degree in nursing.
2. Licensure as a registered nurse.
3. Additional requirements for Nurse Anesthesia are a baccalaureate degree in nursing, an undergraduate course in biochemistry (BMB 301 Biochemistry or equivalent), an undergraduate college algebra course (equivalent or higher), one year of critical care nursing experience (two years preferred), and a successful interview.

Certificate Requirements
A total of 65-67* credits is required for the Nurse Anesthesia Certificate. These courses meet the requirements of the Council on Accreditation for Nurse Anesthesia Educational Programs. The following courses are required:

- NURS 502 Evidence for Practice 3
- NURS 504 Advanced Pharmacology I 3
- NURS 506 Advanced Pharmacology II 3
- NURS 507 Anesthesia Seminar and Clinical Practicum 4
- NURS 508 Nurse Anesthesia Review Course 1
- NURS 510 Adhv Physiology/Pathophysiology I 3
- ANAT 591 Special Topics in Anatomy and Cell Biology 1
- BIMD 510 Basic Biomedical Statistics * 2
- NURS 511 Adhv Physiology/Pathphys II 3
- NURS 517 Anesthesia Seminar and Clinical Practicum II 5
- NURS 520 Prof Role Dvlpmnt/Nurse Ansthsia 3
- NURS 521 Foundations of Anesthesia Practice 3
- NURS 527 Anesthesia Seminar and Clinical Practicum III 5
- NURS 585 Advanced Health Assessment 3
- NURS 597 Advanced Clinical Practicum 29

Total Credits 71

* Students who have completed a graduate level statistics course are not required to take BIMD 510 Basic Biomedical Statistics.

Certificate in Nurse Education

Admission Requirements
1. Master's degree in nursing.
2. Licensure as a registered nurse.

Certificate Requirements
A total of 26 credits is required for the Nurse Education Certificate. The following courses are required:

- NURS 502 Evidence for Practice 3
- NURS 509 Foundations for Nurse Education 3
- NURS 510 Adhv Physiology/Pathophysiology I 3
- NURS 511 Adhv Physiology/Pathphys II 3
- NURS 566 Curriculum Development 3
- NURS 567 Teaching Methodologies 3
- NURS 568 Teaching Practicum 2
- NURS 569 Assessment and Evaluation 3
- NURS 585 Advanced Health Assessment 3

Total Credits 26

Certificate in Psychiatric Mental Health Nurse Practitioner

Admission Requirements
1. Master's degree in nursing.
2. Licensure as a registered nurse.
3. Completion of a successful interview.

Certificate Requirements
A total of 49 credits is required for the Psychiatric and Mental Health Nurse Practitioner Certificate. These courses meet the requirements of the American Nurses Credentialing Center. The following courses are required:

- NURS 502 Evidence for Practice 3
- NURS 510 Adhv Physiology/Pathophysiology I 3
- NURS 511 Adhv Physiology/Pathphys II 3
- NURS 514 Essentials in Epidemiology 3
NURS 523 Health Promotion 3
NURS 535 Advanced Pharmacology for Primary Care I 2
NURS 538 Psych Diagnostic Reasoning 2
NURS 539 Advanced Pharmacology for Primary Care II 2
NURS 553 Role Development of the NP 2
NURS 564 Psychopharmacology 2
NURS 583 Individual Therapy 2
NURS 584 Group and Family Therapies 3
NURS 585 Advanced Health Assessment 3
NURS 588 Management of Psychopathology I 2
NURS 589 Management of Psychopathology II 2
NURS 597 Advanced Clinical Practicum 12

Total Credits 49

Certificate in Psychiatric Mental Health Clinical Nurse Specialist

Admission Requirements
1. Master's degree in nursing.
2. Licensure as a registered nurse.
3. Completion of a successful interview.

Certificate Requirements
A total of 49 credits is required for the Psychiatric and Mental Health Clinical Nurse Specialist Certificate. These courses meet the requirements of the American Nurses Credentialing Center. The following courses are required:

NURS 502 Evidence for Practice 3
NURS 510 Adv Physiology/Pathophysiology I 3
NURS 511 Adv Physiology/Pathophysiology II 3
NURS 514 Essentials in Epidemiology 3
NURS 523 Health Promotion 3
NURS 538 Psych Diagnostic Reasoning 2
NURS 539 Advanced Pharmacology for Primary Care II 2
NURS 552 Role Development of the CNS 2
NURS 564 Psychopharmacology 2
NURS 583 Individual Therapy 2
NURS 584 Group and Family Therapies 3
NURS 585 Advanced Health Assessment 3
NURS 588 Management of Psychopathology I 2
NURS 589 Management of Psychopathology II 2
NURS 597 Advanced Clinical Practicum 12

Total Credits 47

Occupational Therapy

http://www.med.und.nodak.edu/depts/ot/index.html

FACULTY: Bass, Hanson, Fox (Graduate Program Director), Grabanski, Haskins, Janssen, Jedlicka (Chair), Lambrin (Professional Program Coordinator at Casper), Meyer, Morrison, Nielsen, Stube and Zimmerman

Degree Granted: Master of Occupational Therapy (M.O.T.)

The Occupational Therapy Department offers a five-year entry level Master of Occupational Therapy (MOT) Degree. Occupational Therapy as a profession is based on the belief that occupation, including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and elicit maximum adaptation. For information regarding the program, the website is: http://www.ot.und.edu/index.html.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). For information regarding accreditation, contact ACOTE at (301) 652-2682, or 4720 Montgomery Lane, PO Box 31220, Bethesda, MD, 20824-1220. All basic professional programs must comply with the Standards for an Accredited Educational Program for the Occupational Therapist, 2006. Graduates of the program will be able to sit for the national entry-level certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT, 500 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150; phone 301-990-7979. After successful completion of this examination the graduate will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice; state licenses may be based on the results of the NBCOT certification examination.

A satellite professional level MOT program, also accredited by ACOTE, is available at Casper College, Casper, WY. Tuition and other information regarding the program are available by contacting the Occupational Therapy Department at Casper College, Casper, WY, telephone 307-268-2613.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Occupational Therapy (M.O.T.)

Mission Statement
The Department of Occupational Therapy shares the mission of the University of North Dakota and the School of Medicine and Health Sciences to serve the public through:

1. teaching and preparation of highly skilled entry-level occupational therapists;
2. scholarly and creative activity; and
3. service.

The mission is accomplished through integration of scholarly inquiry and application of occupation in teaching/learning and OT practice contexts. Promotion of health and wellness of the public through engagement in meaningful and valued occupations and commitment to best practices within the profession of OT are expected outcomes. Best practices in the profession will reflect the exemplars of self-reflection, client-centeredness, and occupation-centered practice driven by research evidence. The skills for lifelong learning and ethical and effective leadership will be promoted to enhance the quality of life of all people with whom we engage.

Program Goals

Goal 1: Students will be able to analyze and apply the occupation-based theories, models of practice and frames of reference used to guide occupational therapy evaluation and intervention.

Goal 2: Students will be able to demonstrate an understanding of the use of screening and evaluation tools used to determine the need for occupational therapy intervention.

Goal 3: Students will be able to formulate and implement the therapeutic intervention plan to facilitate occupational performance.

Goal 4: Students will be able to apply principles of management and systems in the provision of occupational therapy services to individuals and organizations.

Goal 5: Students will organize, collect, analyze and evaluate clinical data, research evidence, professional literature, and measures of outcome in order to make informed, evidence-based decisions in occupational therapy practice, including improving practice outcomes.

Goal 6: Students will demonstrate knowledge and understanding of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA-Standards of Practice as guides for professional interactions in academic and practice settings.

Goal 7: Students will demonstrate effective communication skills, both oral and written, across multiple contexts important to the practice of occupational therapy.
Master of Occupational Therapy (M.O.T.)
Admission Requirements

Pre-Occupational Therapy

A pre-OT student typically spends the first two years as a pre-major at the University of North Dakota to complete the program prerequisites. In the beginning of the sophomore year when the student is completing the required courses as listed below, he/she must make written application for admission to the professional occupational therapy program. The CLEP in natural sciences will not meet the Biology and Chemistry requirements in Occupational Therapy. Students should carefully check all CLEP exams for potential acceptance at UND. A student must have at least a C in all prerequisite courses. The student must also obtain a minimum of a C in all professional level courses.

The following courses are required to be taken prior to professional program:

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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 110</td>
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<tr>
<td>ENGL 120 or ENGL 125</td>
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<tr>
<td>COMM 110</td>
<td>3</td>
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<td>BIOL 150 or BIOL 151 &amp; 150L</td>
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<tr>
<td>CHEM 115 or CHEM 121 &amp; 121L</td>
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<tr>
<td>MATH 103</td>
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<td>ANAT 204L</td>
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</tr>
<tr>
<td>Arts and Humanities Electives **</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits 57-56

* As a prerequisite for PSYC 241 Introduction to Statistics, student needs to take MATH 103 College Algebra.

** When completing Arts and Humanities courses, it is required that the nine credit hours be in two departments and you must have a minimum of three credits in fine arts as part of the requirements of the Essential Studies program at the University of North Dakota. You also want to ensure that you have fulfilled the global diversity requirement. More information on Essential Studies graduation requirements can be found at: http://www.und.edu/dept/registrar/EssentialStudies/esindex.html.

Admission Requirements

Professional Program

Admission to the professional program in occupational therapy is on a competitive basis with consideration given to pre-professional performance in the sciences, general graduation requirements, leadership potential, volunteer work and personal qualifications. Each application is thoroughly reviewed. This review includes the applicant’s academic record (must have minimum overall GPA of 2.75 based on a 4 point scale), pattern of withdrawals, incompletes, etc., elective coursework, volunteer and/or work experience, references, essay and a personal interview.

A prerequisite for admission to the UND Professional Program at the Year I level will be 60 hours of observation with a professional occupational therapy supervisor and should be distributed over the three required areas (Psychosocial, Physical Dysfunction, Pediatric).

Year III Professional Program

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog. Admission to the School of Graduate Studies requires:

1. Acceptance into the Professional Occupational Therapy program.
2. Successful completion of OT Professional Year I and II.
3. Completion of the School of Graduate Studies application forms.
4. Overall GPA of 2.75 or a 3.0 in both junior and senior years.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
6. Letter of endorsement from the Chair or Graduate Director of the Department that assures automatic advancement in status from the undergraduate program to the graduate program. The letter of endorsement will be written for students in good academic and professional standing in the program.

It is important to be aware that a felony conviction may affect a graduate’s ability to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination or to attain state licensure as an Occupational Therapist. You will be asked to respond to the following questions when registering for the NBCOT exam:

- Have you ever been charged with or convicted of a felony?
- Have you ever had any professional license, registration or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?
- Have you ever been found by any court, administrative or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct, which resulted in harm to another?

Information regarding NBCOT’s process of screening applicants for Character Review may be found at: www.nbcot.org (http://www.nbcot.org). If you have any questions, the department will assist you in this process.

Many fieldwork facilities are requiring proof of immunizations, drug testing, fingerprints, and/or criminal background checks. It is the responsibility of the student to check the fieldwork information and to pay the cost for each process.

Degree Requirements

Students seeking the Master of Occupational Therapy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Occupational Therapy Department.

To maintain graduate student status, the professional level Year III student is required to maintain a GPA of at least 3.0 for all work completed in Year III. Students who were previously on academic or professional probation will be dismissed from the School of Graduate Studies if placed on one additional probation within the professional program.

M.O.T Curriculum Sequence

School of Graduate Studies - Schedule A

<table>
<thead>
<tr>
<th>Professional Year 1</th>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 423</td>
<td></td>
<td>3</td>
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<tr>
<td>OT 425</td>
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<tr>
<td>OT 427</td>
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<tr>
<td>OT 424</td>
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<td>4</td>
</tr>
<tr>
<td>OT 429</td>
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</tr>
</tbody>
</table>

Fall:
- Fundamentals of Neuroscience for Occupational Therapy
- Occupational Therapy with Infants and Pre-School Children
- Orientation to Occupational Therapy Theory
- Quantitative Resrch Methods-O T
- Medical Science I

Spring:
- Muscle Function
- Occupational Therapy with School Age Children and Young Adults

M.O.T Curriculum Sequence

School of Graduate Studies - Schedule A

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<tr>
<th>Professional Year 1</th>
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<tbody>
<tr>
<td>OT 423</td>
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<td>OT 431</td>
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<td>OT 424</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>OT 429</td>
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<td>4</td>
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</tbody>
</table>

Fall:
- Fundamentals of Neuroscience for Occupational Therapy
- Occupational Therapy with Infants and Pre-School Children
- Orientation to Occupational Therapy Theory
- Quantitative Resrch Methods-O T
- Medical Science I

Spring:
- Muscle Function
- Occupational Therapy with School Age Children and Young Adults

University of North Dakota 429
<table>
<thead>
<tr>
<th>Winter</th>
<th>Full</th>
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<tbody>
<tr>
<td>OT 593</td>
<td>Teaching Experience in Occupational Therapy</td>
<td>1-3</td>
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<tr>
<td>OT 480</td>
<td>Introduction to Scholarly Writing in Occupational Therapy</td>
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### Summer

**Elective Only Semester:**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>OT 498</td>
<td>Independent Projects</td>
</tr>
<tr>
<td>OT 497</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>OT 593</td>
<td>Teaching Experience in Occupational Therapy</td>
</tr>
</tbody>
</table>

### Professional Year 3

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OT 432</td>
<td>Medical Science II</td>
</tr>
<tr>
<td>OT 533</td>
<td>Group Leadership Skills in Occupational Therapy</td>
</tr>
<tr>
<td>OT 538</td>
<td>Practicum: Children/Adolescents</td>
</tr>
</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OT 451</td>
<td>Multicultural Competency in Occupational Therapy</td>
</tr>
<tr>
<td>OT 452</td>
<td>Assistive Technology I</td>
</tr>
<tr>
<td>OT 453</td>
<td>Physical Aspects of OT with the Maturing Adult</td>
</tr>
<tr>
<td>OT 461</td>
<td>Management in the U.S. Healthcare System</td>
</tr>
<tr>
<td>OT 462</td>
<td>Physical Dysfunction Seminar and Practicum Integration</td>
</tr>
<tr>
<td>OT 480</td>
<td>Introduction to Scholarly Writing in Occupational Therapy</td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OT 451</td>
<td>Multicultural Competency in Occupational Therapy</td>
</tr>
<tr>
<td>OT 452</td>
<td>Assistive Technology I</td>
</tr>
<tr>
<td>OT 453</td>
<td>Physical Aspects of OT with the Maturing Adult</td>
</tr>
<tr>
<td>OT 458</td>
<td>Qualitative Research Methods for Occupational Therapy</td>
</tr>
<tr>
<td>OT 460</td>
<td>Introduction to Management and Leadership</td>
</tr>
<tr>
<td>OT 462</td>
<td>Physical Dysfunction Seminar and Practicum Integration</td>
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</tbody>
</table>

### Fall

**Required Core Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OT 504</td>
<td>Occupation and Vocation</td>
</tr>
<tr>
<td>OT 507</td>
<td>Innovative Management and Leadership</td>
</tr>
<tr>
<td>OT 509</td>
<td>Principles of Education in Occupational Therapy</td>
</tr>
<tr>
<td>OT 515</td>
<td>Integration of Occupational Therapy Theory</td>
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**Fall Electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OT 493</td>
<td>Workshop</td>
</tr>
<tr>
<td>OT 508</td>
<td>Therapeutic Procedures and Modalities in Occupational Therapy</td>
</tr>
<tr>
<td>OT 582</td>
<td>Graduate Practicum</td>
</tr>
<tr>
<td>OT 589</td>
<td>Readings in Occupational Therapy</td>
</tr>
<tr>
<td>OT 593</td>
<td>Teaching Experience in Occupational Therapy</td>
</tr>
<tr>
<td>OT 599</td>
<td>Special Topics in Occupational Therapy</td>
</tr>
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### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OT 585</td>
<td>Fieldwork in Psychosocial Dysfunction</td>
</tr>
<tr>
<td>or OT 587</td>
<td></td>
</tr>
<tr>
<td>OT 995</td>
<td>Scholarly Project in Occupational Therapy</td>
</tr>
<tr>
<td>or OT 997</td>
<td></td>
</tr>
<tr>
<td>OT 589</td>
<td>Readings in Occupational Therapy</td>
</tr>
</tbody>
</table>

### Summer

**Elective Only Semester:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 488</td>
<td>Elective Field Work in Occupational Therapy</td>
</tr>
<tr>
<td>OT 497</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>OT 593</td>
<td>Teaching Experience in Occupational Therapy</td>
</tr>
</tbody>
</table>
OT 200. Introduction to Occupational Therapy. 2 Credits. 
History, scope, objectives, and functions of Occupational Therapy.

OT 422. Anatomy Occupational Therapy. 5 Credits. 
Detailed study of human anatomy, with an emphasis on skeletal muscle, its vasculature, and the peripheral nervous system. The laboratory portion of the course allows for a direct study of the human form through dissection of human cadavers. Restricted to Occupational Therapy Majors only.

OT 423. Fundamentals of Neuroscience for Occupational Therapy. 3 Credits. 
Survey of the major theories of behavior, cognition, and neurological disorders based on experimental findings in neuroanatomy, neurophysiology, and neurobiology. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 424. Muscle Function. 4 Credits. 
The study of musculature acting on the extremities and trunk. Theory and techniques of musculoskeletal evaluation with analysis of normal and pathological human motion. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 425. Occupational Therapy with Infants and Pre-School Children. 4 Credits. 
Emphasis on reflexes, sensory systems, neurodevelopmental systems, illness and trauma, assessment procedures, treatment techniques, families and intervention teams, and treatment outcomes. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 426. Personal/Professional Development. 1 Credit. 
Promote self-awareness and interpersonal communication skills including basic listening skills, ability to provide meaningful feedback and appropriate group membership skills. Restricted to Occupational Therapy Majors only.

OT 427. Orientation to Occupational Therapy Theory. 3 Credits. 
Orientation to human occupation, occupational performance assessment, theoretical practice models, and core processes in occupational therapy. Restricted to Occupational Therapy Majors only.

OT 428. Quantitative Research Methods-O.T. 3 Credits. 
Design and implementation of quantitative research, the evaluation of quantitative research studies, the interpretation of statistics as applied to occupational therapy, and the process of presentation and publication of quantitative research projects. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 429. Occupational Therapy with School Age Children and Young Adults. 4 Credits. 
Normal and abnormal human development, disease and disability, school age through young adulthood. Emphasis on assessment, intervention planning, and treatment outcomes for individuals with disabilities in a variety of practice settings including school, community, and medicine. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 430. Psychosocial Aspects of Occupational Therapy for Children, Adolescents and Young Adults. 4 Credits. 
Psychosocial development and interruptions to development in children, adolescents, and young adults, with emphasis on OT evaluation, treatment planning and implementation, and treatment outcomes. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 431. Medical Science I. 2 Credits. 
First in a two-semester sequence of courses, which covers human body, systems and disease and disability groups discussed from all aspects of comprehensive rehabilitation. Included are chronic illness, neurological and orthopedic conditions, general medicine and surgery, and sensory disabilities across the lifespan. Integration included. Restricted to Occupational Therapy Majors only.

OT 432. Medical Science II. 3 Credits. 
Second in a two-semester sequence of courses, which covers human body, systems and disease and disability groups discussed from all aspects of comprehensive rehabilitation. Included are chronic illness, neurological and orthopedic conditions, general medicine and surgery, and sensory disabilities across the lifespan. Integration included. Restricted to Occupational Therapy Majors only.

OT 433. Group Leadership Skills in Occupational Therapy. 2 Credits. 
Didactic and experiential learning in a small group setting. Provides students with opportunities to function as group facilitators in a variety of practice settings. Restricted to Occupational Therapy Majors only.

OT 438. Practicum: Children/Adolescents. 1 Credit. 
Observation and experience in a university-approved pediatric and/or adolescent facility; supervised by occupational therapists, educators, and allied health professionals. Restricted to Occupational Therapy Majors only.

OT 451. Multicultural Competency in Occupational Therapy. 3 Credits. 
Develop an understanding of and an appreciation for social-cultural and ethnic diversity and use that understanding to address issues, solve problems, and shape civic, personal, and professional behavior. To recognize that diversity is intimately tied to the concepts of culture, race, language, identity and inter-group dynamics, as well as its applications to complex situations. These concepts are presented within the context of providing OT services. Restricted to Occupational Therapy Majors only.

OT 452. Assistive Technology I. 3 Credits. 
Introductory study of assistive technology devices and products, assessment, and application methods focuses on adaptations, modifications, and technology systems and services that assist individuals with disabilities in greater independence and accessibility across the lifespan. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 453. Physical Aspects of OT with the Maturing Adult. 5 Credits. 
Study of the OT process as applied to physical dysfunction of the maturing adult. Emphasis is on OT evaluation, planning, implementation of treatment, and treatment outcomes. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 454. Gerontic Occupational Therapy. 2 Credits. 
Occupational perspectives of the elderly, including age-related changes, assessment and intervention strategies and the role of occupational therapy in prevention and wellness programs. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 456. Psychosocial Aspects of OT with the Maturing Adult. 4 Credits. 
Psychosocial development and interruptions to development in the maturing adult with emphasis on OT evaluation, treatment planning and implementation, and treatment outcomes. Laboratory included. Restricted to Occupational Therapy Majors only.
OT 458. Qualitative Research Methods for Occupational Therapy. 3 Credits.
Design and implementation of qualitative research, evaluation of qualitative research studies, analysis and interpretation of qualitative data, and the process of publication and presentation of qualitative research projects. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 460. Introduction to Management and Leadership. 2 Credits.
Introduction to the management practices necessary to direct a quality health service and provide the knowledge and skills needed for entry-level leadership positions in OT practice. Focus is on clinical reasoning and critical analysis in administrative and management functions. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 461. Management in the U.S. Healthcare System. 2 Credits.
Provide an overview of health services system in the US and current trends and issues facing OT within this system. Content includes: federal and state roles, reimbursement of health care services, regulation, community services, health service providers, consultative, non-traditional areas of practice, service delivery models, legalities, and health policy advocacy. Restricted to Occupational Therapy Majors only.

OT 462. Physical Dysfunction Seminar and Practicum Integration. 3 Credits.
The student begins to integrate and synthesize the theoretical knowledge of physical function/ dysfunction with clinical practice. It requires the application of foundational knowledge, tools and the theory of practice inherent in the role of an OT. Occupational therapy experiences in facilities, supervised by registered occupational therapists, qualified health professionals and university faculty. Prerequisites: OT 422, OT 423, OT 424, OT 425, OT 426, OT 427, OT 428, OT 429, OT 430, OT 431, OT 432, OT 433 and OT 438.

OT 463. Psychosocial Dysfunction Seminar and Practicum Integration. 3 Credits.
Integration and synthesizing of theoretical knowledge with clinical experience toward the application of therapeutic use of self, self-evaluation, and communication skills in professional development. Occupational therapy experiences in mental health field facilities, supervised by registered occupational therapists, qualified health professionals and university faculty. Prerequisites: OT 422, OT 423, OT 424, OT 425, OT 426, OT 427, OT 428, OT 429, OT 430, OT 431, OT 432, OT 433 and OT 438.

OT 469. Interprofessional Health Care. 1 Credit.
A process-learning course intended to provide experience in building a team of health professionals from different professions. The focus is on learning to work effectively with an interprofessional health care team. Emphasis is placed on effective teamwork, the unique contributions of different professions, patient or family centered approach in health care delivery, and awareness of potential medical errors.

OT 480. Introduction to Scholarly Writing in Occupational Therapy. 1 Credit.
This course is designed to provide students with an understanding of the expectations and mechanics of scholarly writing. It is the first step for the development of a scholarly paper that is a requirement of the MOT program. The course outcome is the development of a proposal in an area of interest to the student(s) which has been approved and supervised by a faculty advisor to meet the first requirement of OT 995 Scholarly Project in OT or OT 997 Independent Study. Course content includes the mechanics of writing, development, content and format of the scholarly paper; the use of appropriate resources; and a review of how to use the Publication Manual of the American Psychological Association and the OT department's graduate student manuals.

OT 488. Elective Field Work in Occupational Therapy. 3-18 Credits.
Application of occupational therapy in evaluation and treatment in optional areas of student special interest in selected fieldwork facilities. Variable credits, repeatable, with maximal total of 18 credits. Restricted to Occupational Therapy Majors only.

OT 489. Independent Projects. 1-3 Credits.
Individual study and/or research in a particular area of interest for the students with approval of a supervising faculty member. Elective for OT majors. Restricted to Occupational Therapy Majors only.

OT 490. Occupational Therapy Seminar. 1 Credit.
Foundational knowledge relevant to the preparation of an independent study proposal. Serves as the basis for OT 494: Directed Study in Occupational Therapy. Restricted to Occupational Therapy Majors only.

OT 493. Workshop. 1-12 Credits.
A workshop course with topics dictated by faculty and student interests primarily for but not confined to continuing education. Restricted to Occupational Therapy Majors only.

OT 494. Directed Study in Occupational Therapy. 1 Credit.
Development of the proposal in an area of interest to the student approved and supervised by faculty. Serves as the basis for OT 997: Independent Study or OT 995: Scholarly Project in OT. Restricted to Occupational Therapy Majors only.

OT 496. Community Experience. 1-4 Credits.
Student initiates and participates in off-campus professional learning activities related to OT under joint faculty and on-site professional supervision. Permission of Department is required.

OT 497. Cooperative Education. 1-6 Credits.
Qualified students are employed by selected facilities to further understanding of occupational therapy and health-related service provision. Restricted to Occupational Therapy Majors only.

OT 504. Occupation and Vocation. 3 Credits.
Application of assessment and problem-solving skills necessary for remediation/rehabilitation of occupational performance deficits in the work realm. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 507. Innovative Management and Leadership. 3 Credits.
Develop and demonstrate an understanding of the skills necessary to plan, implement and evaluate programs and material for educational, consultation and private practice. Restricted to Occupational Therapy Majors only.

OT 508. Therapeutic Procedures and Modalities in Occupational Therapy. 2 Credits.
Occupational therapy theory and application of specific neuromuscular techniques and modalities to promote musculoskeletal function. Laboratory included. Restricted to Occupational Therapy Majors only.

OT 509. Principles of Education in Occupational Therapy. 3 Credits.
Explores the methods and strategies used to develop, implement and evaluate education programs for students in academia and clinical settings, for patients/clients, businesses and professional staff. Information and discussion focus on the theory and research relevant to education in a variety of settings. Restricted to Occupational Therapy Majors only.

OT 515. Integration of Occupational Therapy Theory. 3 Credits.
Analysis and applications of theoretical perspectives to occupational therapy process with individuals, groups, and service delivery systems. Restricted to Occupational Therapy Majors only.

OT 582. Graduate Practicum. 1-3 Credits.
Supervised experience in a variety of OT practice settings. Students are afforded the opportunity to gain practical, on-the-job experience working in an area that matches the focus of their graduate study. Students will be supervised by on-site personnel. Restricted to Occupational Therapy Majors only.

OT 585. Fieldwork in Psychosocial Dysfunction. 9 Credits.
Application of occupational therapy in evaluation and University of North Dakota treatment in psychosocial dysfunction fieldwork facilities. Three months full-time. Restricted to Occupational Therapy Majors only.

OT 587. Fieldwork in Physical Dysfunction. 9 Credits.
Application of occupational therapy in evaluation and treatment in physical dysfunction fieldwork facilities. Three months full-time. Restricted to Occupational Therapy Majors only.

OT 589. Readings in Occupational Therapy. 1-2 Credits.
Selected readings in the student's area of interest with oral and/or written reports. Restricted to Occupational Therapy Majors only.

OT 593. Teaching Experience in Occupational Therapy. 1-3 Credits.
Supervised experience in higher education teaching in OT. Projects in course/curriculum development, writing course objectives, writing and delivering lectures and learning activities, and developing assessment tools for the classroom. Restricted to Occupational Therapy Majors only.

OT 599. Special Topics in Occupational Therapy. 1-2 Credits.
A series of lectures, discussions, and/or laboratory experiences developed around one or more specific topics in occupational therapy. Restricted to Occupational Therapy Majors only.
Mission Statement and Program Goals

The mission of the Program of the Department of Pharmacology, Physiology, and Therapeutics is to train and educate students to become successful scientists by providing a rigorous academic foundation combined with cutting-edge biomedical research training.

Goal 1: Students will acquire discipline-based knowledge in pharmacology and physiology.

Goal 2: Students will develop mastery of critical thinking skills.

Goal 3: Students will develop the appropriate skills necessary to design experiments and interpret results.

Goal 4: Students will develop appropriate communication skills.

Combined M.D./Ph.D.

Through the cooperation of the School of Graduate Studies and the School of Medicine, students may concurrently pursue the Doctor of Philosophy degree in a medical science field (Anatomy and Cell Biology, Biochemistry and Molecular Biology, Microbiology and Immunology, Pharmacology, Physiology and Therapeutics) and the Doctor of Medicine degree. The minimum time required to complete the joint program is six years of full-time academic study.

Students interested in the joint M.D./Ph.D. program should first obtain admission to the School of Medicine and Health Sciences to the M.D. degree program, following the normal application process and meeting the selection criteria. A student admitted to the M.D. program may apply to School of Graduate Studies as soon as he/she has selected a graduate program, which may occur before matriculation in Medical School but not later than the end of the first year of Medical School.

Final admission requirements for the M.D./Ph.D. program include:

1. Satisfactory performance in the first two years of the medical education curriculum with passing scores on all required assessment tools.
2. Successful completion of the USMLE Step 1 examination.
3. Satisfactory scores achieved on General and Subject GRE examination or MCAT scores.
4. All other UND School of Graduate Studies admission requirements listed in the UND Academic Catalog.

If admission to a Ph.D. program is granted, the student should apply to the School of Medicine and Health Sciences Student Performance and Recognition Committee for a "modification of original program," which will allow the student to pursue the M.D. degree and Ph.D. degree concurrently. The student also must request the Office of Student Affairs to certify to the School of Graduate Studies his/her satisfactory completion of the first two years of the M.D. program.

Students are expected to complete the following general requirements for the Ph.D. degree in a medical science field:

1. Performance of original research of a quality suitable for publication in refereed, professional journals.
2. Pass final examination which includes preparation and oral defense of a satisfactory dissertation.
3. Completion of .
4. A minimum of 90 credit hours, including research and dissertation.
5. Successful completion of a scholarly tool (Note: May be specified by a department.)
6. Completion of the first two years of the medical education curriculum, transferred as 44 credits toward the Ph.D.

Master of Science (M.S.)

Admission Requirements

1. A four-year bachelor’s degree from a recognized college or university.
2. Successful completion of two semesters or equivalent course in general chemistry, and courses in general biology, general physics, and organic chemistry.
3. Undergraduate courses in analytical chemistry, calculus, genetics, physiology, biochemistry and statistics are desirable.
4. Overall undergraduate GPA of at least 3.0.
5. GRE scores on the General Test are required.
6. Graduate Students may be admitted to either the M.S. program or directly to the Ph.D. program
7. Students who elect to begin the M.S. program and later decide to pursue the Ph.D. before finishing the M.S. may do so by petitioning the Departmental Faculty. This action requires a GPA in accordance with the current academic catalog.
8. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
9. Students who have received a bachelor’s degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.
Degree Requirements

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Physiology, Pharmacology, and Therapeutics Department.

Students are advised to consult the current approved guidelines for additional requirements or changes.

The graduate requirements for a Master of Science in Pharmacology, Physiology and Therapeutics consist of required coursework and research leading to the preparation of a thesis. In addition to the general requirements listed in the Academic Catalog, the following must be completed by all candidates for the M.S. in Pharmacology, Physiology and Therapeutics.

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level
3. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.

I. Coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIMD 500</td>
<td>Cellular and Molecular Foundations of Biomedical Science</td>
<td>6</td>
</tr>
<tr>
<td>BIMD 510</td>
<td>Basic Biomedical Statistics</td>
<td>2</td>
</tr>
<tr>
<td>BIMD 513</td>
<td>Seminars in Biomedical Science</td>
<td>1</td>
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<tr>
<td>BIMD 516</td>
<td>Responsible Conduct of Research</td>
<td>1</td>
</tr>
<tr>
<td>PPT 500</td>
<td>Principles of Physiology and Pharmacology*</td>
<td>6</td>
</tr>
<tr>
<td>PPT 521</td>
<td>Seminar in Pharmacology, Physiology and Therapeutics</td>
<td>1</td>
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</table>

Electives (See Elective course offerings. Three credits must be from PPT electives)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PPT 591</td>
<td>Research in PPT and Thesis</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PPT 998</td>
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</table>

Total Credits 29

ELECTIVES

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>PPT 503</td>
<td>Advanced Pharmacology or Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 525</td>
<td>Advanced Renal Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 526</td>
<td>Advanced Respiratory Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 527</td>
<td>Advanced Neurophysiology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 528</td>
<td>Advanced Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 529</td>
<td>Adv Cardiovascular Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 511</td>
<td>Biochemical and Molecular Mechanisms of Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PPT 505</td>
<td>Research Techniques (Note: NOT an elective for Ph.D. 1-3 students)</td>
<td>3</td>
</tr>
<tr>
<td>PPT 530</td>
<td>Advanced Neurochemistry</td>
<td>3</td>
</tr>
<tr>
<td>PPT 535</td>
<td>Mechanisms of Neurodegenerative Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PPT 540</td>
<td>Molecular Neuropharmacology</td>
<td>3</td>
</tr>
</tbody>
</table>

* A student must obtain at least a “B” in PPT 500 Principles of Physiology and Pharmacology the first time they take the course in order to remain in good standing in the PPT graduate program. If less than a “B” is received, the student may petition the PPT Graduate Faculty in order to take the course a second time.

II. Teaching:

The teaching requirement will be defined by the student’s Faculty Advisory Committee and will include one semester of laboratory teaching, e.g., or the development, presentation, and assessment of lectures related to one educational unit as defined by the instructor of record in a Pharmacology, Physiology and Therapeutics undergraduate course.

III. Research and Thesis:

The M.S. in Pharmacology, Physiology and Therapeutics requires completion of a thesis based on the results of a research project completed by the graduate student under the guidance of a faculty advisor. The project must represent an original and independent investigation by the student. It is expected that the results of the research will be published in a refereed scientific journal. The thesis prepared by the candidate must be presented and defended before the Faculty Advisory Committee and the Departmental Faculty.

Doctor of Philosophy (Ph.D.)

Admission Requirements

1. A four-year bachelor’s degree from a recognized college or university.
2. Successful completion of two semesters or equivalent course in general chemistry, and or courses in general biology, general physics, and organic chemistry.
3. Undergraduate courses in analytical chemistry, calculus, genetics, physiology, biochemistry and statistics are desirable.
4. Overall undergraduate GPA of at least 3.00.
5. GRE score on the General Test are required.
6. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
7. Students who have received a bachelor’s degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.
8. Graduate students may be admitted to either the M.S. program or directly to the Ph.D. program.
9. Students who elect to begin the M.S. program and later decide to pursue the Ph.D. before finishing the M.S. may do so by petitioning the Department Faculty. This action requires a GPA in accordance with the current academic catalog.

Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Physiology, Pharmacology, and Therapeutics Department.

The graduate requirements for a Doctor of Philosophy in Pharmacology, Physiology and Therapeutics consist of required coursework, satisfactorily passing the comprehensive exam, and research leading to the preparation of a dissertation. In addition to the general requirements listed in the Academic Catalog, the following must be completed by all candidates for the Ph.D. in Pharmacology, Physiology and Therapeutics.

1. Completion of 90 semester credits beyond the baccalaureate degree.
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
3. At least one-half of the work must be in the major field.
4. Successful completion of a comprehensive examination.
5. Successful completion of dissertation.

I. Coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BIMD 500</td>
<td>Cellular and Molecular Foundations of Biomedical Science</td>
<td>6</td>
</tr>
<tr>
<td>BIMD 510</td>
<td>Basic Biomedical Statistics</td>
<td>2</td>
</tr>
<tr>
<td>BIMD 513</td>
<td>Seminars in Biomedical Science</td>
<td>1</td>
</tr>
<tr>
<td>BIMD 516</td>
<td>Responsible Conduct of Research</td>
<td>1</td>
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<tr>
<td>PPT 500</td>
<td>Principles of Physiology and Pharmacology*</td>
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<tr>
<td>PPT 521</td>
<td>Seminar in Pharmacology, Physiology and Therapeutics</td>
<td>1</td>
</tr>
<tr>
<td>PPT 505</td>
<td>Research Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PPT 521</td>
<td>Seminar in Pharmacology, Physiology and Therapeutics</td>
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</tr>
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</table>

Electives (See Elective course offerings. Three credits must be from PPT electives)

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<td>Research in PPT and Thesis</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PPT 998</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 89

ELECTIVES
students as well as extramural leaders in academic and industrial research in the biomedical sciences. Students will participate through assigned reading and lectures related to one educational unit as defined by the instructor of record in a Pharmacology, Physiology and Therapeutics undergraduate course.

III. Scholarly Tools

Students must complete at least one laboratory research techniques course, e.g., PPT 505 Research Techniques at the graduate level.

IV. Research and Dissertation

The Ph.D. in Pharmacology, Physiology and Therapeutics requires completion of a dissertation based on the results of a research project completed by the graduate student under the guidance of a faculty adviser. The project must represent an original and independent investigation by the student. It is expected that the results of the research will be published in a refereed scientific journal. The dissertation prepared by the candidate must be presented and defended before the Faculty Advisory Committee and the Departmental Faculty.

Courses

BIMD 500. Cellular and Molecular Foundations of Biomedical Science. 6 Credits.
A series of lectures and discussion groups with emphasis on interrelated themes in basic biochemistry, cell biology and molecular biology. Lectures will include current and emerging areas of research, while discussion will center on methods, techniques and expansion of lecture topics. Prerequisites: (a) a year of organic chemistry or (b) one semester of organic chemistry plus a course in either biochemistry or cell biology, or (c) permission of the course director.

BIMD 510. Basic Biomedical Statistics. 2 Credits.
A series of lectures, demonstrations and exercises to provide students with the basic rationales for the use of statistics in the assessment of biomedical data and a selected set of the most common and useful statistical tests. Prerequisite: BIMD 500 or permission of course director.

BIMD 513. Seminars in Biomedical Science. 1 Credit.
A series of presentations on original research conducted by UND faculty members as well as extramural leaders in academic and industrial research in the biomedical sciences. Students will participate through assigned reading and writing exercises related to the presentations.

BIMD 515. Steps to Success in Graduate School. 1 Credit.
A series of lectures and discussion sessions covering topics related to the development of skills and experience important for successful completion of graduate training and transition to post graduate training and employment. Students will examine a variety of issues including choosing an advisor and research topic, charting their course through graduate school, the importance of productivity, how to give a scientific presentation and write a scientific publication, applying for predoctoral grants, and planning for their careers.

BIMD 516. Responsible Conduct of Research. 1 Credit.
A series of lectures and discussion sessions covering topics related to responsible conduct in research. Students will examine a variety of issues including introduction to ethical decision making, the experience of conflict, laboratory practices, data management, reporting of research, conflict of interest, and compliance. Examples and case studies will be drawn primarily from the biomedical sciences.

Courses

PPT 500. Principles of Physiology and Pharmacology. 6 Credits.
Graduate level survey course covering basic principles of human physiology and pharmacology. Material covered will include the physiology (how the body works) and the pharmacology (how drugs affect physiological functions) of the major organ systems. Covered also will be basic pharmacological principles including pharmacodynamics, pharmacokinetics and therapeutics. Teaching modalities used are designed to actively engage students in critical thinking and knowledge application. Prerequisite: BIMD 500 or consent of instructor.

PPT 503. Advanced Pharmacology or Physiology. 3 Credits.
Prerequisite: PPT 500 or consent of instructor.

PPT 505. Research Techniques. 1-3 Credits.
Prerequisite: Consent of instructor.

PPT 511. Biochemical and Molecular Mechanisms of Pharmacology, 3 Credits.
Fundamental concepts of pharmacology with emphasis on biochemical and molecular mechanisms. Prerequisites: BIMD 500 and PPT 500 or consent of instructor.

PPT 512. Special Topics in Pharmacology, Physiology and Therapeutics. 2 Credits.
An in-depth coverage of a particular topic chosen by the instructor. Prerequisite: Consent of instructor.

PPT 521. Seminar in Pharmacology, Physiology and Therapeutics. 1 Credit.

PPT 525. Advanced Renal Physiology. 3 Credits.
Prerequisite: PPT 500 or consent of instructor.

PPT 526. Advanced Respiratory Physiology. 3 Credits.
Prerequisite: PPT 500 or consent of instructor.

PPT 527. Advanced Neurophysiology. 3 Credits.
Prerequisite: PPT 500 or consent of instructor.

PPT 528. Advanced Endocrinology. 3 Credits.
Prerequisite: PPT 500 or consent of instructor.

PPT 529. Adv Cardiovascular Physiology. 3 Credits.
Prerequisite: PPT 500 or consent of instructor.

PPT 530. Advanced Neurochemistry. 3 Credits.
Prerequisite: PPT 500 or consent of instructor.

PPT 535. Mechanisms of Neurodegenerative Disorders. 3 Credits.
This advanced course is designed for the graduate student who has a background in basic neuroscience. The course directive is to provide an overview of the more common neurodegenerative disorders and address the state of the field. Prerequisite: PPT 500 or consent of instructor.

PPT 538. Advanced Renal Physiology. 3 Credits.
Prerequisite: BIMD 500 or consent of instructor.

PPT 540. Molecular Neuropharmacology. 3 Credits.
Prerequisite: BIMD 500 or consent of instructor.

PPT 549. Continuing Enrollment. 1-12 Credits.
Prerequisite: Consent of instructor.

PPT 996. Thesis. 1-9 Credits.
Prerequisite: Consent of instructor.

PPT 999. Dissertation. 1-12 Credits.
Prerequisite: Consent of instructor.
Physical Education
(See Kinesiology and Public Health Education (p. 398))

Physical Therapy

http://www.med.und.edu/physical-therapy/

FACULTY: Danks, Decker, Flom-Meland, Jeno, Johnson, LaBrecque, Mabey, P. Mohr, T. Mohr, (Chair and Graduate Director), Relling, Romanick, Schindler and Wesman

Degree Granted: Doctor of Physical Therapy (Ph.D.)

The Department of Physical Therapy offers the clinically-oriented, entry-level Doctor of Physical Therapy (DPT) degree. Students interested in the physical therapy program at UND should stay in contact with the PT department to keep informed of the pre-professional and professional curriculum. Our website address is: http://www.med.und.edu.depts/pt/

Physical therapists provide services to patients who have impairments, functional limitations, and disabilities. Physical therapists assist patients in restoring health; alleviating pain; examining, evaluating, and diagnosing changes in physical function and health status resulting from injury, disease, or other causes. Physical therapists are also involved with intervention, prevention, and the promotion of health, wellness, and fitness. They are employed by hospitals, outpatient clinics, rehabilitation centers, skilled nursing facilities, home care, school systems, industrial settings, athletic facilities, and in private practice.

The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Doctor of Physical Therapy (D.P.T.)

Mission Statement and Program Goals

The mission of the Department of Physical Therapy is to train physical therapists who will provide quality physical therapy services. The professional services provided by a physical therapist demand a strong background in the liberal arts and clinical sciences as well as high moral and ethical standards. In addition to practical experience, teaching, service, and research responsibilities are an integral part of the educational experience.

Goal 1: The student will demonstrate the skills necessary for the entry-level practice of physical therapy.

Goal 2: The student is an advocate for service to the community and the profession.

Goal 3: The student will develop critical inquiry skills related to clinical and basic science research.

Goal 4: The student will develop the skills required for life-long learning.

Goal 5: The student is to be an advocate for health and wellness at the individual and societal levels, demonstrate respect for self and others, and a commitment to the profession of physical therapy.

Doctor of Physical Therapy (D.P.T.)

Admission Requirements

Pre-Physical Therapy

Prior to admission, a minimum of 90 semester hours of credit from an approved college or university is required. Students should be broadly educated in the sciences and humanities. The Department of Physical Therapy recognizes that, since physical therapy deals with people, an understanding of literature, art, history, ethics, and philosophy is an adjunct to a physical therapist. Science and humanities are both viewed as necessary for the practice of physical therapy.

The following list of courses and credits indicates the core prerequisites all applicants must complete prior to admission to the physical therapy program. It is strongly recommended that students be computer literate prior to entering the professional program. Students may take additional electives from any field of study; however, the depth of the pre-physical therapy education should demonstrate that students have progressed from simple to complex studies in at least one content area. This requirement might be demonstrated by a discipline major, but in any case should demonstrate a basic comprehensiveness and integrity of study within a particular content area. This does not suggest that a separate undergraduate degree must be awarded; however, the breadth and depth in a discipline should be demonstrated. Course credits equivalent to a minor, i.e., approximately 20 credits at UND, in a particular discipline could accomplish this requirement. The prospective student should include eight (8) credits from upper level courses, i.e., 300 and/or 400 numbers.

- Two semesters of General Biology (8 cr.)
- Two semesters of General Chemistry (8 cr.)
- Two semesters of General Physics (8 cr.)
- One semester of Human Anatomy (3 cr.)
- One semester of Human Physiology (3 to 4 cr.)
- One semester of Introductory Psychology (3 cr.)
- One semester of Developmental Psychology (3 to 4 cr.)
- One semester of Abnormal Psychology (3 cr.)
- One semester of a Public Speaking course (3 cr.)
- One semester of an undergraduate statistics course (3 cr.)
- Essential Studies requirements

All of the prerequisite coursework must be completed before entering the professional program; however, the prospective student may be enrolled in pre-professional coursework at the time of application. Students must apply for the professional program through the PTCA system. WICHE-eligible students should apply through the WICHE certification process. Please refer to the UND-PT website at: www.med.und.edu/physical-therapy for application details.

Admission Requirements

Acceptance is on a competitive basis, with the major determinant being the basic science grade point average. The basic science GPA is defined as: biology (eight semester credits), chemistry (eight semester credits), physics (eight semester credits), anatomy (three semester credits), physiology (four semester credits), and psychology (seven semester credits). In addition to the science GPA, GRE score, and cumulative GPA, an interview and letters of reference will be considered in the admission process. Prospective students are expected to complete at least 60 hours of physical therapy observation prior to application.

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Completion of the application for admission to the professional program and UND School of Graduate Studies application form.
2. Submission of score from the Graduate Record Examination General Test.
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
4. Applicants who have received their bachelors or masters degree in the United States or English-speaking Canada are not required to submit the TOEFL or IELTS.

Degree Requirements

1. Students must be formally accepted into the professional education component of the DPT and endorsed by the Chair of Physical Therapy.
   NOTE: Acceptance by the UND Office of Admissions or the School of Graduate Studies does not constitute acceptance into the professional program in Physical Therapy.
2. The professional education component of the DPT will require three academic years and two summer sessions following completion of the pre-physical therapy entrance requirements.
3. No student will be allowed to remain in the program or complete the full-time clinical experiences unless he/she attains a letter grade of at least "C" in the major courses.

4. To advance to candidacy, the student must successfully complete the first year comprehensive examination, and maintain a cumulative School of Graduate Studies GPA of > 3.00 AND/OR a summer session GPA of > 3.00. Students who fail to advance to candidacy during the first year will be dismissed from the professional program.

5. After advancement to candidacy, the student is expected to maintain a cumulative GPA of > 3.00. The School of Graduate Studies will monitor the cumulative GPA, which must be > 3.00. If the cumulative GPA is not > 3.00, the School of Graduate Studies policies for probation and dismissal for GPA will govern the student’s status.

6. Students in the professional program should be aware that there are special requirements for clinical uniforms, professional liability insurance, medical insurance, immunizations, CPR certification, and completion of a criminal background check. These requirements must be met prior to any clinical contact with patients. The student will also be responsible for travel, housing, and food costs, in addition to the payment of tuition and fees, during the full-time clinical experience semesters. The majority of these experiences will be completed at geographical locations other than the City of Grand Forks.

7. Prospective students should be aware that a felony conviction may affect a graduate’s ability to obtain a professional license to practice physical therapy.

8. The faculty reserves the right to place on professional probation or to cancel the registration of any student in Physical Therapy whose performance in the classroom or the clinic is unsatisfactory.

**Pre-Physical Therapy**

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<th>Course</th>
<th>Credits</th>
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<tr>
<td>ENGL 110 College Composition I</td>
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</tr>
<tr>
<td>ENGL 120 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 125 Technical and Business Writing</td>
<td></td>
</tr>
<tr>
<td>COMM 110 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts and Humanities</td>
<td>9</td>
</tr>
<tr>
<td>BIOL 150 General Biology I</td>
<td>8</td>
</tr>
<tr>
<td>&amp; BIOL 151 General Biology II</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 121 General Chemistry I</td>
<td>8</td>
</tr>
<tr>
<td>&amp; CHEM 122 General Chemistry II</td>
<td>8</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 111 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 161 Introductory College Physics I</td>
<td>8</td>
</tr>
<tr>
<td>&amp; PHYS 162 Introductory College Physics II</td>
<td>8</td>
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<tr>
<td>ANAT 204 Anatomy for Paramedical Personnel</td>
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<tr>
<td>PPT 301 Human Physiology</td>
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<td>PSYC 250 Developmental Psychology</td>
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<td>PSYC 270 Abnormal Psychology</td>
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<td>Statistics</td>
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<td>Cognate/Minor (required)</td>
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<tr>
<td>Electives (required, minimum of 20 with emphasis in a single discipline)</td>
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* Courses should contribute to completion of Essential Studies requirements.

**Professional Program - Physical Therapy**

**Professional Year 1**

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<td>PT 401 Intervention Techniques I</td>
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<tr>
<td>PT 402 Professional Communication and Behavior</td>
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<tr>
<td>PT 422 Anatomy for Physical Therapy</td>
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<tr>
<td>PT 423 Neuroscience for Physical Therapy</td>
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<td>PT 510 Integrated Clinical Experience</td>
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<tr>
<td>PT 513 Intervention Techniques II</td>
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<tr>
<td>Spring</td>
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<tr>
<td>PT 409 Clinical Pathology I</td>
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<tr>
<td>PT 412 Biomechanics and Kinesiology</td>
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<th>Course</th>
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<td>PT 413 Exercise in Health and Disease</td>
<td>3</td>
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<tr>
<td>PT 415 Motor Control</td>
<td>3</td>
</tr>
<tr>
<td>PT 417 Clinical Exam and Evaluation I</td>
<td>4</td>
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<tr>
<td>PT 426 Manual Therapy I</td>
<td>2</td>
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<tr>
<td>PT 510 Integrated Clinical Experience</td>
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**Summer**

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<tr>
<td>PT 410 Clinical Pathology II</td>
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<tr>
<td>PT 512 Therapeutic Agents</td>
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<tr>
<td>PT 514 Case Management I</td>
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<td>PT 510 Integrated Clinical Experience</td>
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<tr>
<td>PT 519 Electrotherapy and Electrodiagnosis</td>
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**Professional Year 2**

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<td>PT 521 Critical Inquiry I</td>
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<td>PT 528 Clinical Education I</td>
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<td>PT 529 Clinical Education II</td>
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<td>Spring</td>
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<tr>
<td>PT 522 Administration in Physical Therapy</td>
<td>3</td>
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<tr>
<td>PT 523 Lifespan I</td>
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<tr>
<td>PT 524 Psychological Aspects of Disability</td>
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<td>PT 525 Clinical Examination and Evaluation II</td>
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<td>PT 527 Critical Inquiry II</td>
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<td>PT 540 Cardiopulmonary Physical Therapy</td>
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<td>PT 584 Evidence in Practice</td>
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**Summer**

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<tr>
<td>PT 535 Lifespan II</td>
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<tr>
<td>PT 562 Readings: Physical Therapy</td>
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<tr>
<td>PT 591 Research in Physical Therapy</td>
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<tr>
<td>PT 592 Case Management II</td>
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<td>Electives</td>
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**Professional Year 3**

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<tr>
<td>PT 511 Applied Movement Science and Rehabilitation Procedures</td>
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<td>PT 526 Manual Therapy II</td>
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<tr>
<td>PT 539 Prevention and Wellness</td>
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<tr>
<td>PT 541 Clinical Examination and Evaluation III</td>
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<td>Electives</td>
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<tr>
<td>PT 552 Clinical Education III</td>
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<td>PT 553 Clinical Education IV</td>
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<td>PT 995 Scholarly Project</td>
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<tbody>
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**Courses**

**PT 510. Integrated Clinical Experience. 1 Credit.**
Short-term clinical experience to provide hands-on experience for students to apply knowledge learned during the first year of the professional program. Experiences will be set up in acute care, sub-acute care, long-term care, outpatient orthopedic, or a rural site. Registered in Professional Physical Therapy Curriculum is the prerequisite.

**PT 511. Applied Movement Science and Rehabilitation Procedures. 4 Credits.**
Integration of clinical evaluation, functional goals, and treatment planning for individuals with neurological and multiple musculoskeletal dysfunction. The primary focus is on rehabilitation skills including assessment, exercise, handling techniques, functional activities, equipment prescription, patient education, and ADLs, as well as community mobility and governmental services. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.
PT 512. Therapeutic Agents. 3 Credits.
Theory and application of various hydrotherapy, phototherapy, and thermotherapy modalities in Physical Therapy, including heat, light, sound, and water. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 513. Intervention Techniques II. 3 Credits.
Theory and practical application of introductory patient care techniques in physical therapy. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 514. Case Management I. 2 Credits.
Theory and practical application of introductory patient care techniques in physical therapy. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 519. Electrotherapy and Electrodiagnosis. 2 Credits.
Theory and application of therapeutic electrical currents, biofeedback, electromyography, and nerve conduction velocity in physical therapy. Laboratory Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 521. Critical Inquiry I. 1 Credit.
Introduction to the collection of clinical data leading to a case study report. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 522. Administration in Physical Therapy. 3 Credits.
Lectures/discussion and seminar formats used to explore concepts of administration procedures as applied to Physical Therapy and the health care delivery system. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 523. Lifespan I. 3 Credits.
Course focuses on rehabilitation issues related to pediatrics including the characteristics of disabling conditions, developmental evaluation and intervention, the use of adaptive equipment, legal issues, and strategies to promote collaborative service provision to children and families. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 524. Psychological Aspects of Disability. 2 Credits.
Readings and discussion course. Study of psychological coping mechanisms, reactions, and motivational factors pertinent to people with disabilities. Review of adjustment problems unique to specific disabilities and/or disease processes, including terminal illness. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 525. Clinical Examination and Evaluation II. 3 Credits.
Emphasis is given to physical therapy examination, evaluation, and diagnoses as related to an advanced dynamic biomechanical evaluation. Also included will be the integration of NMS and support systems; clinical reasoning resulting in referral and/or modified physical therapy interventions; and the communication of findings and recommendations. Lecture Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 526. Manual Therapy II. 2 Credits.
Theory and application of manual therapy skills for examination and intervention techniques, including thrust and nonthrust manipulations of the spine, pelvis, and associated areas. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 527. Critical Inquiry II. 2 Credits.
Application, analysis, and evaluation of clinical decisionmaking components, strategies, and skills. Preparation of a clinical case study to be presented in oral and written forms. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 528. Clinical Education I. 9 Credits.
The first in a sequence of four full-time clinical experiences in selected physical therapy provider centers throughout the United States. Registration in Professional Physical Therapy Curriculum is the prerequisite.

PT 529. Clinical Education II. 9 Credits.
The second in a sequence of four full-time clinical experiences in selected physical therapy provider centers throughout the United States. Registration in Professional Physical Therapy Curriculum is the prerequisite.

PT 535. Lifespan II. 2 Credits.
Examine the factors and forces that affect life quality in later years. The physiological, psychological, and sociological aspects of aging will be considered, including those influences in the cultural context that enhance and impede continued growth of the person. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 537. Strategies Early Intervention. 2 Credits.
This course is designed to review current practices in early intervention. Course materials will focus on characteristics of disabling conditions that influence growth and development of motor skills, cognition, and educational development. Emphasis will be on collaborative service provision with an interdisciplinary approach. Topics also covered include: current issues, assessment of the child/family unit, and legislative guidelines for service provision. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 538. Advanced Topics in Pediatric Physical Therapy. 3 Credits.
This course is designed to present current and advanced topics relating to pediatric physical therapy clients and their families. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 539. Prevention and Wellness. 2 Credits.
The theory and practice of prevention of injury, maintenance and improvement of wellness, and promotion of health and healthy behaviors across the lifespan. Concepts are applied to the general, athletic, and industrial populations, with a view to interdisciplinary involvement in wellness optimization. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 540. Cardiopulmonary Physical Therapy. 2 Credits.
This course is designed to expand the theoretical understanding and clinical application of cardiopulmonary physical therapy examination, evaluation, diagnosis, prognosis, intervention and outcomes. Laboratory. Must be registered in Professional Physical Therapy Curriculum.

PT 541. Clinical Examination and Evaluation III. 3 Credits.
Emphasizes patient/client management elements of examination and evaluation. Emphasis is given to systems screening, physical therapy diagnoses, and clinical reasoning resulting in referral and/or modified physical therapy interventions. Emphasis is also given to the communication of findings. Laboratory. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 549. Advanced Applied Anatomy/Clinical Kinesiology. 2 Credits.
Study of applied anatomy and its importance to research and clinical application, particularly as related to Physical Therapy. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 552. Clinical Education III. 9 Credits.
The third in a sequence of four full-time clinical experiences in selected physical therapy provider centers throughout the United States. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 553. Clinical Education IV. 9 Credits.
The fourth in a sequence of four full-time clinical experiences in selected physical therapy provider centers throughout the United States. Registration in Professional Physical Therapy Curriculum is the prerequisite.

PT 561. Seminar:Physical Therapy. 1-4 Credits.
This course serves to focus student attention toward graduate study in Physical Therapy. Explore and discuss areas of interest for students and faculty. May repeat to 4 credits maximum. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 562. Readings:Physical Therapy. 1-4 Credits.
Review of current literature pertinent to Physical Therapy; critical examination of design, content, and validity of conclusions. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 572. Teaching Experience in Physical Therapy. 1-4 Credits.
Supervised experience in University teaching in Physical Therapy. Projects in curriculum development, formulation of teaching/learning objectives, teaching materials, evaluation tools, and experience in competency-based learning environment. Registered in Professional Physical Therapy Curriculum is the prerequisite.

PT 583. Critical Inquiry III. 1 Credit.
Introduction to research instruments including surveys, electrical and mechanical instrumentation critical to research methods. Includes discussion of validation, calibration, and reliability of instruments used in physical therapy research. Students develop a proposal for their scholarly projects and complete IRB use of human subject forms. Registered in Professional Physical Therapy Curriculum is the prerequisite.
The United States and the world.

Program is to prepare selected health care professionals to become competent

(M.P.A.S.)

offered can be found in the Degree section.

Physician Assistants, Inc. (NCCPA). For additional information, or to begin
certification test administered by the National Commission on Certification of

with a minimum of three years professional experience. A minimum of a

Assistant Studies (M.P.A.S.)

Degree Granted: Master of Physician

McHugo (Program Director)

http://www.med.und.nodak.edu/physicianassistant/

FACULTY: Andersson, Barry, Johnson (Medical Director), Kuntz, McCleary and

Degree Granted: Master of Physician Assistant Studies (M.P.A.S.)

The Department of Family and Community Medicine offers a Master of

Assistant Studies. This 24-month graduate program is accredited by

Inc. (ARC-PA). Enrollment is limited to licensed healthcare professionals

with a minimum of three years professional experience. A minimum of a

baccalaureate degree is required. Graduates are eligible to take the national
certification test administered by the National Commission on Certification of

Physician Assistants, Inc. (NCCPA). For additional information, or to begin

the application process, go to our website at: http://www.med.und.nodak.edu/

physicianassistant.

Details pertaining to admission requirements, degree requirements and courses
offered can be found in the Degree section.

Master of Physician Assistant Studies (M.P.A.S.)

Mission Statement and Program Goals

The primary mission of the University of North Dakota Physician Assistant
Program is to prepare selected health care professionals to become competent
physicians assistants working collaboratively with physician supervision
emphasizing primary care in rural and/or underserved areas of North Dakota,
the United States and the world.

With this mission, the goal is to improve access to healthcare, help alleviate
shortages of primary care providers and deliver comprehensive, affordable
health care services to the people of rural and/or underserved populations.

The Program’s approach to education is based on the philosophy that adult
students are mature, highly motivated, and have a rich resource of past
personal and professional experiences for present learning. While the faculty
and preceptor serve as catalysts, learning is the responsibility of the student.

The interdisciplinary teaching approach integrates previous clinical skill and
knowledge utilizing multiple techniques to facilitate learning. The goal is
preparation of the student as a primary care provider in a variety of settings,
utilizing a problem-oriented approach to logical thinking and sound judgment.

Furthermore, the Program faculty believes that physician assistants are
accountable and responsible for the quality of their practice and for life-long
learning to assure their ability to continually improve the care they deliver.

Also central to the Program’s mission is the Physician/PA Student Team
development. A unique characteristic of the UND PA Program is the partnering
of the student with a primary care preceptor throughout the entire clinical
portion of the program. No candidate is admitted into the program without
the agreement of a practicing physician and/or physician assistant in primary
care who is committed to serve as a preceptor for the length of the program.

This team approach forms the foundation and models the physician and
physician assistant relationship inherent in a primary care PA’s clinical
practice. By completing the majority of clinical experiences in the office of a
practicing primary care preceptor, students are assured of exposure to the
common primary care problems in a practice setting. It is under the aegis and
supervision of the preceptor in a one-to-one teaching relationship that the
student gains clinical competencies and accomplishes role integration. This is
closely monitored and augmented by the program faculty.

Program Goals

The goals of the UND Physician Assistant Program are for the students, under
the supervision of a physician, to use a multi-dimensional approach to:

1. Integrate critical thinking skills with medical knowledge and patient
care to provide entry-level primary health care services for a diverse
population in a variety of settings.

2. Develop professional physician assistant/physician primary health care
teams throughout primary care curriculum.

3. Engage in critical analysis of practice experience, medical literature and
informational resources for the enhancement of patient care outcomes
and self-improvement.

4. Prepare physician assistants who will serve the societal, organizational
and economic environments as health care advocates and role models
for future physician assistant students as well as members of the
professional health care team.

Master of Physician Assistant Studies
(M.P.A.S.)

Admission Requirements

Applicants who are seeking admission to School of Graduate Studies must meet
all of the minimum general School of Graduate Studies admission
requirements identified in the graduate catalog. In addition, the prospective
student must fulfill the requirements for admission to the graduate program in
the Master of Physician Assistant Studies.

Admission to the Physician Assistant Program within the School of Medicine
and Health Sciences at the University of North Dakota is a competitive
selection process. Each applicant is reviewed individually and evaluated on his/
her own merits.

Clinical Preparation:

1. Current professional licensure, registration, or certification in a clinical
healthcare field with evidence of continued medical education throughout
professional employment

A minimum of three years recent full-time clinical healthcare experience
in one’s field of professional certification/licensure within the United
States. Health care experience must include direct patient contact
and high levels of responsibility involving complex critical thinking and
decision making skills. Hours accrued in a training program are not eligible. This ensures foundational knowledge and skills needed for 

**Academic Preparation:**

1. Baccalaureate degree (equivalent to 125 semester credits) from a 
   regionally accredited institution in the United States and preferably 
   in a health related area. The institution must be accredited by one 
   of the following six regional accrediting associations: MSA; NASC; NCA; 
   NEASC-CIHE; SACS-CC; or WASC-Sr. Applicants with a three-year 
   bachelor’s degree must complete the equivalent of one year of post-
   baccalaureate work.

2. GPA of 3.0 or higher (on a 4.0 scale) in undergraduate work, or more 
   recent transcripts showing improvement.

3. Prerequisite coursework each at a minimum of 3 credits, 200 level 
   (sophomore) or higher with achievement of a “B” as the minimum 
   acceptable grade and completed in the United States:
   - Human Anatomy
   - Human Physiology within ten years of the application deadline 
     Note: If a combined course such as Human Anatomy and 
     Physiology, 2 full semesters are required (preferably with lab)
   - Comprehensive Pharmacology (must cover all body systems) 
     within five years of the application deadline

4. Prerequisite coursework in Medical Terminology

5. CLEP (College Level Examination Programs) or “test out” courses are not 
   accepted

**Additional Requirements:**

1. Completion of a successful interview.

2. Written personal statement addressing the applicant’s aptitude, ability, 
   dedication and commitment to meeting the program’s mission to 
   “prepare selected health care professionals to become competent 
   physician assistants working collaboratively with physician supervision, 
   emphasizing primary care in rural and/or underserved areas.”

3. Three strong professional letters of reference from health care 
   professionals such as physicians and/or other clinical supervisors. 
   Applicant may not use relatives or their proposed preceptor as 
   references.

4. An arrangement with a licensed physician (MD or DO) and/or physician 
   assistant who is willing to serve as the primary clinical preceptor to 
   the student during the clinical portion of the program. Medical practice 
   must be in primary care/family medicine in a clinical setting. Preference 
   is given to clinical sites in rural (less than 25,000 population) and/ 
   or underserved populations. More information regarding preceptor 
   requirement noted below.

5. All applicants must provide a current passport photograph and proof of 
   certification/licensure in one’s chosen field.

6. Test of English as a Foreign Language (TOEFL) score submission 
   required of all non-native speakers of English. Only the Internet Based 
   Test (IBT) form of the TOEFL will be accepted. A total score of 93 and 
   a speaking score of 26 will be a pre-requisite for entry into the program.

7. The Physical Assistant Program of the University of North Dakota 
   School of Medicine and Health Sciences (UNDSMHS) has a 
   responsibility to society to graduate the best possible future Physician 
   Assistants. All graduates of the Program must have knowledge, skills, 
   and capacities to function in a wide variety of clinical situations and 
   to render a wide spectrum of patient care. All applicants must be able to 
   meet the program’s academic and technical standards as indicated on 
   the program website. Academic and technical standards for matriculation, 
   promotion, and graduation from the UND PA Program are available at: 
   http://www.med.und.edu/physicianassistant/standards.html

8. Prior to matriculation, students will be required to complete a health 
   screening and a criminal background check. The health screening 
   process is conducted by Student Health Services. Information can be 
   found on their website: Forms | Student Health | Health & Wellness 
   | The University of North Dakota. Information regarding the criminal 
   background check requirements can be found on a link on the PA 
   Program website: Physician Assistant Program | UND School of Medicine 
   & Health Sciences. Cost of the criminal background check and health 
   screening are the responsibility of the student. If a student declines to 
   undergo either of the requirements, or if findings of a grievous nature are 
   revealed, the offer of admission may be revoked.

9. Additional personal and non-cognitive criteria include:
   A. willingness to assume responsibility for own education 
   B. willingness to accomplish a successful role transition from 
      experienced clinician to physician assistant student 
   C. evidence of professional role development in clinical decision 
      making, communication and leadership 
   D. sensitivity, enthusiasm, confidence, motivation and sincerity/honesty 
   E. diversity of life experience 
   F. success in overcoming adversity 
   G. aptitude for continued learning

**Degree Requirements**

Students seeking the Master of Physician Assistant Studies degree at the 
University of North Dakota must satisfy all general requirements set forth by the 
School of Graduate Studies as well as particular requirements set forth by the 
Physician Assistant Program.

1. Successful completion of all courses in core curriculum.
2. Completion of a written scholarly project approved by the academic 
   advisor.
3. Written comprehensive final examination.

**Required Courses:**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>PA 582</td>
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<tr>
<td>PA 995</td>
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Total Credits 87

**Courses**

**PA 507. Medical Human Anatomy & Radiology 1. 3 Credits.**

This online course is a review of the basic principles of anatomy in preparation 
for the clinical phase of the PA program. The students will be introduced to 
components of diagnostic studies such as x-ray, CT scans and other forms 
of imaging. Systems such as cardiovascular, respiratory and endocrine will 
be included. Prerequisite: Admission to Master of Physician Assistant Studies 
Program.
PA 508. Medical Human Anatomy & Radiology II. 3 Credits.
This online course is a continued review of the basic principles of anatomy in preparation for the clinical phase of the PA program. The students will review diagnostic studies such as x-ray, CT scans and other forms of imaging, systems such as neurologic, renal, reproductive, and musculoskeletal will be included. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 510. Human Physiology & Pathophysiology I. 4 Credits.
This system-based online course focuses on the physiologic and pathophysiologic functions of the human body from the cellular level, to organ systems, with emphasis on genetics. This course lays the foundation for understanding the underlying principles of human disease processes across the lifespan. Emphasis will include cellular biology, electrolyte and acid-base balance; molecular genetics, cellular proliferation, and systems such as cardiology, pulmonology, and endocrinology. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 511. Human Physiology & Pathophysiology II. 4 Credits.
This system-based online course focuses on the physiologic and pathophysiologic functions of the human body from the cellular level, to organ systems, with emphasis on genetics. This course lays the foundation for understanding the underlying principles of human disease processes across the lifespan. Emphasis will include systems such as neurology, renal, musculoskeletal and reproduction. Prerequisites: Admission to Master of Physician Assistant Studies Program and PA 510.

PA 516. EKG Interpretation. 1 Credit.
This online course focuses on the principles and practical application of electrocardiography for the PA. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 517. Pharmacology I. 2 Credits.
This online system-based course focuses on the pharmacokinetic, pharmacodynamic, and pharmacogenetic concepts of the major drug classes across the lifespan. Federal regulations governing drug development, drug schedules, drug safety and legislation are included. Pharmacologic systems such as cardiology, pulmonology, and endocrinology are emphasized. In addition, calculation of mathematical equivalents utilized in prescribing medications is reviewed. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 518. Pharmacology II. 2 Credits.
This online system-based course focuses on the pharmacokinetic, pharmacodynamic, and pharmacogenetic concepts of the major drug classes across the lifespan. Pharmacologic systems such as neurology, renal and musculoskeletal are emphasized. In addition, complementary and over the counter medications are discussed. Prerequisites: Admission to Master of Physician Assistant Studies Program and PA 517.

PA 520. Statistics and Research Methods. 2 Credits.
This online course provides an overview of statistical principles used in medical literature with a focus on interpretation of applied statistics and literature reviews. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 521. Diagnostic Studies I. 2 Credits.
This online course discusses basic laboratory tests and acceptable normal values across the lifespan for laboratory medicine utilized by PAs. Components studied include hematology, chemistry, urinalysis, immunology, genetic and molecular testing and microbiology. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 522. Diagnostic Studies II. 2 Credits.
This online course focuses on abnormal laboratory and diagnostic studies in relation to complex disease processes across the life span using a system-based approach to include radiology, hematology, chemistry, urinalysis, immunology, genetic and molecular testing and microbiology. Emphasis will include systems such as cardiology, respiratory, endocrinology and musculoskeletal consistent with concurrent primary care course content. Prerequisites: Admission to Master of Physician Assistant Studies Program and successful completion of PA 521.

PA 523. Diagnostic Studies III. 2 Credits.
This online course focuses on abnormal laboratory and diagnostic studies in relation to complex disease processes across the life span using a system-based approach to include radiology, hematology, chemistry, urinalysis, immunology, genetic and molecular testing and microbiology. Emphasis will include systems such as neurology, reproduction, renal and behavioral science consistent with concurrent primary care course content. Prerequisites: Admission to Master of Physician Assistant Studies Program and successful completion of PA 522.

PA 525. Evidence Based Medicine. 2 Credits.
This online course introduces evidence based medicine and research principles focusing on analyzing medical literature and evaluating clinical relevance for future practice. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 540. Primary Care I - Didactic. 4 Credits.
This didactic course is held on the UND campus. Focus is on instruction in patient assessment including communication strategies for interviewing and eliciting a medical history, techniques for performing a basic physical examination, and accurate documentation of patient data. Normal and abnormal findings involving patients across the lifespan are also presented. Instruction in preventive health, behavioral science psychological development is also emphasized. Clinical skill labs are utilized to instruct physical examination skills. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 541. Primary Care I Clinical. 6 Credits.
This supervised clinical practical experience in a primary care setting allows students to apply communication strategies for interviewing and eliciting a medical history, techniques for performing a basic physical examination, and accurate documentation of patient data. Normal and abnormal findings involving patients across the lifespan are also evaluated with a preceptor in the clinical setting. Prerequisites: Admission to Master of Physician Assistant Studies Program and successful completion of PA 540.

PA 550. Primary Care II - Didactic. 6 Credits.
This didactic course is held on the UND campus. Focus is on the problem solving process for the diagnosis and management of acute and chronic medical conditions across the life span. Emphasis is placed on analyzing symptoms of disease and formulating differential diagnoses using a system-based approach. Systems such as cardiology, respiratory, endocrinology and musculoskeletal are included. Pharmacology and pharmacotherapeutics used to treat acute and chronic conditions in system-based areas are also emphasized. Clinical skill labs include skin suturing, casting and splinting and sterile technique. Prerequisites: Admission to Master of Physician Assistant Studies Program and successful completion of PA 541.

PA 551. Primary Care II - Clinical. 9 Credits.
This supervised clinical practice experience in a primary care setting allows students to focus on analyzing symptoms of disease, formulating differential diagnoses and treatment plans for patients across the life span. This clinical phase also includes a required supervised practicum in an urgent care setting. Prerequisites: Admission to Master of Physician Assistant Studies Program and successful completion of PA 550.

PA 560. Primary Care III - Didactic. 7 Credits.
This didactic course is held on the UND campus. Focus is on the problem solving process for the diagnosis and management of acute and chronic medical conditions across the life span. Emphasis is placed on analyzing symptoms of disease and formulating differential diagnoses using a system-based approach. Systems such as neurology, reproduction, renal and behavioral science are included. Pharmacology and pharmacotherapeutics used to treat acute and chronic conditions in system-based areas are also emphasized. Further emphasis is placed on managing patients with multiple co-morbidities in emergency, clinical, and surgical settings. Simulation and skill labs are utilized to further enhance critical thinking and medical decision making for treatment of patients across the life span. Prerequisites: Admission to Master of Physician Assistant Studies Program and successful completion of PA 551.

PA 561. Primary Care III - Clinical. 8 Credits.
This supervised clinical practice experience in a primary care setting allows students to continue focusing and developing differential diagnoses and treatment plans for patients with complex medical disease across the life span. This clinical phase also includes a required supervised hospitalist practicum in an inpatient hospital setting. Prerequisites: Admission to Master of Physician Assistant Studies Program and successful completion of PA 560.
PA 566. Professional Issues & Role Development I. 2 Credits.
This online course discusses role definition and historical development for the physician assistant within the health care industry. The importance of professionalism as an expression of positive values and ideals demonstrating a high level of responsibility, ethical practice and sensitivity to a diverse patient population is also discussed. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 567. Professional Issues & Role Development II. 1 Credit.
This online course discusses further levels of professionalism with respect to adherence to legal and regulatory requirements health care delivery systems and health policy, including rural and underserved populations. Cultural diversity and inclusion principles are also discussed. Prerequisites: Admission to Master of Physician Assistant Studies Program and successful completion of PA 566.

PA 568. Professional Issues & Role Development III. 1 Credit.
This online course discusses additional aspects of professionalism including accountability to patients, society and the profession, commitment to excellence and ongoing professional development. The importance of intellectual honesty and appropriate conduct will also be discussed. This course will also assist in preparing the student for clinical employment by stressing the importance of the interview, contract negotiations, privileges, certification, licensure and maintenance. Prerequisites: Admission to Master of Physician Assistant Studies Program and successful completion of PA 567.

PA 569. Professional Issues & Role Development IV. 1 Credit.
This online course introduces the PA student to quality of care and reimbursement methods. Students will further understand the importance of patient safety and risk management as well as develop a response to medical ethics. Comprehensive role development will also prepare the student for entry level practice. Prerequisites: Admission to Master of Physician Assistant Studies Program and successful completion of PA 568.

PA 580. Specialty Clerkship. 5-6 Credits.
This supervised clinical practical experience is designed to expose the student to different disciplines of medicine to fulfill program requirements as determined by UND faculty advisor, community preceptor and PA student and as necessary for adequate entry level PA practice. One credit of PA 580 may be substituted for one of the required 6 credits. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 581. Emergency Department Clerkship. 4 Credits.
This required supervised clinical practical experience focuses on analyzing symptoms and formulating differential diagnoses of emergent and traumatic condition across the life span. This clerkship is intended to provide the student with hands-on experience in the care of patients with urgent and emergent conditions. The clerkship location will be approved by the faculty advisor. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 582. General Surgery Clerkship. 4 Credits.
This required supervised clinical practical experience focuses on analyzing symptoms and formulating differential diagnoses of patients requiring surgical interventions. This clerkship is intended to provide the student with hands-on experience in the care of patients with surgical conditions. Emphasis is placed on the role of PA in a surgical setting to enhance skills in sterile techniques, surgical assisting, suturing, documentation and pre-post-operative patient care. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 588. International Clerkship. 1 Credit.
Course content elective - This course offers students clinical time in another country to become acquainted with problems in: health care delivery, mother and childcare, malnutrition, basic sanitation and preventative health care maintenance. One credit of PA 588 may be substituted for one of the credits required in PA 580. Prerequisites: Admission to Master of Physician Assistant Studies Program and approval from the Director of the Physician Assistant Program.

PA 589. Readings in Physician Assistant Studies. 1-2 Credits.
Course content elective - Selected review and reading of current professional literature in areas pertaining to the practice of a Physician Assistant. In collaboration with the faculty member, reading selection and method of evaluation are determined. Prerequisites: Admission to Master of Physician Assistant Studies Program and approval from the Director of the Physician Assistant Program.

PA 599. Special Topics in Physician Assistant Studies. 1-2 Credits.
Course content elective - A series of clinically relevant lectures, discussions, and/or supervised practice clinical experiences developed around the practice of a Physician Assistant. Prerequisites: Admission to Master of Physician Assistant Studies Program and approval from the Director of the Physician Assistant Program.

PA 990. Continuing Enrollment in Physician Assistant Studies. 1-6 Credits.
Course content elective - This course provides additional time, if needed to complete required components of the Masters in Physician Assistant Studies. Repeatable to 12 credits maximum. Prerequisites: Admission to Master of Physician Assistant Studies Program and approval from the Director of the Physician Assistant Program.

PA 995. Scholarly Project. 2-3 Credits.
This online course utilizes academic and clinical experiences to provide an in-depth study of a clinical problem in primary care that leads to a scholarly paper and formal capstone presentation. Prerequisite: Admission to Master of Physician Assistant Studies Program.

PA 996. Continuing Enrollment. 1-12 Credits.

Physics and Astrophysics

http://www.physics.und.edu

FACULTY: Barkhouse, Dewar, Kim (Chair), Lee, Marasinghe (Graduate Director), Oncel, Schwalm, Tung and Young

Degrees Granted: Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)

The Department of Physics and Astrophysics offers graduate programs leading to the Master of Science and Doctor of Philosophy degrees. Current research in the department emphasizes solid-state physics, materials science, astrophysics, and health physics. Departmental facilities permit both theoretical and experimental research investigations.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The primary functions of the Physics and Astrophysics Department are teaching, research and service. In accordance with the mission of the University, the department provides courses for physics majors and minors, and service courses to students in other programs in the College of Arts & Sciences and other units of the University.

Goal 1: Students will acquire competency in graduate level physics including mechanics, electromagnetism, quantum mechanics, and theoretical methods.

Goal 2: Students will acquire in-depth exposure to research.

Goal 3: Students will acquire skills in oral presentations and acquire experience in writing research papers.

Goal 4: Students will develop analytical skills needed as a professional physicist.

Doctor of Philosophy (Ph.D.)

Student Learning Goals

Goal 1: Students will acquire competency in graduate level physics including mechanics, electromagnetism, quantum mechanics, statistical physics, and theoretical methods.

Goal 2: Students will acquire skills to carry out programs of independent research at a research laboratory or as a university faculty member.
**Goal 3:** Students will acquire skills in oral presentations and acquire experience in writing research papers.

**Goal 4:** Students will develop analytical skills needed as a professional physicist.

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**Master of Science (M.S.)**

**Admission Requirements**

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor’s degree from a recognized college or university.
2. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work (2.5 for M. Engr.) or a GPA of at least 3.0 for the junior and senior year of undergraduate work (based on a 4.0 scale).
3. Completed a minimum of 21 semester credits of undergraduate physics, plus mathematics through differential equations or the equivalent.
4. Coursework should include intermediate courses in mechanics, electricity and magnetism, optics, thermal physics, and modern quantum physics. Adequate preparation in general chemistry is also necessary.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
6. An applicant without satisfactory undergraduate training may be admitted to the program, but will be required to remove deficiencies by completing the necessary undergraduate courses without receiving graduate credit for them.
7. Ph.D. applicants are encouraged to submit the Graduate Record Examination scores for the general test and advanced physics test.

**Degree Requirements**

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Physics and Astrophysics Department.

The program is designed to provide the student with basic physics courses at the graduate level and an introduction to research.

1. Minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.
4. Complete the following courses:
   - PHYS 509. Methods of Theoretical Physics. 3 Credits.
   - PHYS 539. Quantum Mechanics. 3 Credits.
   - PHYS 541. Theory Electricity Magnetism. 3 Credits.
   - PHYS 545. Analytical Mechanics. 3 Credits.
5. Complete six additional hours from the following:
   - PHYS 510. Methods of Theoretical Physics. 3 Credits.
   - PHYS 540. Quantum Mechanics. 3 Credits.
   - PHYS 542. Theory of Electricity and Magnetism. 3 Credits.
6. Complete research project and PHYS 998 Thesis (4-9 credits).

**Doctor of Philosophy (Ph.D.)**

**Admission Requirements**

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

Applicants who are seeking admission to School of Graduate Studies must meet all of the minimum general School of Graduate Studies admission requirements identified in the graduate catalog. In addition, prospective students must fulfill the requirements for admission to the graduate program in Physics and Astrophysics.

1. Successful completion of a master’s degree (Some programs permit bypassing the master’s degree and allow for direct admission to the Ph.D. degree. Check specific department requirements for admission.)
2. An overall GPA of 3.0 for all graduate work.
3. Completed all undergraduate preparation.
4. Presentation of scores on the GRE General Test and advanced physics test is recommended.
5. Be recommended for doctoral work by the department.

**Degree Requirements**

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Physics and Astrophysics Department.

The degree is a research degree and is conferred only in recognition of high achievement in independent scientific research and scholarship.

1. Completion of 90 semester credits beyond the baccalaureate degree.
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate.
3. With approval of a student’s Faculty Advisory Committee, up to one-half of the work beyond a master’s degree (maximum of 30 semester credit hours) may be transferred from another institution that offers post-master’s degrees in the discipline.
4. In addition to PHYS 590 Research, the coursework will amount to approximately 36 hours.
5. Completion of a regular core of courses which includes:
   - PHYS 509. Methods of Theoretical Physics. 3 Credits.
   - PHYS 510. Methods of Theoretical Physics. 3 Credits.
   - PHYS 539. Quantum Mechanics. 3 Credits.
   - PHYS 540. Quantum Mechanics. 3 Credits.
   - PHYS 541. Theory Electricity Magnetism. 3 Credits.
   - PHYS 542. Theory of Electricity and Magnetism. 3 Credits.
   - PHYS 543. Statistical Physics. 3 Credits.
   - PHYS 545. Analytical Mechanics. 3 Credits.
   - PHYS 549. Seminar. 1 Credit.
6. Completion of several specialized graduate level courses in physics in order to obtain the in-depth training essential for the development of their research interest.
7. Completion of at least nine semester hours of graduate work, (400 level or above) in a single related field.
8. After successful completion of the first two semesters of coursework, students who entered the program with a bachelor’s degree will take a written qualifying examination, which covers undergraduate and first-year graduate level courses. Students with a master’s degree will take this examination in the second semester of enrollment.
9. A student who fails to perform satisfactorily in this examination may be re-examined after waiting one semester. In general, no student will be allowed to take the qualifying examination more than twice.
10. No student may proceed formally toward the Ph.D. degree until this examination has been passed.
11. Written doctoral comprehensive examination in physics will normally be taken in the fifth semester of graduate enrollment. This must be completed before advancement to candidacy is granted.
12. Candidates for the Ph.D. must complete a research investigation. Upon satisfactory completion of the research investigation, the student is required to prepare a dissertation covering the research.

At the final oral examination, the candidate presents and defends the dissertation.

**Courses**

**PHYS 509. Methods of Theoretical Physics. 3 Credits.**
An introduction to the mathematical methods currently used in physics.

**PHYS 510. Methods of Theoretical Physics. 3 Credits.**
A continuation of Physics 509 introduction to the mathematical methods currently used in physics.
PHYS 511A. Physics for Teachers I. 3 Credits.  
Prerequisite: PHYS 511L.

PHYS 511B. Physics for Teachers I. 3 Credits.  
Prerequisite: PHYS 511A.

PHYS 511L. Physics for Teachers I Lab. 2 Credits.

PHYS 512A. Physics for Teachers II. 3 Credits.  
Prerequisite: PHYS 512L.

PHYS 512B. Physics for Teachers II. 3 Credits.  
Prerequisite: PHYS 512A.

PHYS 512L. Physics for Teachers II Lab. 2 Credits.  
Prerequisites: PHYS 511L and PHYS 511B.

PHYS 513A. Physics for Teachers III. 3 Credits.  
Prerequisite: PHYS 513L.

PHYS 513B. Physics for Teachers III. 3 Credits.  
Prerequisite: PHYS 513A.

PHYS 513L. Physics for Teachers III Lab. 2 Credits.  
Prerequisites: PHYS 512L and PHYS 512B.

PHYS 535. Solid State Physics. 3 Credits.  
The crystal lattice, electron theory of metals and semiconductors, and transport phenomena in solids.

PHYS 536. Solid State Physics II. 3 Credits.  
Lattice vibrations, phonon-electron interactions, and cooperative phenomena in solids.

PHYS 539. Quantum Mechanics. 3 Credits.  
The Schroedinger equation, perturbation methods, and simple quantum mechanical systems.

PHYS 540. Quantum Mechanics. 3 Credits.  
Matrix methods, spin, and scattering phenomena.

PHYS 541. Theory Electricity Magnetism. 3 Credits.  
Electrostatics, magnetostatics, electromagnetics, electromagnetic waves.

PHYS 542. Theory of Electricity and Magnetism. 3 Credits.  
Special theory of relativity, scattering of charged particles, and radiation.

PHYS 543. Statistical Physics. 3 Credits.  
The Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics, and their application to the description of physical systems.

PHYS 545. Analytical Mechanics. 3 Credits.  
Variational methods. Lagrange’s equations, oscillations, Hamilton equations, and special relativity.

PHYS 549. Seminar. 1 Credit.

PHYS 550. Special Topics. 1-3 Credits.  
Investigation of special topics in advanced physics; the subject matter determined by student/faculty interest. Prerequisite: Consent of department.

PHYS 590. Research. 1-16 Credits.

PHYS 996. Continuing Enrollment. 1-12 Credits.

PHYS 997. Independent Study. 2 Credits.

PHYS 998. Thesis. 1-9 Credits.

PHYS 999. Dissertation. 1-18 Credits.

Undergraduate Courses for Graduate Credit

PHYS 402. Computers in Physics. 3 Credits.  
Computer applications in physics, that may include data analysis, numerical simulation, symbolic and algebraic programming, parallel computing, computer interfacing and/or experimental physics applications. Prerequisites: PHYS 252 and Knowledge of a higher-level computer programming language, or consent of instructor.

PHYS 428. Advanced Physics Laboratory. 2 Credits.  
Advanced undergraduate experiments in physics, using modern techniques and instrumentation. Classic experiments leading to the current understanding of physical theory. Prerequisite: PHYS 253 or approval of instructor.

PHYS 431. Quantum Mechanics I. 3 Credits.  
An introduction to quantum mechanics with applications to atomic structure. Prerequisite: PHYS 253. Prerequisite or Corequisite: PHYS 317 or approval of department.

PHYS 432. Quantum Mechanics II. 3 Credits.  
Further development of basic quantum theory with application to atomic, molecular, solid state and nuclear physics. Prerequisite or Corequisite: PHYS 431 or consent of instructor.

PHYS 434. Nuclear Physics. 3 Credits.  
Introduction to the theory of atomic nuclei, fundamental forces and sub-atomic particles. Prerequisite: PHYS 253 or approval of instructor.

PHYS 437. Introductory Solid State Physics. 3 Credits.  
A general introduction to solid state phenomena. Prerequisite: PHYS 253 or approval of instructor.

PHYS 460. Introduction to Astrophysics. 3 Credits.  
Nature of stars. Topics include celestial mechanics, relativity, optics, stellar birth, stellar interiors and evolution, nucleosynthesis, stellar death, compact objects, black holes, neutron stars, white dwarfs, binaries and variable stars. Some topics include the use of computer tools to solve problems. Prerequisite: PHYS 253 or approval of instructor.

PHYS 461. Introduction to Astrophysics II. 3 Credits.  
Galaxies and the universe. Topics include structure and evolution of galaxies, the Milky Way, stellar populations, globular clusters, interstellar medium, big bang, Hubble and the distance scale, radio galaxies, quasars, jets, blazars, clusters and superclusters of galaxies and cosmology. Some topics include the use of computer tools to solve problems. Prerequisite: PHYS 460 or approval of instructor.

PHYS 492. Special Problems. 1-3 Credits.  
Prerequisite: Approval of the department.

Psychology

http://www.und.edu/dept/psych/

Bradley, Derenne, De Young, Ferraro, Grabe, Holm, Kehn, Kelly, King, Legerski, Looby, McDonald, Miller, Peters, Petros, Plumm, Polvatski, Ruthig, Terrance, Terrell, Weatherly (Chair), and Wise

Degrees Granted: Master of Science (M.S.), Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.)

The Psychology Department in the College of Arts and Sciences at the University of North Dakota offers graduate degrees in Forensic Psychology (M.A. and M.S.), General/Experimental Psychology (Ph.D.), and Clinical Psychology (Ph.D.). The Clinical Psychology program is accredited by the American Psychological Association. The Psychology Department does not admit students who wish to earn only a Master of Arts degree in general psychology without continuation on to the Ph.D. degree in either clinical or general-experimental psychology. Students are admitted directly into the Ph.D. program in clinical or general-experimental psychology and will be awarded a Master of Arts degree in general psychology upon completion of the following requirements:

- Completion of “Scholarly Tool” coursework to develop skills in as well as and ;
- Completion of an empirical , 6 credits);
- Completion of a minimum of 20 elective PSYC course credits at the 500-level or above which are approved by the respective advisory committee and documented in the Program of Study. A maximum of eight credits may be transferred from another institution. Fifteen credits must be completed on campus through UND.

A list of all programs offered, including admission requirements, degree requirements and courses offered can be found in the Degree section.

Clinical Psychology Doctor of Philosophy (Ph.D.)

Core Program Faculty: Bradley, Holm, King, Legerski, Looby, McDonald (INPSYDE Director), Miller (Director of Clinical Training and the Psychological Training Center) and Wise
Mission Statement and Program Goals

The mission of the Ph.D. program in clinical psychology is to train scientist-practitioners. The scientist-practitioner model of education and training in psychology is an integrative approach to science and practice wherein each must continually inform the other. This model represents more than a summation of both parts. Scientist-practitioner psychologists embody a research orientation in their practice and practice relevance in their research. Thus, a scientist-practitioner is not defined by a job title or a role, but rather by an integrated approach to both science and practice. The model entails development of interlocking skills to foster a career-long process of psychological investigation, assessment, and intervention.

Goal 1: The clinical program will recruit qualified and capable students who are committed and prepared to complete program requirements in a timely manner.

Goal 2: Graduates of our program will demonstrate a base of knowledge regarding the field of psychology, which extends beyond specialized clinical areas.

Goal 3: Graduates of our program will demonstrate an ability to design, conduct, analyze, and disseminate research that advances knowledge regarding the practice of clinical psychology.

Goal 4: Graduates of our program will demonstrate knowledge in psychopathology and competency in the delivery of a wide range of clinical assessment and psychotherapy services that are theory based and empirically-supported.

Goal 5: Graduates of our program will display ethical and professional conduct with sensitivity to the importance of cultural diversity and individual differences in understanding human psychological functioning.

Forensic Psychology Master of Science (M.S.)

Mission Statement and Program Goals

The M.S. program is committed to providing quality instruction and training in the field of modern forensic psychology in order to serve those interested in careers in forensic psychology or wanting preparation for doctoral programs in psychology or other professional programs like law school or criminal justice.

1. Establish a solid foundational background in psychological concepts and skills similar to those offered in many graduate programs in psychology, particularly those with an applied emphasis.
2. Provide students with specific forensic-relevant coursework and experiences.
3. Provide students an opportunity to receive supervised fieldwork in forensic settings.
4. Give students an opportunity to participate in faculty-directed research and conduct their own independent research with a thesis.

Forensic Psychology Master of Arts (M.A.)

Mission Statement and Program Goals

The MA program is committed to providing equality instruction and training in the field of modern forensic psychology in order to serve the educational and professional needs of those working or living at a distance from UND.

1. Establish a solid foundational background at the Master’s level in psychological concepts and skills similar to those offered in many graduate programs in psychology, particularly those with an applied emphasis.
2. Provide students with specific forensic-relevant coursework and experiences.
3. Allow students an opportunity to receive supervised fieldwork and/or to do a research project as independent study under the direction of a program faculty.
4. Prepare students for admission into Ph.D. or Psy.D. graduate programs.

General/Experimental Psychology Doctor of Philosophy (Ph.D.)

Mission Statement and Program Goals

The mission of the University of North Dakota (UND) General/Experimental (G/E) Ph.D. program is to provide quality educational experiences to qualified graduate students that promote critical thinking and creative skills based on the current theory, principles, and methodologies and techniques of experimental psychology. These will be promoted through written as well as oral communication. Graduates of our program will be prepared for careers as academicians at the college and/or university level, researchers in private industry and education, and/or teachers at the college and/or university level and will all show continued evidence of expertise within their various specialization in G/E psychology. G/E students should anticipate and expect broad exposure to a variety of issues and topics in the field of experimental psychology and, as a result, each student is expected to establish a firm theoretical and academic foundation that will support their later pursuit of more specialized academic interests. This will be in evidence via a broad breadth of knowledge appropriate to receiving a MA and/or PhD in General/Experimental Psychology. The G/E faculty have two specific goals in mind for students; these include:

Goal 1: Students of the G/E program will demonstrate a base of knowledge regarding the field of experimental psychology, which will extend beyond specialized experimental areas.

Goal 2: Students of the G/E program will demonstrate ability to design, conduct, analyze, and report/disseminate research that advances the scientific study of psychology.

Master of Arts (M.A.)

Admission Requirements

1. A four-year bachelor’s degree from a recognized college or university. For U.S. degrees, accreditation must be by one of the six regional accrediting associations.
2. Eighteen (18) hours of undergraduate work in psychology including a course in General Psychology, Developmental, Abnormal, Statistics, and Experimental Psychology.
3. A cumulative Grade Point Average (GPA) of at least 3.20 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A= 4.00).
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
5. A year of biological science (biology, physiology, etc.).
6. A semester of college algebra.
7. General background in other social and natural sciences also recommended.
8. Graduate Record Examination—30th percentile or higher on Verbal and Quantitative and 2.5 or higher on Analytic Writing and Subject.

Degree Requirements

Students seeking the Master of Arts degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Psychology Department.

The Psychology Department does not admit students who wish to earn only a Master of Arts degree in general psychology without continuation on to the Ph.D. degree in either clinical or general-experimental psychology. Students enrolled in the Ph.D. program in clinical or general-experimental psychology will be awarded a Master of Arts degree in general psychology upon completion of the following requirements:
1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. A maximum of eight credit hours required for the degree may be transferred from another institution.
3. Completion of “Scholarly Tool” coursework to develop skills in research design including:
   - PSYC 541 Advanced Univariate Statistics 3
   - PSYC 542 Multivariate Statistics for Psychology 3
   - PSYC 543 Experimental Design 3
4. Completion of an empirical thesis (.6 credits)
5. Completion of a minimum of 15 elective PSYC course credits at the 500-level or above which are approved by the respective advisory committee and documented in the Program of Study. Fifteen credits must be completed on campus through UND.

**Clinical Psychology Doctor of Philosophy (Ph.D.)**

**Admission Requirements**
The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor’s degree from a recognized college or university. For U.S. degrees, accreditation must be by one of the six regional accrediting associations.
2. Eighteen (18) hours of undergraduate work in psychology including a course in General Psychology, Developmental, Abnormal, Statistics, and Experimental Psychology.
3. A cumulative Grade Point Average (GPA) of at least 3.2 for all undergraduate work.
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
5. A year of biological science (biology, physiology, etc.).
6. A semester of college algebra.
7. General background in other social and natural sciences also recommended.
8. Graduate Record Examination— 30th percentile or higher for both (Verbal, Quantitative), 2.5 or higher (Analytic Writing) and Subject.

**Degree Requirements**

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Psychology Department.

1. Minimum of 60 credit hours beyond 30 credits from M.A. degree work is required for the Ph.D. (minimum of 90 credit hours total).
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
3. Completion of “Scholarly Tool” coursework to develop skills in research design including:
   - PSYC 541 Advanced Univariate Statistics 3
   - PSYC 542 Multivariate Statistics for Psychology 3
   - PSYC 543 Experimental Design 3
4. Completion of an empirical dissertation;
5. Graduate students in the clinical psychology Ph.D. program are required to meet a number of eligibility criteria to take comprehensive exams and establish candidacy for the Ph.D. degree. An assessment will be conducted after the student successfully completes all of the requirements for the Master of Arts degree in general psychology. To remain in the Ph.D. program and proceed on to comprehensive exams, practicum assignments, dissertation research, and remaining coursework, the student must have:
   A. earned a cumulative graduate grade point average of at least 3.5;
   B. completed his or her M.A. degree within three years of enrollment;
   C. gained the approval of a majority of the core and associated faculty of the clinical psychology doctoral program. Students failing to meet one or more of these requirements will be terminated from the Ph.D. program in clinical psychology.
6. Completion of the comprehensive examination for the Ph.D. in Clinical Psychology.
7. Completion of the following for the Ph.D. in Clinical Psychology:
   One calendar year of full-time internship (usually during the fifth year) 3
   **Practicum experience which includes**
   - PSYC 580 Clinical Practice 8
   - PSYC 587 Supervised Field Work 13
   **Clinical coursework**
   - PSYC 570 Clinical Assessment I:Basic Issues in Clinical Assessment 4
   - PSYC 571 Clinical Assessment II:Advanced Issues in Clinical Assessment 4
   - PSYC 573 Theories of Psychotherapy 3
   - PSYC 574 Advanced Therapeutic Interventions 3
   - PSYC 575 Behavior Pathology 3
   - PSYC 579 Professional Issues and Ethics in Psychology 3
   - PSYC 594 Special Topics in Psychology 2
   **Foundation coursework in**
   - History of Psychology
     - PSYC 505 History of Psychology 3
   - Social Bases of Behavior
     - PSYC 560 Advanced Social Psychology 3
   - Biological Bases of Behavior
     - PSYC 535 Physiological Psychology 3
     - or PSYC 537 Psychophysiology 3
   - Cognitive/affective bases of behavior
     - PSYC 533 Theories of Learning 3
     - or PSYC 539 Cognitive Psychology 3
   - Developmental Basis of Behavior
     - PSYC 576 Child Psychopathology and Treatment 3
     - or PSYC 551 Advanced Developmental Psych 3
   - Diversity Elective
     - PSYC 521 Diversity Psychology 3
   **Research Credits**
   - Master’s Thesis 6
   - Dissertation 13
   - Total Credits 83

**Forensic Psychology Master of Science (M.S.)**

**Admission Requirements**
The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. Applicants must have a baccalaureate degree from an accredited college or university with a behavioral or social science major allied with psychology, e.g., psychology, criminal justice, sociology, counseling, and social work.
2. Applicants must have a cumulative undergraduate GPA of 3.2 or above or a graduate degree GPA of 3.5.
3. Applicants must also submit GRE scores, with Analytic GRE writing test score >2.5; and Verbal and Quantitative GRE scores must both equal or exceed the 30th percentile. The Psychology subject GRE test is also required. Applicants not meeting these standards may be admitted on a provisional basis with continued enrollment contingent on successful performance in the program.
4. A 250-300 word personal statement discussing:
   A. academic and professional accomplishments;
   B. reasons for pursuing a graduate degree in Forensic Psychology;
C. research interests; and  
D. any additional information the applicant would like the admission committee to know.

5. Three letters of recommendation from those who can comment on the applicant’s academic abilities are also required. Consideration will be given for experience working in forensic areas or participating in research as an assistant prior to the program application.

6. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

### Degree Requirements

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Forensic Psychology program.

Students in the M.S. Forensic Psychology Program at UND are required to complete 45 credits. This includes 27 credits of required coursework, 12 credits of elective courses, and a minimum of 6 credit hours for thesis work. The Forensic Psychology program does not have a comprehensive examination.

#### Required Core Courses (27 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 520</td>
<td>Foundations of Forensic Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 521</td>
<td>Diversity Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 523</td>
<td>Forensic Assessment</td>
<td>3</td>
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<td>PSYC 524</td>
<td>Psychology and Law</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 541</td>
<td>Advanced Univariate Statistics</td>
<td>3</td>
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<tr>
<td>PSYC 542</td>
<td>Multivariate Statistics for Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 543</td>
<td>Experimental Design</td>
<td>3</td>
</tr>
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<td>PSYC 575</td>
<td>Behavior Pathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 593</td>
<td>Readings in Psychology</td>
<td>1-3</td>
</tr>
<tr>
<td>PSYC 998</td>
<td>Thesis</td>
<td>1-9</td>
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#### Elective Courses (12 credits):

Choose four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 501</td>
<td>Psychological Foundations Educ</td>
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<tr>
<td>PSYC 526</td>
<td>Psychological Profiling and Criminal Behavior</td>
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<tr>
<td>PSYC 539</td>
<td>Cognitive Psychology</td>
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<tr>
<td>PSYC 560</td>
<td>Advanced Social Psychology</td>
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<td>PSYC 576</td>
<td>Child Psychopathology and Treatment</td>
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<td>PSYC 587</td>
<td>Supervised Field Work</td>
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<td>PSYC 594</td>
<td>Special Topics in Psychology</td>
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<td>PSYC 594</td>
<td>Special Topics in Psychology</td>
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<td>CJ 515</td>
<td>Human Nature and Crime</td>
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<td>CJ 535</td>
<td>Seminar in Juvenile Justice</td>
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<tr>
<td>CJ 565</td>
<td>Victimization</td>
<td></td>
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</tbody>
</table>

#### Total Credits

38-48

Note: The student’s Advisory Committee will also consider other graduate classes as appropriate electives on a case-by-case basis. Students who have a strong psychology undergraduate background may, after review by the Committee, be permitted to substitute an appropriate forensic psychology class.

### Forensic Psychology Master of Arts (M.A.)

#### Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A baccalaureate degree from an accredited college or university with a behavioral or social science major allied with psychology, i.e., psychology, criminal justice, sociology, counseling or social work.
2. A cumulative undergraduate grade point average (GPA) of 3.0 or above, or a graduate degree GPA of 3.50.
3. Submission of a 250-300 word personal statement describing:  
   A. academic and professional accomplishments;  
   B. reasons for pursuing a graduate degree in Forensic Psychology;  
   C. any additional information the applicant would like the admission committee to know.
4. Submission of three letters of recommendation from those who can comment on your academic abilities or ability to understand complex issues and think critically, e.g., former faculty member or work supervisor.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

### Degree Requirements

Students seeking the Master of Science or Master of Arts degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Forensic Psychology program.

The general degree requirements for the Master of Arts degree in the Forensic Psychology include a minimum of 34 credits of coursework.

#### Required Core Courses (25 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 520</td>
<td>Foundations of Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 521</td>
<td>Diversity Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 524</td>
<td>Psychology and Law</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 528</td>
<td>Forensic Psychology Capstone (summer, 2 weeks on campus immediately prior to graduation)</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 541</td>
<td>Advanced Univariate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 560</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 575</td>
<td>Behavior Pathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 593</td>
<td>Readings in Psychology</td>
<td>1-3</td>
</tr>
<tr>
<td>PSYC 997</td>
<td>Independent Study (research or practicum experience possible)</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Elective Courses (9 credits):

Choose 3 of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 501</td>
<td>Psychological Foundations Educ</td>
<td></td>
</tr>
<tr>
<td>PSYC 526</td>
<td>Psychological Profiling and Criminal Behavior</td>
<td></td>
</tr>
<tr>
<td>PSYC 539</td>
<td>Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 576</td>
<td>Child Psychopathology and Treatment</td>
<td></td>
</tr>
<tr>
<td>PSYC 587</td>
<td>Supervised Field Work</td>
<td></td>
</tr>
<tr>
<td>PSYC 594</td>
<td>Special Topics in Psychology</td>
<td></td>
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<tr>
<td>PSYC 594</td>
<td>Special Topics in Psychology</td>
<td></td>
</tr>
<tr>
<td>CJ 515</td>
<td>Human Nature and Crime</td>
<td></td>
</tr>
<tr>
<td>CJ 535</td>
<td>Seminar in Juvenile Justice</td>
<td></td>
</tr>
<tr>
<td>CJ 565</td>
<td>Victimization</td>
<td></td>
</tr>
</tbody>
</table>

#### Total Credits

32-34

Note: The student’s Advisory Committee will also consider other graduate classes as appropriate electives on a case-by-case basis. Students who have a strong psychology background may, after review by the Committee, be permitted to substitute an appropriate forensic psychology graduate elective for a required program course. A maximum of eight graduate credits may be transferred from another institution.

### General/Experimental Psychology Doctor of Philosophy (Ph.D.)

#### Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor’s degree from a recognized college or university. For U.S. degrees, accreditation must be by one of the six regional accrediting associations.
2. Eighteen (18) hours of undergraduate work in psychology including a course in General Psychology, Developmental, Abnormal, Statistics, and Experimental Psychology.
3. A cumulative Grade Point Average (GPA) of at least 3.20 for all undergraduate work.
4. Graduate Record Examination—30th percentile or higher on both (Verbal, Quantitative), 2.5 or higher (Analytic Writing and Subject). The Psychology subject GRE test is also required.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
6. A year of biological science (biology, physiology, etc.).
7. A semester of college algebra.
8. General background in other social and natural sciences also recommended.

Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Psychology Department.

1. Minimum of 60 credit hours beyond 30 credits from M.A. degree work is required for the Ph.D. (minimum of 90 credit hours total).
2. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
3. Completion of “Scholarly Tool” coursework to develop skills in research design including:
   - PSYC 541 Advanced Univariate Statistics 3 credits
   - PSYC 542 Multivariate Statistics for Psychology 3 credits
   - PSYC 543 Experimental Design 3 credits
5. Graduate students in the general-experimental psychology Ph.D. program are required to meet a number of eligibility criteria to take comprehensive exams and establish candidacy for the Ph.D. degree. An assessment will be conducted after the student successfully completes all of the requirements for the Master of Arts degree in general psychology. To remain in the Ph.D. program and proceed on to comprehensive exams, dissertation research, and remaining coursework, the student must have
   A. earned a cumulative graduate grade point average of at least 3.5;
   B. completed his or her M.A. degree within three years of enrollment;
   C. gained the approval of a majority of the core and associated faculty of the General/Experimental psychology doctoral program.
   Students failing to meet one or more of these requirements will be terminated from the Ph.D. program in general-experimental psychology.
6. Completion of the comprehensive examination for the Ph.D. in Experimental Psychology.

Courses

PSYC 501. Psychological Foundations Educ. 3 Credits.
A study of the learning process with secondary emphasis on how the learning process is affected by individual differences, growth, development, and personality. Prerequisite: Graduate standing in Psychology or Education.

PSYC 505. History of Psychology. 3 Credits.
Historical development of modern psychology with an emphasis on experimental and systematic phases of early psychological thought, on important issues during the growth of psychology, and on current trends. Prerequisite: Graduate standing in Psychology or Counseling.

PSYC 520. Foundations of Forensic Psychology. 3 Credits.
Prerequisite: Graduate status in Psychology or permission of instructor.

PSYC 521. Diversity Psychology. 3 Credits.
The purpose of this course is to provide students with an advanced consideration of the major issues in the study of diversity as it applies to the field of psychology. Prerequisite: Graduate status in Psychology or permission of instructor.

PSYC 523. Forensic Assessment. 3 Credits.
This course is designed to provide students with 1) a review of assessment measures used in forensic assessment 2) an in-depth study of ethical and professional issues in forensic assessment, and 3) training in writing assessment reports.

PSYC 524. Psychology and Law. 3 Credits.
An in-depth examination of the interaction between the disciplines of psychology and law. The course will look at how psychological research and theories are applied to contemporary legal issues. Prerequisite: Graduate status in Psychology or permission of instructor.

PSYC 526. Psychological Profiling and Criminal Behavior. 3 Credits.
Prerequisite: Graduate status in Psychology or permission of instructor.

PSYC 528. Forensic Psychology Capstone. 2 Credits.
Prerequisites: Graduate status in M.A. Forensic Psychology, PSYC 997, and expected graduation of the summer semester the course is taken.

PSYC 533. Theories of Learning. 3 Credits.
Examination of the evidences in support of the various systematic theories of learning. Prerequisite: Graduate standing in Counseling or Psychology or consent of instructor.

PSYC 535. Physiological Psychology. 3 Credits.
Physiological basis of psychological functions.

PSYC 537. Psychophysiology. 3 Credits.
Examination of the anatomy and physiology of several physiologic systems, the relationships between behavior and physiology, and the importance of individual differences in physiological responses. Prerequisite: Graduate standing in Psychology.

PSYC 539. Cognitive Psychology. 3 Credits.
An in-depth analysis and discussion (including laboratory work) of topics covering issues related to memory, attention, problem solving, comprehension, and thinking. Prerequisite: Graduate standing in Psychology or permission of instructor.

PSYC 541. Advanced Univariate Statistics. 3 Credits.
Theory of univariate statistics; application to quantitative data in psychology. Prerequisites: Graduate standing, college algebra, and elementary statistics.

PSYC 542. Multivariate Statistics for Psychology. 3 Credits.
The appropriate use and interpretation of multivariate data analytic techniques in psychology. Prerequisites: Graduate standing and PSYC 541.

PSYC 543. Experimental Design. 3 Credits.
Application of statistics and probability theory to the design and analysis of experiments. Prerequisite: PSYC 541 or consent of instructor.

PSYC 551. Advanced Developmental Psych. 3 Credits.
In-depth analysis and integration of theories and theorists relevant for current issues in lifespan developmental psychology. Prerequisite: Graduate status in Psychology or permission of instructor.
PSYC 560. Advanced Social Psychology. 3 Credits.
In-depth examination of the theoretical and empirical literature in social psychology focusing on attitudes, stereotyping and prejudice, interpersonal relationships, social cognition, personality and the self, and group behavior. Also includes additional course readings and written work beyond the requirements for Psychology 460. Prerequisite: Graduate status in Psychology.

PSYC 565. Multicultural Psychology. 3 Credits.
Examinations of cross-cultural work in psychology with attention to race, ethnicity, and culture. Special emphasis is given to research, training, and treatment issues with minority groups, including the American Indian and other cultural groups. Prerequisite: Graduate status in Psychology.

PSYC 570. Clinical Assessment I: Basic Issues in Clinical Assessment. 4 Credits.
Provides the conceptual and practical frameworks upon which to build expertise in the assessment and prediction of human behavior in relation to intellectual indices and interviewing skills. Serves as a graduate foundation to explore, analyze, and discuss basic and applied issues relevant to psychological testing, the administration and interpretation of widely-used intellectual assessment instruments, and the opportunity to develop structured clinical interviewing techniques. Prerequisite: Clinical Psychology graduate status or consent of instructor.

PSYC 571. Clinical Assessment II: Advanced Issues in Clinical Assessment. 4 Credits.
Provides the conceptual and practical frameworks upon which to build expertise in the assessment and prediction of human behavior in relation to personality assessment, behavioral assessment, neuropsychological assessment, and the assessment of high incidence behavioral disorders. Skills in report writing and case conference presentation will also be developed. Prerequisites: PSYC 570 and/or consent of instructor.

PSYC 572. Community Psychology. 3 Credits.
Theories and practicum in community mental health consultation. Credits in 587 may be earned in conjunction with this course. Prerequisites: PSYC 571, PSYC 573, and graduate standing in Psychology.

PSYC 573. Theories of Psychotherapy. 3 Credits.
Theory and practicum in individual psychotherapy, with emphasis on systematic comparison of major theoretical viewpoints. Prerequisite or corequisite: PSYC 571 and/or consent of instructor.

PSYC 574. Advanced Therapeutic Interventions. 3 Credits.
An in-depth study of the key issues of psychotherapy research with a focus on critical evaluation of the psychotherapy research literature and the development of knowledge of empirically supported approaches to psychotherapy with specific problems. Prerequisite: PSYC 573 or permission of instructor.

PSYC 575. Behavior Pathology. 3 Credits.
A survey of various forms of behavior pathology with emphasis upon current research and theories relating to pathology. Prerequisite: PSYC 270 or consent of instructor.

PSYC 576. Child Psychopathology and Treatment. 3 Credits.
An overview of child and development psychopathology including discussion of pertinent treatments for disorders such as conduct disorders, attention-deficit, substance abuse, and developmental disabilities. Prerequisites: PSYC 570 and PSYC 575 or instructor permission.

PSYC 579. Professional Issues and Ethics in Psychology. 3 Credits.
An exploration of ethical issues pertinent to the science and practice of psychology and discussion of current professional issues facing psychology. Prerequisite: Graduate standing in Psychology is the prerequisite.

PSYC 580. Clinical Practice. 1-3 Credits.
Supervised individual practice in techniques of individual psychotherapy, marital therapy, counseling, and guidance of parents and children, administration of psychological examinations, behavior modification, community mental health procedures, consultation, and other professional practices of the clinical psychologist. Prerequisites: PSYC 571, graduate standing in Psychology, and consent of instructor.

PSYC 587. Supervised Field Work. 1-3 Credits.
Used primarily for individualized field placement so that the student may acquire practicum experiences in clinical settings, community psychology, and group methods. Prerequisites: Graduate standing in Psychology and consent of instructor.

PSYC 593. Readings in Psychology. 1-3 Credits.
Prerequisites: Advanced standing in Psychology and consent of instructor.

PSYC 594. Special Topics in Psychology. 1-3 Credits.
Topical courses in Psychology organized on a semester-by-semester basis. Prerequisites: Consent of instructor.

PSYC 595. Seminar in Psychology. 1-3 Credits.
Prerequisites: Consent of instructor.

PSYC 596. Individual Research. 1-6 Credits.

PSYC 597. Independent Study. 2 Credits.
Prerequisites: Graduate status in M.A. Forensic Psychology program and approval of an advisor for the course from program faculty.

PSYC 598. Thesis. 1-9 Credits.

PSYC 599. Dissertation. 1-18 Credits.

Public Administration
http://business.und.edu/political-science-public-administration

FACULTY: Harsell (Graduate Program Director), Hultquist, Jendrysik, Jensen, Ley, Light, Scheurer, Sum (Chair) and Wood

Degree Granted: Master of Public Administration (M.P.A.)

The purposes of the M.P.A. program are to prepare students for positions in the public service, non-profit, and health sectors and to increase the skills of persons already in those areas. The program achieves these purposes through a multidisciplinary curriculum that requires the students to have a basic understanding of the American political system, instructs the students on the fundamental concepts of public administration, and prepares the students to apply basic administrative principles in public management. The department offers a joint MPA/JD with the School of Law, three certificate programs, a multidisciplinary Certificate in Social Entrepreneurship, and a combined BSPA/ MPA or a BA/MPA program for students who meet the admission criteria.

A list of all programs offered, including admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Public Administration (M.P.A.)

Admission Requirements
The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor’s degree from a recognized college or university.
2. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on a =4.00).
3. Graduate Record Examination (GRE) General test or, the Graduate Management Admission Test (GMAT).
4. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
5. Minimum competence in public administration, administrative sciences, and methodology. This competence is normally demonstrated by at least one course in each of five fields (Political Science, Accounting, Economics, Management, and Statistics), by special exams in the fields, or by practical experience.
6. Twenty hours in the social sciences, business administration, and related fields.
7. Students who do not meet requirements, 5 and 6, will be given the opportunity to fulfill them.

Master of Public Administration (M.P.A.)

Degree Requirements
Students seeking the Master degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as
well as particular requirements set forth by the Master of Public Administration Program.

1. A minimum of 36 semester credits.
2. A minimum of 27 credits in public administration and up to 9 credits in cognate fields to total 36 credits.
3. At least one-half of the credits must be at the 500 level.
4. A maximum of nine credits may be transferred to UND from other institutions.

5. **Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 500</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>POLS 501</td>
<td>Political and Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POLS 531</td>
<td>Seminar: Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLS 580</td>
<td>Administrative Internship</td>
<td>3</td>
</tr>
<tr>
<td>POLS 599</td>
<td>Master of Public Administration Capstone</td>
<td>1</td>
</tr>
<tr>
<td>POLS 997</td>
<td>Independent Study</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>General or Health Administration Track</td>
<td>12</td>
</tr>
<tr>
<td>POLS Electives or cognate/elective courses</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

* Students with a minimum of one year relevant administrative experience may petition the Graduate Program Director to have requirement waived and to substitute a 3-credit elective in its place.

6. **General or Health Administration Track**

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 502</td>
<td>Seminar: Problems in State and Local Governments</td>
</tr>
<tr>
<td>POLS 536</td>
<td>Public Personnel Administration</td>
</tr>
<tr>
<td>POLS 538</td>
<td>Public Budgeting and Financial Administration</td>
</tr>
<tr>
<td>POLS 539</td>
<td>Administrative Law</td>
</tr>
</tbody>
</table>

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 503</td>
<td>Government and Business</td>
</tr>
<tr>
<td>POLS 508</td>
<td>Seminar: Legislative and Executive Processes</td>
</tr>
<tr>
<td>POLS 532</td>
<td>Public Policy</td>
</tr>
<tr>
<td>POLS 533</td>
<td>Administrative Ethics in the Public Sector</td>
</tr>
</tbody>
</table>

**Health Administration Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 551</td>
<td>Health Administration and Organization</td>
</tr>
<tr>
<td>POLS 552</td>
<td>Health Policy</td>
</tr>
<tr>
<td>ECON 575</td>
<td>Advanced Special Topics</td>
</tr>
<tr>
<td>LAW 303</td>
<td>Health Law</td>
</tr>
</tbody>
</table>

* also offered as POLS 593 Problems in Political Science and Public Administration Legal & Ethical Issues in Health Administration

### Residence Requirement

There is no residence requirement for the M.P.A. degree; however, at least one-half of the credits for the degree must be taken on campus or as an admitted distance degree student.

### Independent Study

The independent study is designed to require the student to investigate independently a topic related to the field of public administration. The study need not be an original contribution to knowledge but may be a presentation, analysis, and discussion of information and ideas already in the literature of the field. The requirement is to ensure that a student can investigate a topic and organize a scholarly report on the investigation.

The topic for an independent study must be approved by the student’s advisor. Approval is effected by the student’s completing a form titled Proposal of Independent Study, available from the School of Graduate Studies, then submitting the proposal to the advisor for approval. The proposal, which should be approved no later than the beginning of the semester or session in which the student expects to graduate, must be filed in the School of Graduate Studies before a student is advanced to candidacy for a master’s degree.

Each student must prepare and secure the advisor’s approval of an independent study report. Three copies of the report (one each for the student, the advisor and the department) must be accepted by the advisor, who will certify completion of the report to the School of Graduate Studies by the deadline specified in the Academic Calendar.

### Candidacy for the Degree

Admission of a student to the School of Graduate Studies as a degree student in Approved Status implies only that the student has met minimum entrance requirements and will be permitted to take graduate courses, which normally may be expected to lead to a degree. The student has not been admitted as a candidate for a degree. Advancement to candidacy can be granted only after the student has met certain academic requirements in approximately the following sequence:

1. Completion of 12 semester credits.
2. A GPA of at least 3.00 for all work attempted.
3. The appointment of an advisor. The advisor, who must be a member of the Graduate Faculty, will be appointed by the Dean upon the written recommendation of the M.P.A. program director. The advisor is responsible to the department and the School of Graduate Studies for the supervision of the student’s work.
4. Approval of a Program of Study on a form available from the School of Graduate Studies. The program, which should be developed in consultation with the advisor, must carry the signature of the student, the advisor, and the program director and must be submitted to the Dean of the School of Graduate Studies for approval.
5. Approval of a topic for the independent study by having the advisor sign the Proposal of Independent Study and submitting the Proposal and three copies to the School of Graduate Studies.

The student and the advisor will be notified in writing of the advancement to candidacy. Students must complete all requirements for advancement to candidacy prior to the semester in which they plan to graduate.

### Final Examinations

Candidates must pass a written final comprehensive examination, which must cover the coursework included in the program of study. The results will be certified to the School of Graduate Studies by the advisor and the program director on the form Final Report on Candidate by the deadline specified in the Academic Calendar. The appropriate comprehensive examination(s) required for the degree will be arranged for by the advisor and given and evaluated by the department no earlier than the semester preceding the semester in which the candidate intends to graduate. Comprehensive examinations that are failed may be repeated only with the approval of the advisor, the program director, and the dean, but in no event earlier than at the next regularly scheduled offering.

### Master of Public Administration (M.P.A.)/Juris Doctor Combined Degree Program

#### Admission Requirements

1. Students are required to apply to both the Law School and the School of Graduate Studies and indicate that they wish to be admitted to the joint MPA/JD track. This admission will be determined by the Director of the M.P.A. Program and the Dean of the Law School or their designees.
2. Acceptance to the joint program track requires a minimum overall undergraduate GPA of 3.00 or a GPA of 3.25 in the last two academic years.

#### Sample Curricular Plan

<table>
<thead>
<tr>
<th>Year One</th>
<th>Law School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Two</td>
<td>Law School w/two MPA courses</td>
</tr>
<tr>
<td>Year Three</td>
<td>Law School w/two MPA courses</td>
</tr>
<tr>
<td>Year Four</td>
<td>Six MPA courses + Independent Study or</td>
</tr>
<tr>
<td>Year One</td>
<td>Seven MPA courses</td>
</tr>
<tr>
<td>Year Two</td>
<td>Law School</td>
</tr>
</tbody>
</table>
5-year B.A. in Political Science or B.S.P.A. in Public Administration/M.P.A.

Admission Requirements
1. 3.25 GPA overall and in major.
2. Graduate Record Examination or the Graduate Management Admission Test.
3. Completion of 90 credit hours prior to year four.
4. Minimum competence in public administration, policy, administrative services, and methodology. This competence is normally demonstrated by at least one course in each of the five fields (Political Science, Accounting, Economics, Management, and Statistics), by special exams in the fields, or by practical experience.
5. Twenty hours in social sciences, business administration and related fields.
6. Students who do not meet requirements 4 and 5 will be given the opportunity to fulfill them.

Degree Requirements
1. A minimum of 36 semester credits (6 credits may be part of undergraduate degree program but taken for graduate credit).
2. A minimum of 26 credits in public administration and up to 9 credits in cognate fields to total 35 credits.
3. At least one-half must be at the 500-level.
4. A maximum of 9 credits may be transferred to UND from other institutions.

Certificate Programs in Public and Health Administration
Three certificate programs are also offered. Each program consists of four to five three-credit courses that must be taken for a grade, and the GPA must be at least 3.0. These programs are open to anyone with an undergraduate degree in any area of study. The certificate programs are offered to those who do not wish to make the initial commitment to the master’s degree program but wish to update or upgrade their skills. All courses taken may be applied to a MPA if a student decides to pursue the degree.

Certificate Admission Requirements
1. A four-year bachelor’s degree from a recognized college or university
2. A cumulative Grade Point Average (GPA) of at least 3.0 for all undergraduate work (based on A=4.00)

Certificate in Health Administration
The health administration certificate program is designed to prepare people with diverse backgrounds already in the health care industry or those wishing to enter the fast growing and rapidly changing health care profession.

Courses:
- POLS 552 Health Policy 3
- POLS 551 Health Administration and Organization 3
- LAW 303 Health Law * 3
- ECON 575 Advanced Special Topics 3

* also offered as POLS 593 Problems in Political Science and Public Administration/Legal & Ethical Issues in Health Administration

Certificate in Public Administration
This program seeks to provide the management core needed by professionals from many academic backgrounds who have risen to positions of authority in the public and not-for-profit sector without benefit of formal management training.

Select four of the following:
- POLS 531 Seminar/Public Administration
- POLS 533 Administrative Ethics in the Public Sector
Certificate in Policy Analysis
This program seeks to provide the analytic skills needed by professionals from many academic backgrounds who are required to do or understand policy analysis and program planning in the public and not-for-profit sectors. Even managers who do not do research themselves must understand the work of others if they are to make informed decisions based on the information provided in research reports.

Select four of the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 500</td>
<td>Research Methods</td>
</tr>
<tr>
<td>POLS 501</td>
<td>Political and Public Policy Analysis</td>
</tr>
<tr>
<td>POLS 502</td>
<td>Seminar: Problems in State and Local Governments</td>
</tr>
<tr>
<td>POLS 508</td>
<td>Seminar: Legislative and Executive Processes</td>
</tr>
<tr>
<td>POLS 532</td>
<td>Public Policy</td>
</tr>
</tbody>
</table>

Certificate in Social Entrepreneurship
This certificate program seeks to provide individuals with diverse educational and professional backgrounds, an interdisciplinary core of knowledge necessary to craft, manage, and act within innovative business and nonprofit enterprises that address social needs, create public value, and achieve social change.

Admission Requirements
1. Students must hold a baccalaureate degree from an educational institution of recognized standing, as determined by the School of Graduate Studies.
2. Minimum cumulative undergraduate GPA of 2.75 or higher.
3. International students must meet the English language and other admission requirements of the University of North Dakota.
4. Students must submit an admission portfolio containing:
   A. A personal statement addressing how the certificate will help them meet their goals
   B. Official transcripts of all coursework completed
   C. Two (2) letters of reference
   D. A description of relevant work experience

Students should note that the above requirements represent minimum achievement levels necessary to be considered for admission; meeting these requirements does not guarantee admission.

Certificate Requirements
Students admitted to the certificate program are required to complete the four three-credit courses (12 credits total) listed below, and are required to maintain a 3.0 GPA in these four courses in order to remain in the program.

In addition, at the conclusion of the certificate program, students will be required to assemble and submit an exit portfolio demonstrating mastery of program content. This portfolio will consist of instructor-designated major writing assignments/projects from each of the program’s four courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 569</td>
<td>Introduction to Social Entrepreneurship</td>
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</tr>
<tr>
<td>POLS 561</td>
<td>Creation and Management of Social Enterprises</td>
<td>3</td>
</tr>
<tr>
<td>POLS 562</td>
<td>Political Advocacy and Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 580</td>
<td>Seminar in Social Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses

POLS 500. Research Methods. 3 Credits.
A statistics course or consent of instructor. This course will first focus on various approaches to analyzing political phenomena with the goal of developing students’ ability to think analytically and to distinguish between empirical and normative analysis. The course will then introduce techniques of empirical research including research design, measurement, data gathering, and data analysis. Prerequisite: A statistics course or consent of instructor.

POLS 501. Political and Public Policy Analysis. 3 Credits.
This course focuses on the use of empirical data both to develop empirical theory and to make policy choices. Topics to be discussed include hypothesis testing, public choice, and policy evaluation. Students will be required to complete an original research project. Prerequisite: POLS 500 or consent of instructor.

POLS 502. Seminar: Problems in State and Local Governments. 3 Credits.
Directed in-depth inquiry into contemporary structural and policy problems of state and local governments. During the course, each student will prepare a research paper relevant to a current problem suitable for publication and distribution to an identifiable body of public officials and citizens for problem-solving purposes.

POLS 503. Government and Business. 3 Credits.
This course is designed to make students aware of the interrelationship of business and government in our society and the importance of this interrelationship in an era of globalization. It introduces public and business administration students to the role of government in advancing, as well as regulating, business. Further it discusses ways that business can and does influence government decisions. It also looks at the ethical responsibilities of business and government in our society. A component of the course involves travel to Washington, D.C. to meet with political officials, e.g., the Congressional delegation; Legislative staff; government regulatory agencies, e.g., the Federal Communications Commission; government advocacy agencies, e.g., Department of Commerce; and national and international business representatives, e.g., Cargill.

POLS 508. Seminar: Legislative and Executive Processes. 3 Credits.
Description, analysis, and evaluation of the structures, processes, procedures, and positions of the legislative and executive offices in government.

POLS 531. Seminar: Public Administration. 3 Credits.
An extensive overview of Public Administration stressing the basic concepts and trends in the discipline as well as the classic scholars.

POLS 532. Public Policy. 3 Credits.
A discussion of the initiation, formulation, adoption, implementation, and evaluation of American public policy. Various policy areas such as agriculture, education, environment, and welfare will be analyzed.

POLS 533. Administrative Ethics in the Public Sector. 3 Credits.
This course examines the challenges faced by public administrators in establishing personal standards of conduct in the administrative environment. Issues such as moral versus political accountability, social justice and whistle blowing are among the topics that will be explored in this course.

POLS 535. Public Organizations. 3 Credits.
Description and analysis of bureaucratic organizations with particular emphasis on concepts and characteristics common to public bureaucracies.

POLS 536. Public Personnel Administration. 3 Credits.
This course is designed to help managers in all positions of an organization to understand the fundamental nature of public personnel administration, also known as human resource management. Topics to be covered include basic functions such as position classification, wage and salary administration, and performance appraisal. Attention will be given to contemporary issues such as sexual harassment, affirmative action, privacy, and unionization.

POLS 538. Public Budgeting and Financial Administration. 3 Credits.
This course will encompass the normative and descriptive budgetary questions in public administration. Orthodox, prevailing, and alternative budget theories are presented in a generalized and applied settings.

POLS 539. Administrative Law. 3 Credits.
Study of the legal dimension of public administration. Study of requirements for rule making and adjudication and of judicial review of administrative decisions.
POLS 551. Health Administration and Organization. 3 Credits.
The evolution of health systems and their organizational challenges of administration from human resources to management in times of scarce resources are explored. Specific attention is devoted to Financial Management, Managerial and Fund Accounting, Medicare, Medicaid, Fiscal Intermediaries and Managed Care, and Organizations in Decline.

POLS 552. Health Policy. 3 Credits.
This course examines historic and contemporary trends in health care delivery in the United States. Emphasis is placed on addressing health care cost-containment issues; access to health care and, recent efforts to invoke broadly based systemic reforms of the U.S. health care system.

POLS 561. Creation and Management of Social Enterprises. 3 Credits.
This course provides an overview of social entrepreneurship and social enterprises, including nonprofit. The course covers methods and techniques of social entrepreneurship, including organizational strategy, design, management, strategic planning, and leadership for social enterprises; legal foundations of social enterprises in the U.S.; and methods of social enterprise program evaluation.

POLS 562. Political Advocacy and Social Entrepreneurship. 3 Credits.
This course examines the use of social enterprises, including nonprofit, to achieve political, economic, and social change. Course coverage includes the use of social enterprises as vehicles for social transformation, development and execution of advocacy campaigns for social enterprises, the role of social enterprises within democracies, and the potential for social enterprises to address and overcome problems of collective action.

POLS 580. Administrative Internship. 1-3 Credits.
Prior approval of instructor required before enrollment. Students are employed on full-time or part-time basis in on-the-job learning situations in federal, state, or local government. Students are required to make an analytical report on some facet of their work. Prerequisite: Instructor consent.

POLS 591. Readings in Political Science and Public Administration. 1-3 Credits.
Prior approval of instructor required before enrollment. Selected readings with oral and written reports. Prerequisite: Prior approval of instructor required before enrollment.

POLS 593. Problems in Political Science and Public Administration. 1-3 Credits.
Prior approval of instructor required before enrollment. Students study special topics under the direction and supervision of a member of the staff. Prerequisite: Prior approval of instructor required before enrollment.

POLS 595. Professional Development in Public Administration. 1 Credit.
Specific issues will vary but topics will focus on the latest issues, trends, and problems facing administrators, especially those in public and not-for-profit agencies. Repeatable to 3 credits.

POLS 599. Master of Public Administration Capstone. 1 Credit.
Seminar course intended to assist students in strengthening and further developing essential skills of research and formal presentation (written and oral) for both academic and professional audiences. Students will apply these skills to the completion of their individual Independent Study Project, providing an opportunity to draw upon knowledge and skills from across the program’s curriculum, and to synthesize these elements in the creation of a unique piece of rigorous professional policy analysis. Enrollment is restricted to MPA degree students who have presented a satisfactory Independent Study proposal to their review committee at the conclusion of the previous fall semester. Prerequisite: POLS 997.

POLS 996. Continuing Enrollment. 1-12 Credits.
POLS 997. Independent Study. 2 Credits.
POLS 998. Thesis. 1-4 Credits.

Public Health
www.med.und.edu/master-of-public-health/

FACULTY: Christianson, Gibbens, K. Goldsteen, R. Goldsteen, Hart, Hosford and Renger

Degree Granted: Master of Public Health (M.P.H.)
The Department of Public Health offers a graduate program leading to the Master of Public Health with specializations in Health Management and Population Health Research and Evaluation. The MPH program will prepare individuals to carry out the broad public health functions in local, state, national, and international settings. Goals of the MPH program:

1. Students will be knowledgeable in the core discipline areas of biostatistics, epidemiology, environmental health, social and behavioral sciences, and health policy and management.
2. Students will be able to demonstrate competence in communication, informatics, diversity and cultural awareness, bio-medical skills, professionalism/leadership, and systems thinking.
3. Students will be able to apply relevant competencies to meet public health needs.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Public Health (M.P.H.)

Admission Requirements
1. Completion of the online application and payment of the application fee.
2. A baccalaureate degree or equivalent from an accredited college or university (for U.S. degrees, accreditation by one of the six regional accrediting associations: MSA, NASC, NCA, NEASC-CHE, SACS-CC or WACS-Sr.).
3. An undergraduate and graduate (if applicable) cumulative grade point average (GPA) of at least 3.00. Undergraduate coursework in fields related to public health should generally exceed a GPA of 3.00.
4. Graduate Record Examination (GRE) General Test scores must be submitted. While there is no minimum GRE score required for admission, performance on the GRE is evaluated as an indicator of an applicant’s verbal and quantitative skills.
5. Graduate applicants must demonstrate academic-level proficiency in English before they will be considered for admission. This requirement must be met by all applicants, regardless of citizenship, residency, or nation of birth. No applicants will be considered for admission until the English Language Proficiency Requirement has been met. The English Proficiency Requirement will not be waived for any reason. This requirement may be satisfied in any of the following ways:
   • A satisfactory score on the TOEFL exam. The expected minimum score is 233 for the computer-based test, 80 for the Internet-based test, and 577 for the paper-based test.
   • An overall minimum band score of 6.5 on the Academic Module IELTS.
6. Applicants are required to submit the following supporting documentation:
   • Written Statement of Purpose and Goals — applicants must submit a one-page, written narrative describing their education, relevant work experience and current professional career goals. Applicants are expected to comment on plans they have to use their education and training in public health and any personal qualities, characteristics and abilities they believe will enable them to be successful in achieving their professional career goals.
   • Resume
Official post-secondary academic transcripts from all institutions attended (transcripts must be sent directly from the institutions to UND or NDSU).

- Admissions Tests – scores must be sent by the Educational Testing Service (ETS) directly to UND or NDSU. The institution code for GRE and TOEFL for the University of North Dakota is 6878; the institution code for North Dakota State University is 6474.

- Three (3) letters of recommendation from individuals who the applicant feels are most qualified to evaluate their academic achievement; clinical, public health or other professional experiences; or leadership potential in public health.

- GRE General Test scores are not required of applicants who are currently enrolled in good academic standing or have completed a doctoral-level degree at an accredited U.S. or Canadian institution of higher learning.

The Admissions Committee will invite selected applicants for an interview on the basis of the Committee’s review of all submitted application materials.

Final decisions will be made after all interviews are completed. Satisfactory completion of a background check is required prior to admission.

### Program Requirements

The MPH program requires the successful completion of 42 credits of coursework. The required coursework must be taken in all five core areas to reach a total of 20 credits. Selection of courses will be done in consultation with the program director and other faculty. Students who have completed the core coursework in a previous degree will need to complete courses in the core competencies to add up to a total of 42 credits.

1. The required core coursework includes the following academic areas:
   - Biostatistics
   - Epidemiology
   - Environmental Health Sciences
   - Social and Behavioral Sciences
   - Health Policy and Management
2. Master’s Paper: Students must complete a scholarly paper related to public health, in accordance with School of Graduate Studies standards.
3. Internship: Students must complete experiential work in an practicum related to public health. The Graduate Director for the MPH program must approve all practicum work in advance.
4. Specialization Coursework: Student must complete a minimum of 9 credits of additional course work in one of the following specializations. Credits for the specialization track must total 18 complemented by selections from the courses in competency areas.

Two specializations are offered:

1. Health Management and Policy; and

### Health Management and Policy

The U.S. health care system is changing rapidly as a result of public and private efforts to decrease costs, increase efficiency, improve quality, and provide universal access to care. The Patient Protection and Affordable Care Act of 2010 addresses these issues comprehensively and is having a major impact on health care delivery, as are other policies at the federal, state, and local levels. Focused initiatives such as those to improve patient safety or advance medical informatics are having a significant effect, as well. This specialization prepares students with skills necessary to improve health care delivery, particularly in rural areas. Students gain skills needed to manage health delivery systems effectively and efficiently, analyze health policies, and communicate successfully to effect change in health policy and management.

### Population Health Research and Evaluation

Maintenance and improvement of health depend upon research and evaluation that provide information about the kinds of health problems experienced by a population, their origins and the effectiveness of remedies. Health organizations, both public and private, are charged with justifying their activities to their stakeholders with credible research on the outcomes of those activities. This specialization prepares students to produce convincing and scientifically sound information to answer questions about population health, evaluate the effectiveness of interventions, and provide the basis for improving health policies and programs. The course of study includes training in qualitative and quantitative research methods, policy analysis, advanced biostatistics, informatics, and communication through report writing and presentations.

### Degree Requirements

Students seeking the Master of Public Health degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Master of Public Health Program.

### Coursework

#### Required Core Coursework (18 credits):

**CEPH Core Area:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>MPH 531</td>
<td>Biostatistics 1</td>
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<tr>
<td>MPH 551</td>
<td>Essentials in Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>MPH 520</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 541</td>
<td>Social and Behavioral Sciences in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 510</td>
<td>Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>MPH 504</td>
<td>Leading and Managing Public Health Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

18

**Masters Paper - MPH 995 Scholarly Project, 2 credits**

Students must complete an analytical paper related to public health, in accordance with each institutions’ School of Graduate Studies standards. All work must be approved in advance by the Director of the M.P.H. program. Students will be assigned an advisor with whom the students will work and who will be responsible for grading student work/progress.

**Practicum/Internship - MPH 594 Practicum, 3 credits**

Concepts and competencies learned from MPH coursework are integrated through a minimum of 240 hour practicum that provides an opportunity to apply knowledge in a practice setting. A wide range of settings and opportunities are available and are individually tailored to assure competence in general MPH and specialization-specific skills. The practicum is designed to meet student goals, specialization criteria, and the needs of the agencies or institutions involved. The practicum is selected by the student in consultation with faculty and approved by the advisor. This experience is usually completed in the student’s final term in the program and often results in the capstone project written report and presentation. Students may register for 1 to 3 credits in a semester and repeat the registration to a total of 3 credits. All work must be approved in advance by the Director of the M.P.H. program. Students cannot receive credit for past work experience.

**Seminar - MPH 590 MPH Seminar, 1 credit**

Seminars will be offered for students who have completed the core courses that cover current issues in public health and integrate the cross-cutting competencies of program-planning, professionalism, public health biology, leadership, diversity and culture, communication and informatics and systems thinking.

### Specializations - 18 credits

These specializations have a rural emphasis. Rural issues affecting population health and the multiple determinants of population health—medical care, public health interventions, the social environment, the physical environment, and individual behavior—are addressed in each specialization. The specializations provide integrative, creative and practical learning experiences that foster intellectual growth, critical thinking and practical engagement around issues of population health, particularly in rural areas. Graduates are prepared to work...
in health care delivery organizations, health plans, non-governmental health organizations and government agencies.

Courses

MPH 504. Leading and Managing Public Health Systems. 3 Credits.
A pragmatic study of the issues, constituents, process, and tools of public health leadership and management. Prerequisite: Enrollment in MPH degree program.

MPH 510. Health Care Systems. 3 Credits.
This course is designed to provide students enrolled in the MPH program with the knowledge, attitudes, skills, and practical tools necessary to provide health care services to patients, physicians, nurses, pharmacists, and other allied health care professionals. In this course, students will be introduced to health professions, health care delivery systems, financing, health promotion, and behavioral issues. Prerequisite: Enrollment in MPH degree program.

MPH 520. Environmental Health. 3 Credits.
Provides an analysis of key concepts, principles, and applications of the primary natural and social science disciplines that underpin the core of environmental health. Prerequisite: Enrollment in MPH degree program.

MPH 531. Biostatistics 1. 3 Credits.
This MPH Core course introduces the selection, use, and interpretation of basic statistical tests and concepts that may be used in addressing, analyzing, and solving problems in public health and health care research. Prerequisite: Enrollment in MPH degree program.

MPH 532. Biostatistics 2. 3 Credits.
This course continues the introduction to biostatistics begun in MPH 531 on the selection, use, and interpretation of basic statistical tests and concepts that may be used in addressing, analyzing, and solving problems in public health and health care research. Topics include multiple linear regression, analysis of variance as a special case of multiple linear regression, and an introduction to logistic regression. Prerequisite: MPH 531.

MPH 533. Advanced Biostatistics. 3 Credits.
This course develops advanced skills in biostatistics, with an emphasis on applied research in public health and medicine. Students learn how to derive quantitative answers to an applied research question by using multivariate statistical modeling. The course covers advanced topics in analysis of variance, linear and logistic regression, survival analysis, and generalized linear models. Prerequisites: MPH 532 and MPH 550.

MPH 541. Social and Behavioral Sciences in Public Health. 3 Credits.
This core course will provide MPH program students with foundation knowledge and competencies in applying social and behavioral sciences theories and methods to public health problems. The course is divided into five major topic areas: (1) description of social and behavioral determinants of health and health inequalities; (2) individual- and social/interpersonal-level theories of health behavior and change methods; (3) theories and methods for improving the health of communities/populations; (4) public health evaluation strategies; and (5) public health policy and advocacy. Students will apply course information learned in lectures, readings, and discussions to group projects, writing assignments, examinations, and in developing a community health intervention proposal. Prerequisite: Enrollment in MPH degree program.

MPH 543. Ethics in Public Health. 1 Credit.
This core course introduces and examines ethical frameworks in the context of issues in public health practice and policy. The topics explored in this course include health promotion, community-based practice and research, issues in health insurance and access to care, health inequities or disparities, public health threats and public health research. Prerequisite: Enrollment in MPH degree program.

MPH 550. Population Health Research Methods. 3 Credits.
This course provides an overview of the research process including formulation of a research problem, selection of a research design, construction of an instrument for data collection, selection of a sample, collection and processing of data, and writing a research report. Topics include how to identify a research question; reasons and procedures for reviewing the literature; observational and interventional research designs; and commonly used measures in public health-related research. Prerequisites: MPH 531 and MPH 551.

MPH 551. Essentials in Epidemiology. 3 Credits.
This course emphasizes epidemiologic concepts, evidenced based literature/ research, methods, and communication related to health promotion, disease prevention, and disease control in populations. Epidemiological approaches of major health issues of selected international, national, state, and local populations are reviewed and discussed, including emergency/disaster preparedness. Prevention is discussed at the primary, secondary, and tertiary levels. Analysis of epidemiological and other scientific data are evaluated at the individual, community, and population group levels. Interventions, health promotion strategies, and health priorities are discussed. Programs and strategies using epidemiological methods are evaluated. Prerequisite: Enrollment in MPH degree program.

MPH 560. Fundamentals of Evaluation. 3 Credits.
In this course, students gain a basic understanding of the field of evaluation, with a focus on evaluating service-based, public health programs. Topics covered include discussion of the field of evaluation itself including its history, employment opportunities, negative reputation, and countermeasures. Students develop basic evaluation competencies including the ability to evaluate sponsor requirements, evaluate program improvement, evaluate program impact, understand the logic model, and write a professional evaluation report.

MPH 561. Advanced Evaluation. 3 Credits.
This course develops advanced skills in evaluation, with an emphasis on evaluating service-based, public health programs. Topics include evaluation theories, including the integrated theory of evaluation (ITOE). ITOE provides a framework for bridging theory and practice. Students learn how to develop the logic model, a critical tool for guiding agencies interested in demonstrating the impact of the strategies and programs they implement. Students also learn how to integrate Theory Driven Evaluation (TDE) and utilization-focused evaluation into the logic modeling process. Prerequisite: MPH 560.

MPH 590. MPH Seminar. 1 Credit.
The MPH Seminar is a culminating experience. The seminar addresses current issues in public health. Presentations and discussions focus on dissemination, synthesis, and application of knowledge acquired through coursework and other public health learning experiences. Prerequisite: Complete all MPH core courses. Corequisite: MPH 995.

MPH 594. Practicum. 3 Credits.
The Practicum is a planned, supervised, and evaluated practice experience. It provides an opportunity to apply basic public health competencies acquired through coursework in a practice setting. The Practicum is designed to meet student goals, specialization criteria, and the needs of the organizations involved. Prerequisite: Enrollment in MPH degree program and completion of core courses.

MPH 995. Scholarly Project. 2 Credits.
The Scholarly Project is a culminating experience. Students complete a project that demonstrates synthesis and application of knowledge acquired through coursework and other public health learning experiences. Prerequisite: Complete all MPH core courses. Corequisite: MPH 590.

Reading Education

(See Education (p. 332): Reading Education)

Social Work

http://www.und.edu/dept/socialwo/

FACULTY: Barkdoll (MSW Program Director), Flanagan, Hanson, Heitkamp (Chair), Jayasundara, Johnson, Nedegaard, Phillips, Quinn, Reeves, Sage, Schneweis (Distance MSW Program Coordinator) and Weber

Degree Granted: Master of Social Work (M.S.W.)
The Department of Social Work offers the following degrees: a Bachelor of Science in Social Work and a Master of Social Work. The mission of the Department of Social Work at the University of North Dakota is to prepare entry-level and advanced generalist Social Workers within the region to advance practice knowledge, values and skills consistent with the highest ideals of the profession by:

• empowering vulnerable, oppressed, disadvantaged, and rural populations;
• maximizing opportunities for every individual to realize his or her highest potential; and
• promoting respect, awareness, and appreciation for culture and social justice at every level of society.

Graduates of the MSW program will:

• Engage in advanced-level social work practice that is informed by the best available evidence.
• Understand the impacts of culture, oppression, and human diversity in a multi-cultural society.
• Apply social work ethical principles to guide their professional practice.
• Advance social and economic well-being and deliver effective social work services through policy practice.
• Apply knowledge of human behavior and the social environment to work with individuals, groups, families, organizations, and communities.
• Identify themselves as professional social workers and act accordingly.

Social Work courses were first offered at the University of North Dakota in 1905; the Social Work program was formally established in 1939. The Council on Social Work Education (2002) states, “The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.”

The Master of Social Work program at the University of North Dakota is accredited by the Council on Social Work Education. All MSW students must complete both Foundation and Advanced Generalist Concentration social work courses. Foundation courses are not offered through the Campus Program; instead, students who have a bachelor’s degree in a related field may apply to the Fast Track BSSW Program. Advanced Generalist Concentration courses may be completed through the Campus Program, or the part-time Distance Program. The Campus Program can be completed in three semesters, and the Distance Program can be completed in two years for students with a BSW, or as few as three years for students without a BSW.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Social Work (M.S.W.)

The MSW program has an Advanced Generalist Concentration, preparing students for leadership roles in service, administration, and policy-making positions. Graduates master competencies that prepare them for effective practice with individuals, families, groups, organizations, and communities. Graduates work in a diverse array of human service settings, including mental health, family services, child welfare, schools, criminal justice, gerontology, and health care organizations and agencies.

The Advanced Generalist Concentration equips students for effective practice in highly under-served areas, including rural and reservation communities. These settings demand that students be able to synthesize and apply inter- and multi-disciplinary knowledge and skills to address needs in complex, multi-system service environments.

Mission Statement

The University of North Dakota’s Master of Social Work Program provides broad access to quality graduate education that prepares versatile advanced generalist practitioners with the necessary knowledge, values, and skills to enhance human well-being, to meet basic human needs, and to serve as leaders in their communities in North Dakota, the region, and beyond.

Program Goals

To prepare advanced generalist social work practitioners who:

• Have a strong identification with the social work profession, are committed to its highest ethical ideals, and inspire others to do the same.
• Continually strive to increase their cultural competence and understand and respect the inherent value of human diversity.
• Understand the forms and mechanisms of oppression and discrimination and advocate for social and economic justice.
• Synthesize and effectively apply a broad range of interdisciplinary and multidisciplinary knowledge and skills across practice levels.
• Have a passion for critical inquiry and a commitment to lifelong learning.
• Embrace their roles as change agents and leaders.

The MSW Concentration builds on a generalist foundation curriculum to prepare advanced generalist practitioners who assess, intervene, and evaluate to promote human and social well-being, while advancing practice and the broader goals of the Social Work profession. Advanced practitioners can tailor actions to changing circumstances, and continually refine their own practice through experience and self-improvement.

All MSW students must complete both Foundation and Advanced Generalist Concentration social work courses. Foundation courses are not offered through the Campus Program; instead, students who have a bachelor’s degree in a related field may apply to the Second Degree Program. Upon successful completion of the Second Degree Program, students are eligible to apply to the MSW Concentration Program. Advanced Generalist Concentration courses may be completed through the Campus Program, or the part-time Distance Program. The Campus Program may be completed in three semesters, and the Distance Program may be completed in two years for students with a BSW, or as few as three years for students without a BSW.

Master of Social Work (M.S.W.)

Admission Requirements for the M.S.W. Foundation Program

(For students without a B.S.W.)

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog. Applicants for the Foundation courses (offered only through the part-time Distance Program for students without a BSW) must meet the following standards:

1. Satisfactory completion of a bachelor’s degree from an accredited institution.
2. At least 30 credit hours of liberal arts courses in such fields as biology, music, languages, anthropology, economics, political science, history, literature, sociology, psychology, and philosophy.
3. A grade of C or higher in a statistics course prior to entering the Advanced Generalist Concentration portion of the MSW program.
4. Willingness to abide by the National Association of Social Worker’s Code of Ethics and the University of North Dakota Code of Student Life.
5. An undergraduate GPA of 3.00 overall or a GPA of 3.00 in the last two years of the undergraduate program.
6. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Admission Requirements for the M.S.W. Concentration Program

(For students with a B.S.W.)

Applicants for the Concentration courses must meet the following standards:

1. BSW from a CSWE accredited program.
2. An undergraduate GPA of 3.00 overall or a GPA of 3.00 in the last two years of the undergraduate program.
3. A grade of C or higher in a statistics course.
4. Willingness to abide by the National Association of Social Worker’s Code of Ethics and the University of North Dakota Code of Student Conduct.
5. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
6. Students who have received a bachelor’s degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.

Admission Schedule

• Campus Program: Annual application deadline is January 15. Classes begin the following Fall Semester (August).
• Degree Requirements: Applicants without a BSW must apply for Foundation courses. Annual application deadline is June 15. Classes begin the following Spring Semester (January).

• Distance Program Concentration Courses: Applicants with a BSW are considered “Advanced Standing” applicants and apply for Concentration courses. Annual application deadline is November 15. Classes begin the following Summer Semester (May).

The Department of Social Work will continue to accept applications after the deadline if the cohort is not full.

Degree Requirements
(For students without a B.S.W.)

Students seeking the Master degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Social Work Department. Credit is not granted for life or work experience.

Degree Requirements for Students Completing Both Foundation and Concentration Courses:

1. Successful completion of 60 credit hours of courses approved by the social work faculty with at least a 3.00 grade point average. The number of electives required is dependent on whether a student selects the independent study or the thesis option.
2. Satisfactory completion of Foundation courses (24 credit hours).

3. Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWK 501</td>
<td>Human Behavior in the Social Environment I</td>
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<td>SWK 502</td>
<td>Human Behavior in the Social Environment II</td>
<td>2</td>
</tr>
<tr>
<td>SWK 503</td>
<td>Generalist Practice with Individuals and Families</td>
<td>2</td>
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<tr>
<td>SWK 504</td>
<td>Generalist Practice with Treatment and Task Groups</td>
<td>2</td>
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<tr>
<td>SWK 505</td>
<td>Generalist Practice with Communities and Organizations</td>
<td>2</td>
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<tr>
<td>SWK 506</td>
<td>Social Policy</td>
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<td>SWK 507</td>
<td>Generalist Research Methods and Analysis</td>
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<td>SWK 515</td>
<td>Generalist Practice Field Education I</td>
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<td>SWK 518</td>
<td>Generalist Practice Field Education Seminar II</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 24

4. Satisfactory completion of the Advanced Generalist Concentration courses (36 credit hours).
5. Completion of the research capstone, SWK 997 Independent Study (2 credits), or SWK 998 Thesis (4 credits).
6. Successful completion of comprehensive exam requirements.
7. Completion of at least 52 semester credits at UND. A maximum of 8 credits will be allowed for transfer.
8. The development of a program of study in the semester in which the full-time student first enrolls in Concentration courses, or the second semester in which the part-time student enrolls in Concentration courses.

Degree Requirements
(For Students with a B.S.W.)

1. Successful completion of 36 credit hours of courses approved by the social work faculty with at least a 3.00 grade point average. Students who complete SWK 997 Independent Study must complete 5 elective credit hours; students who choose to complete SWK 998 Thesis must take 3 elective credit hours.
2. Satisfactory completion of the Advanced Generalist Concentration core courses listed below:

3. Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 527</td>
<td>Advanced Generalist Human Behavior and the Social Environment I</td>
<td>2</td>
</tr>
<tr>
<td>SWK 528</td>
<td>Advanced Generalist Human Behavior and the Social Environment II</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 32-34

4. Completion of the research capstone, SWK 997 Independent Study (2 credits), or SWK 998 Thesis (4 credits).
5. Successful completion of comprehensive exam requirements.
6. Completion of at least 28 semester credits at UND. A maximum of 8 credits will be allowed for transfer.
7. The development of a program of study in the semester in which the full-time student first enrolls in concentration courses, or the second semester in which the part-time student enrolls in concentration courses.

Thesis Option:

1. Full-time students select a Faculty Advisory Committee by the end of the first semester of enrollment in Concentration courses. Part-time students select a Faculty Advisory Committee during the second semester of enrollment in Concentration courses.
2. A proposal must be submitted no later than the semester prior to the student’s final semester.

Non-Thesis Option:

1. Full-time students select a faculty adviser by the end of the first semester in Concentration courses. Part-time students select a faculty adviser by the second semester they are enrolled in Concentration courses.
2. A proposal must be submitted no later than the semester prior to the student’s final semester.

Courses

SWK 501. Human Behavior in the Social Environment I. 2 Credits.
Generalist Human Behavior in the Social Environment I (HBSE I) provides students with foundational knowledge relevant to human life span development, and an introduction to social work systems perspectives. Students critique and apply various frameworks to case scenarios that exemplify client differences in biological, psychological, social, spiritual, and cultural domains. Prerequisite: Admission to the MSW program. Prerequisite or corequisite: SWK 507.

SWK 502. Human Behavior in the Social Environment II. 2 Credits.
In Human Behavior and the Social Environment II (HBSE II), students acquire foundational knowledge of social work theories relevant to group, community, and organizational practice. The course emphasizes applications of theory to practice for purposes of enhancing economic, social, and environmental well-being. Students learn to recognize diversity through multiple factors, and deepen understanding of how these differences can influence poverty and marginalization, as well as power and privilege. Prerequisite: Admission to the MSW program. Prerequisite or corequisite: SWK 507.

SWK 503. Generalist Practice with Individuals and Families. 2 Credits.
Generalist Practice with Individuals and Families provides foundational knowledge, values, and skill development for generalist social work practice with individuals and families using a strengths-based perspective. Students develop skills in relationship-building, assuming collaborative partnerships, describing problems, accessing resources, developing intervention plans, and evaluating progress with individuals and families. Prerequisite: Admission to the MSW program. Prerequisite or corequisite: SWK 501.
SWK 504. Generalist Practice with Treatment and Task Groups. 2 Credits.
In Generalist Practice with Treatment and Task Groups, student develop foundational knowledge, values, and skills necessary for assessing, intervening, and evaluating with the context of group practice. The course emphasizes the identification, analysis, and implementation of evidence-based interventions. Students also learn to apply a social justice framework to group practice. Prerequisites or Corequisites: SWK 501 and SWK 502.

SWK 505. Generalist Practice with Communities and Organizations. 2 Credits.
Generalist Practice with Communities and Organizations acquaints students with the historical roots of social work in community and organizational practice, and with the changing landscape of organizations within the human service sector. Students develop skills relevant to engaging, assessing, intervening, and evaluating community and organizational practice and develop strategies for macro-practice with diverse populations. Prerequisite or corequisite: SWK 502.

SWK 506. Social Policy. 2 Credits.
Provides a basic understanding of the history and current patterns of social welfare services in the United States. Students apply a policy analysis framework to identify key issues, understand policy development, and assess the role of social policies and political processes on the well-being of individuals, families, and communities. Students also learn to identify opportunities for actively engaging in the policy arena. Prerequisite: Admission to the MSW program.

SWK 507. Generalist Research Methods and Analysis. 2 Credits.
This introductory course provides students with foundational knowledge of research methods and analysis, and prepares them for the development of advanced research skills. Students gain knowledge of the methods of scientific inquiry and how to construct and utilize evidence-informed research for practice. The course emphasizes ethical approaches to research and the effective communication of empirically-based knowledge. Prerequisite: Admission to the MSW program.

SWK 515. Generalist Practice Field Education I. 3 Credits.
Generalist field internship placement in a human service organization. Students apply foundation coursework, emphasizing core competencies and demonstration of practice behaviors. Prerequisite: Admission to field program. Corequisite: SWK 516.

SWK 516. Generalist Practice Field Education Seminar I. 1 Credit.
Integration of foundation coursework with field internship placement in a human service organization. Continued development of identification with the Social Work profession is emphasized, as is application of Social Work ethics and values. Corequisite: SWK 515.

SWK 517. Generalist Practice Field Education II. 5 Credits.
Generalist field internship placement in a human service organization. Students apply foundation coursework, emphasizing core competencies and demonstration of practice behaviors. Prerequisite: SWK 515. Corequisite: SWK 518.

SWK 518. Generalist Practice Field Education Seminar II. 1 Credit.
Integration of foundation coursework with field internship placement in a human service organization. Continued development of identification with the Social Work profession is emphasized, as is application of Social Work ethics and values. Corequisite: SWK 517.

SWK 527. Advanced Generalist Human Behavior and the Social Environment I. 2 Credits.
In Advanced Generalist Human Behavior and the Social Environment I (AG HBSE I), students learn to synthesize and differentially apply relevant conceptual frameworks to guide advanced generalist practice with individuals and families. This course builds upon developmental theories and the social work ecological and systems perspectives. Prerequisite: Admission to the Advanced Generalist Concentration.

SWK 528. Advanced Generalist Human Behavior and the Social Environment II. 2 Credits.
Advanced Generalist Human Behavior and the Social Environment II (AG HBSE II) considers practice theories in relation to social and economic justice. Complexity theory builds upon traditional social systems theory to provide and advanced framework for analyzing practices within the social, economic, and natural environments. Prerequisite: Admission to the Advanced Generalist Concentration.

SWK 529. Advanced Generalist Research Methods and Analysis. 2 Credits.
Advanced Generalist Research Methods and Analysis prepares students to build on foundation research knowledge to further refine and advance the quality of social work practice and that of the larger social work profession. The course emphasizes program as well as practice evaluation. Students use research methods to generate surveys; learn to choose, utilize, and interpret reliable and valid measurement instruments; and apply both qualitative and statistical analysis. Prerequisite: Admission to the Advanced Generalist Concentration.

SWK 530. Advanced Generalist Practice with Individuals. 2 Credits.
Advanced Generalist Practice with Individuals helps students refine and deepen their conceptual and technical knowledge of social work practice with individuals. The course equips students with advanced generalist skills to guide engagement, assessment, intervention, and evaluation with individual clients. Course assignments promote ethical and evidence-based practice relevant to diverse populations. Prerequisites or corequisites: Admission to the Advanced Generalist Concentration, SWK 527, and SWK 529.

SWK 533. Advanced Generalist Practice with Families. 2 Credits.
Advanced Generalist Practice with Families teaches students advanced generalist skills in working with families to engage, assess, intervene and evaluate client systems. This class builds upon family therapy theories and their practical applications. Activities and assignments build skills necessary to work with families in therapeutic settings. Prerequisites or corequisites: Admission to the Advanced Generalist Concentration, SWK 527, and SWK 529.

SWK 534. Advanced Generalist Practice with Treatment Groups. 2 Credits.
Advanced Generalist Practice with Treatment Groups uses an interpersonal perspective as a theoretical foundation for understanding group dynamics. Students build upon foundational knowledge and skills, and develop and demonstrate advanced techniques for engaging individuals in the group process, assessing appropriateness for group membership, developing interventions, and evaluating the treatment group process. Prerequisites or corequisites: Admission to the Advanced Generalist Concentration, SWK 527, SWK 528, and SWK 529.

SWK 535. Advanced Generalist Practice with Communities. 2 Credits.
Advanced Generalist Practice with Communities equips students with theoretical frameworks and models for community and policy practice, and prepares students to be effective change agents and leaders in community contexts. Students develop a deeper social and economic development orientation, and gain a greater understanding of the changing socio-political contexts of practice, including globalization and the human rights movement. Prerequisites or corequisites: Admission to the Advanced Generalist Concentration, SWK 528 and SWK 529.

SWK 536. Advanced Generalist Practice with Organizations. 2 Credits.
Advanced Generalist Practice with Organizations develops practice behaviors related to organizational leadership, managing various organizational systems, and developing an integrated practice approach for the purpose of promoting effective service delivery. Prerequisites or corequisites: Admission to the Advanced Generalist Concentration, SWK 528 and SWK 529.

SWK 537. Advanced Generalist Tools for Policy. 1 Credit.
Advanced Generalist Tools for Policy emphasizes the development of skills for effective policy action to promote social, economic, political, and environmental well-being. Prerequisites or corequisites: Admission to the Advanced Generalist Concentration, SWK 528, SWK 529, and SWK 535.

SWK 560. Topics Of Social Work Practice. 1-3 Credits.

SWK 580. Advanced Generalist Practice Field Education I. 5 Credits.
Advanced generalist field internship placement in a human service organization. Students apply concentration coursework, emphasizing core competencies and demonstration of practice behaviors. Prerequisite: Admission to field program. Corequisite: SWK 581.

SWK 581. Advanced Generalist Practice Field Education Seminar I. 1 Credit.
Integration of concentration coursework with field internship placement in a human service organization. Understanding the role of the MSW-level Social Worker is emphasized, as is advanced application of Social Work ethics and values. Corequisite: SWK 580.
SWK 582. Advanced Generalist Practice Field Education II. 5 Credits.
Advanced generalist field internship placement in a human service organization. Students apply concentration coursework emphasizing core competencies and demonstration of practice behaviors. Prerequisite or corequisite: SWK 580. Corequisite: WK 583.

SWK 583. Advanced Generalist Practice Field Education Seminar II. 1 Credit.
Integration of concentration coursework with field internship placement in a human service organization. Understanding the role of the MSW-level Social Worker is emphasized, as is advanced application of Social Work ethics and values. Corequisite: SWK 582.

SWK 593. Individual Study. 1-2 Credits.
Variable topics in social work related areas carried out individually or in small groups under the supervision of the instructor. Repeatable for a maximum of 4 credits. Prerequisite: Consent of instructor.

SWK 996. Continuing Enrollment. 1-12 Credits.

SWK 997. Independent Study. 2 Credits.

SWK 998. Thesis. 2-4 Credits.
Total of 4 credits required in thesis option.

Sociology

http://www.und.edu/dept/soc/

FACULTY: Badahah, Berg, Legerski, Minnott (Graduate Program Director), Pedersen, Staples (Chair), Stofferahn and Tiemann

Degree Granted: Master of Arts (M.A.)

Thirty graduate credits, including thesis work, are required for a Master of Arts degree. The program of study is divided into four components: scholarly tools, core curriculum, cognate, and thesis. The core courses include sociological thought, social theory, research design, and analytical methods. Courses in the scholarly tools component include one course in statistics and other courses in research methods. The cognate includes nine credits in a minor or cognate; and thesis is comprised of four credits.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Arts (M.A.)

Mission Statement

The mission of the sociology graduate program is to prepare students for advanced training, for university teaching careers, or for professional careers that allow them to apply their advanced sociological training. The program facilitates students gaining the sophisticated theoretical, methodological, and analytical skills with which to examine sociological research questions. All courses in the curriculum focus on building these skills to a level in which the student is able to independently engage in research informed by a sociological perspective.

Program Goals

Goal 1: How is sociology distinctive as a discipline? Students should be able to:

Objective a: Demonstrate an ability to understand empirical sociological studies, including what makes a given study sociological in nature.

Objective b: Create a sociological research question, including an argument for how it is sociologically informed.

Goal 2: What do sociologists know? Students should be able to:

Objective a: Utilize existing sociological literature to build a case for a specific research question.

Objective b: Synthesize existing sociological literature to frame the development of hypotheses.

Goal 3: How is sociological knowledge produced? Students should be able to:

Objective a: Use theoretical concepts to inform a research question.

Objective b: Develop and implement sociological methods to answer a research question.

Objective c: Analyze data statistically at the multivariate level.

Goal 4: How is sociological knowledge communicated? Students should be able to:

Objective a: Use discipline-specific conventions to communicate sociological research in writing.

Objective b: Create and deliver oral presentations of sociological research using discipline-specific conventions.

Master of Arts (M.A.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor’s degree from a recognized college or university.
2. A minimum of twenty semester hours of undergraduate sociology or related fields with an overall grade point average of 3.00 (A=4.0), a GPA of at least 3.25 for the last two years of undergraduate study; and 3.25 GPA in their major.
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.
4. Approved status presupposes some undergraduate training in methods of social research, statistics, sociological theory and social psychology with a minimum grade of B in each.

Degree Requirements

Thesis Option:

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.
4. The program may include just the major, the major and a minor, or the major and a cognate area. The major must include 20 credits from the major department, and a minor or cognate area must include at least nine credits.
5. Program must include a systematic treatment of the field of sociological theory plus sufficient training in research methods and statistical techniques to assure understanding and competence in their use.
6. Required Courses: (Grade of “B” or better is required for all of the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 500</td>
<td>Professional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SOC 510</td>
<td>Sociological Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>SOC 511</td>
<td>Contemporary Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 520</td>
<td>Advanced Research Design</td>
<td>3</td>
</tr>
<tr>
<td>SOC 521</td>
<td>Advanced Analytical Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC 528</td>
<td>Seminar in Research Methods</td>
<td></td>
</tr>
<tr>
<td>SOC 539</td>
<td>Seminar in Sociology (repeatable when topics vary)</td>
<td></td>
</tr>
<tr>
<td>SOC 569</td>
<td>Introduction to Social Entrepreneurship (requires admission into Social Entrepreneurship)</td>
<td>7-9</td>
</tr>
</tbody>
</table>

Cognates

SOC 998 Thesis 4

Total Credits 30-32
Courses

SOC 500. Professional Seminar. 1 Credit.
The course is intended as an introduction to graduate studies, the university and to the opportunities in the discipline of Sociology. Prerequisite: Admission to the graduate program in Sociology.

SOC 510. Sociological Inquiry. 3 Credits.
This course focuses on the processes by which sociologists perceive, understand, and study social phenomena.

SOC 511. Contemporary Sociological Theory. 3 Credits.
An examination and comparison of the major current sociological theories.

SOC 512. Advanced Sociological Theory. 3-4 Credits.
A critical look at problems of theory development and construction, emphasizing historical social theorists. Prerequisite: SOC 511.

SOC 520. Advanced Research Design. 3-4 Credits.
This course emphasizes the development of research design skills including survey research. Prerequisites: SOC 323 and SOC 326.

SOC 521. Advanced Analytical Methods. 3 Credits.
An in-depth examination and application of the following topics as they relate to survey research in sociology: data processing; quantification and analysis of data; analytical design; and procedures. The student will apply the various analytical methods to available data. Prerequisites: SOC 323, SOC 326, and SOC 520.

SOC 528. Seminar in Research Methods. 3 Credits.
An examination of special topics in the field of research methods. Prerequisite: SOC 323.

SOC 537. Graduate Cooperative Education. 3 Credits.
A practical work experience with an employer closely associated with the student’s cognate area. Prerequisite: Program of study committee and Director of Graduate Studies approval is required.

SOC 539. Seminar in Sociology. 3 Credits.
An in-depth examination of a particular sub-field in Sociology. Prerequisite: Admission to the Graduate School or permission of instructor.

SOC 569. Introduction to Social Entrepreneurship. 3 Credits.
The purpose of this course is to introduce students to the topics of social entrepreneurship, social entrepreneurs, how social entrepreneurship can become a tool for social change, social science theories and research on social entrepreneurship. Prerequisite: Admission to the Certificate Program in Social Entrepreneurship.

SOC 598. Individual Research. 1-4 Credits.
Repeatable to 6 credits.

SOC 996. Continuing Enrollment. 1-12 Credits.

SOC 997. Independent Study. 2 Credits.

SOC 998. Thesis. 1-9 Credits.
Maximum of 9 credits.

Undergraduate Courses for Graduate Credit

SOC 407. Political Sociology. 3 Credits.
Sociological analysis of political and parapolitical groups; voting behavior; political socialization process; power elites, societies and systems of government; power structures.

SOC 431. Organizations and Behavior. 3 Credits.
A look at the different ways in which organizations can be conceptualized and studied. The relationships between organizational structure and individual behavior are examined. The study of the effects of environments, including other organizations, on organizational goals. The kinds of organizations studied include industrial, medical, educational and other types. Prerequisite: 6 hours of Soc or consent of instructor.

SOC 433. Racial and Ethnic Relations. 3 Credits.
A Survey of major USA racial and ethnic groups, the histories of their social encounters, and the theoretical perspectives associated with their experiences. Prerequisite: SOC 301 or SOC 250 or CJ 330.

SOC 436. Social Inequality. 3 Credits.
An examination of various forms and modes of portraying human inequality. An investigation of the role of inequality in human affairs, its measurement and significance. Prerequisite: 6 hours of Soc or consent of instructor.

SOC 437. Population. 3 Credits.
A basic consideration of formal and social demography. The determinants and consequences of population change. Prerequisite: 6 hours of Soc or consent of instructor.

SOC 450. Deviant Behavior. 3-4 Credits.
This course examines the nature, types and societal reactions to deviant behavior; special emphasis on the process of social typing, regulation of deviance, deviant subcultures, and identities. Prerequisite: 6 hours of Soc or consent of instructor.

SOC 492. Practicum in Sociology. 3 Credits.
Students enrolled in this practicum will be assigned to work on research under the direction of one or more faculty. The practicum is designed to provide directed research experience for those enrolled. Repeatable for a maximum of 6 credits. Prerequisites: SOC 301, SOC 323, SOC 326, and at least junior status.

SOC 494. Readings in Sociology. 1-5 Credits.
Designed for students who want instruction in subjects not covered adequately in usual course offerings. Specific arrangements must be made with the instructor prior to registration. Repeatable to 20 credits. Prerequisite: Consent of Instructor.

Space Studies

http://www.space.edu/aerospace/home.php

FACULTY: Casler, Fevig (Graduate Program Director), Gaffey, Hardersen, Rygalov, Seelan (Chair) and Whalen

Degree Granted: Master of Science (M.S.)

The Department of Space Studies offers graduate studies leading to the Master of Science degree. Non-thesis and thesis options are available. The all-encompassing nature of space exploration requires people who possess broad backgrounds that link policy, business, law, science and engineering. The Department of Space Studies seeks to train this vital segment of the community through the non-thesis option. The goal is to integrate, rather than separate, traditional disciplines related to space. Specialized training is also an essential part of the space community and this is achieved through the thesis option that gives students the opportunity to specialize in an area of faculty research.

Our programs are designed to prepare students for futures in the academic, commercial, and governmental sectors of the rapidly growing field of space exploration and development.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)

Mission Statement and Program Goals

The mission of the Department of Space Studies is to provide a comprehensive world-class education in the academic area of space. Key elements of this education are interdisciplinary and multidisciplinary breadth and disciplinary depth, delivered on-campus, and through innovative distance delivery methods. Our objectives focus on producing students that will become the decision and policy makers, managers, negotiators, engineers, technicians, educators and scientists of the space arena.

Facilities for Graduate Research

The department is located on the fifth floor of the 71,500 square-foot Clifford Hall constructed in 1992 as part of the John D. Odegard School of Aerospace Sciences complex on the west end of the UND campus. Our facilities include laser lab space for the investigation of terrestrial rocks and meteorites, reduction and analysis of terrestrial remote sensing and planetary reflectance spectral data, research into life support technologies and human factors in space, and an astronomical observatory.

The department manages the UND Observatory complex, which is located ten miles west of Grand Forks and two miles southeast of Emerado. The Observatory currently includes three remotely-controllable optical telescopes (two 16-inch and one 10-inch aperture, respectively) and one remotely-controllable radio telescope (2.1-meter aperture). UND Observatory telescopes...
support student thesis and non-thesis astrometric, broadband photometric, and stellar spectrographic research.

A Human Spaceflight Laboratory with several experimental planetary suits is available for student research, as well as a Space Simulators Facility with a vertical and horizontal Space Simulator to replicate different phases of suborbital and orbital flight.

A Space Life Sciences Laboratory is open to students specializing in long-term space physiology, life support scenarios and hardware design.

Aerospace Sciences Degree (Ph.D.)

http://www.aero.und.edu/

FACULTY: (Avit) Anderson, Bjerke, Bridewell, Drechsel, Higgins, Jensen, Kenville (Graduate Program Director), Lindseth, Petros, Robertson, Smith, Ullrich, Venhuizen and Watson

FACULTY: (SpSt) Casler, Fevig (Graduate Program Director), Gaffey, Hardersen, Rygalov, Seelan (Chair) and Whalen

Ph.D. in Aerospace Sciences

The Doctor of Philosophy degree in Aerospace Sciences is a joint program between the Department of Aviation and the Department of Space Studies within the John D. Odegard School of Aerospace Sciences. Please refer to the Aerospace Sciences Ph.D. program entry in the graduate section of the catalog.

Mission Statement and Program Goals

The mission of the Aerospace Sciences Ph.D. program is to provide interdisciplinary teaching and research at the highest academic levels. The goal is to provide highly educated scholars and leaders with the skills necessary to mix technology and science with an understanding of the politics and economics of the aerospace fields.

1. Students will develop a thorough knowledge of the aerospace elements specifically related to the Aviation and Space Studies disciplines that will allow them to be successful leaders in the industry by applying solutions gained through theory and applied research.
2. Students will enhance their analytical, technical, research and communication skills through classroom and research activities to further develop an ability to carry out independent, original and applied research.
3. Students will further develop the critical skill set needed to enable them to fill leadership roles within government and research agencies, educational institutions or private aerospace and aviation sector companies.

Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog. The deadlines for applying for admission for each semester are as follows: April 30 for the Fall semester; October 31 for the Spring semester; and February 28 for the Summer semester. Students who apply after these dates for a given semester are encouraged to do so under non-degree status. The requirements for admission to the Space Studies degree program are as follows:

1. Bachelor’s degree from an accredited college or university with an overall grade point average (GPA) of 2.75 or better, or a GPA of at least 3.0 for the junior and senior years of undergraduate work.
2. Three credits of coursework in statistics or algebra or calculus or computer science.
3. Six credits of coursework in the physical sciences, life sciences, or engineering.
4. Six credits of coursework in the social sciences, history, business, or law.
5. Three credits of coursework in English composition or technical writing.
6. Pre-requisite courses from 2 to 5 above must have been completed at the college level, preferably with a grade of B or higher.
7. The Graduate Record Examination (GRE) General Exam if you plan on seeking funding (GRAs, tuition waivers) via the department or a faculty member. Otherwise, it is not required for admission to the MS program.
8. Submission of a written statement of interest highlighting the candidate’s interest in space studies and motivation to undertake this program.
9. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the graduate catalog.

Financial Assistance

Graduate assistantships (GTA/GRA) are available from a variety of internal and external sources. These are awarded on the basis of academic merit and students’ abilities to contribute to departmental research and teaching. Students desiring graduate assistantships must take the GRE. The deadlines for applying for financial aid through the Department of Space Studies for a given semester are as follows: April 30 for the Fall semester; October 31 for Spring semester; and February 28 for Summer semester. Funding is renewable if progress toward the degree, research goals and teaching are satisfactory. Support is typically for two years on a nine-month basis. Summer funding may also be available.

Degree Requirements

All students are required to complete a minimum of 33 credits. The following plan should be used:

1. SPST 501 Survey of Space Studies I and SPST 502 Survey of Space Studies II (6 credits).
2. Students select either the non-thesis or thesis option and declare which social or technical area is their area of specialization. This is the area in which they do their SPST 997 Independent Study Report or SPST 998 Thesis.
3. Two (2) courses from designated social area courses outside the student’s area of specialization (6 credits).
4. Two (2) courses from designated technical area courses outside the student’s area of specialization (6 credits).

Note: The choice of courses in the required social and technical areas outside the student’s area of specialization must take into account the breadth of disciplines, which is a critical part of Space Studies education.

In order to meet the breadth requirements within the degree options, students are required to spread their courses as per guidelines outlined in the Department of Space Studies Student Handbook.

5. One credit of SPST 590 Space Studies Colloquium (1 credit).
6. At least half of the total credit hours must be from classes at the 500-level and above.

Non-Thesis Option:

1. SPST 997 Independent Study Report (2 credits).
2. Comprehensive Examination.
3. At least 4 elective courses (for distance students, the required Capstone course will count as one elective, so they only need 3).

Distance students must also complete SPST 595 Space Studies Capstone (3 credits).

Thesis Option:

1. SPST 593 Individual Research in Space Studies (1 to 3 credits).
2. SPST 998 Thesis (6 credits).
3. At least 2 elective courses.

Approval of the thesis option will only be granted if a clear alignment of research interests between a faculty member and a student is demonstrated, and a faculty adviser has been identified and is available to supervise the research. Distance students who wish to complete the thesis option must satisfy the residence requirement. Interested students should consult the School of Graduate Studies or department.

Aerospace Sciences Degree (Ph.D.)

Admission Requirements

The applicant must meet The School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog. All elements must be complete by the published application date. The additional
requirements for admission to the Aerospace Sciences Ph.D. program are as follows:

1. A Master's or graduate degree from an accredited institution with a GPA of at least 3.25/4.0
2. Submission of a statement of personal goals
3. Professional resume
4. Satisfy the School of Graduate Studies English Language Proficiency requirements as published in the graduate catalog.
5. The Graduate Record Examination (GRE) General Exam
6. Industry experience preferred

Financial Assistance
Financial aid in the form of teaching, research or service assistantships and tuition waivers are available from a variety of internal and external sources and are awarded on a competitive basis. These appointments are renewable if students are making satisfactory progress toward the degree and their work is satisfactory. Applications for funding opportunities should coincide with the program application date.

Degree Requirements

**Graduate Courses**

- Ninety credits beyond a baccalaureate degree. With approval of the Aerospace Sciences Ph.D. Program and the UND School of Graduate Studies, up to thirty credits from a master's degree from an accredited institution can be applied toward the requirements of the doctoral degree.
- Successful completion of sixty semester credits beyond the master's degree
- Successful completion of qualifying exam prior to advancement to candidacy
- Twelve to eighteen semester credits of dissertation (AVIT 999 Dissertation or SPST 999 Dissertation) and successful defense of the dissertation
- Required core courses
  - AVIT 501 General Issues in Aviation/Aerospace 3
  - SPST 501 Survey of Space Studies I 3
  - AVIT 521 Ethics in Aerospace 3
  - AVIT 590 Aviation Seminar and Space Studies Colloquium 4
  - Technical area courses
    - AVIT 503 Statistics (or equivalent) 3
    - AVIT 504 Research Methods 3
    - AVIT 505 Qualitative Research Methods 3
    - AVIT 506 Quantitative Research Methods 3
    - AVIT 507 Advanced Research Methods 3

The Scholarly Tools requirement is 6 to 12 semester credits, to be determined by the student’s advisor and/or committee, from the courses listed below. These courses are in addition to what may transfer as part of the student’s Master’s degree program. Therefore, a minimum of six credits will be required as part of the PhD program.

**Course Designations (SPST)**

<table>
<thead>
<tr>
<th>Social area courses</th>
<th>Technical area courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPST 450</td>
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<td>SPST 540</td>
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The Department of Space Studies invites students from other programs who wish to expand their program of study to include a space-related focus. Our program includes a multidisciplinary set of course offerings that integrate well with other graduate programs. Students interested in space engineering, space business, space law, space policy, space science, space life sciences, space history, or military space can be accommodated. To complete a cognate or minor at the master’s level, students must take three courses for nine semester hours of credit. Our department will work with those doctoral students whose department requires additional credits for a minor degree.

**Cognate/Minor**

The Department of Space Studies invites students from other programs who wish to expand their program of study to include a space-related focus. Our program includes a multidisciplinary set of course offerings that integrate well with other graduate programs. Students interested in space engineering, space business, space law, space policy, space science, space life sciences, space history, or military space can be accommodated. To complete a cognate or minor at the master’s level, students must take three courses for nine semester hours of credit. Our department will work with those doctoral students whose department requires additional credits for a minor degree.

**Courses**

**AVIT 501. General Issues in Aviation/Aerospace. 3 Credits.**
This course is designed to introduce students to graduate school, library resources, and faculty research interests. This course explores the historical, current and future issues related to the aerospace industry.
AVIT 502. Aviation Economics. 3 Credits.
An in-depth examination of the economic aspects of the air transportation industry, with microeconomic analysis applied to decision making in the airline, general and corporate aviation, and airports. Topics include: basic economics of air transport supply and demand; demand forecasting; cost drivers; yield, revenue and capacity management; regulatory issues; political influences; and unique economic characteristics of international commercial aviation.

AVIT 503. Statistics. 3 Credits.
This course is an in-depth study of inferential statistics with emphasis on the analysis of variance models and subsequent comparison procedures. In addition, the course will include coverage of correlation and multiple regression techniques as data analytic tools. Also, coverage of survey construction and analysis of survey data will be presented. Course content will be presented within the context of aviation and psychology examples. (Psychology 541: Advanced Univariate Statistics can be substituted for AVIT 503). Prerequisite: An introductory statistics course or calculus course.

AVIT 504. Research Methods. 3 Credits.
Methods and procedures of development, design and analysis related to aviation industry research. Topics include problem identification, review of literature, research design, and data analysis. This course is designed to give an overview of quantitative, qualitative and mixed-method approaches research design. The course includes the experience of critically evaluating research projects and developing a research project based on the principles discussed in class. Prerequisite: AVIT 503 or PSYC 541.

AVIT 505. Qualitative Research Methods. 3 Credits.
Examination and analysis of qualitative research design with particular emphasis on approaches relevant to problems in Aerospace Studies or related fields. Students will design a qualitative research project.

AVIT 506. Quantitative Research Methods. 3 Credits.
The purpose of this course is to provide students the opportunity to acquire knowledge and skills necessary to apply quantitative research methods in research. Students will design a quantitative research project. Prerequisite: A graduate level Statistics course.

AVIT 507. Advanced Research Methods. 3 Credits.
This course will be a thorough discussion of the different methodologies utilized in theoretical and applied research. Experimental and quasi-experimental design, and topical areas of survey methodology data mining, simulations, and techniques for dissertation designs. Prerequisites: AVIT 503, AVIT 505, and AVIT 506.

AVIT 510. Aviation Public Policy and Regulations. 3 Credits.
This course examines current environmental issues within the aviation industry in the context of historical environmentalism, current laws and regulations, and emerging research findings. A broad survey of earth systems precedes a focus on aviation environmental issues.

AVIT 511. Aviation Information Technology. 3 Credits.
This course examines current environmental issues within the aviation industry in the context of historical environmentalism, current laws and regulations, and emerging research findings. A broad survey of earth systems precedes a focus on aviation environmental issues.

AVIT 515. Human Factors: Human Perceptions in Information Systems Design. 3 Credits.
Human perception and information processing will be discussed in relation to information system design requirements to optimize human performance. Topics include information systems design with regard to compatibility, perception, attention, situation awareness and decision processes. Applications to current workstation design will allow students to have a greater understanding of human centered design goals.

AVIT 516. Training System Design. 3 Credits.
The process of memory, learning, and judgment will be related to instructional design strategies in the aviation industry, where heavy use of simulation is used in the training and evaluation of aviation professionals. Topics include instructional design and assessment concepts, simulation design and decision making skills. Class presentations include operational problem-solving group work as well as research paper reviews.

AVIT 517. Airline Labor Relations and Law. 3 Credits.
This course will examine the impact and application of the Railway Labor Act as it pertains to airline operations. Topics of study will include labor history; organization; alternative dispute resolution, collective bargaining, including interest-based practices; and emerging labor trends.

AVIT 518. Human Error. 3 Credits.
The objective of this course is to develop a deeper understanding of the human error and its impact upon human performance in variety of fields. Prerequisite: Graduate Admission.

AVIT 520. Strategic Airport Planning. 3 Credits.
This course will explore the elements of airport planning within the public administration domain. Emphasis will be placed on individual airport’s strategic plans, how airports operate efficiently and effectively with changing regulations and economic fluctuations in the global marketplace.

AVIT 521. Ethics in Aerospace. 3 Credits.
The course will introduce ethical concepts and frameworks used in professional decision-making. Students will engage with faculty and outside speakers to weigh decisions in the applicable ethical frameworks. Students participation will include graded elements of formal case presentations, class discussion sessions, essay examinations and review of scholarly and trade journal articles. The course will have a strong emphasis on research project design to assess dynamics of ethical decision-making in different populations, as well as exploring educational opportunities in the aerospace industry.

AVIT 587. Supervised Field Work. 1-3 Credits.
Used primarily for individualized field placement so that the student may acquire practical experiences in the aviation industry. May be repeated for up to 6 credits. Prerequisite: Consent of graduate director.

AVIT 590. Aviation Seminar. 1-3 Credits.
A series of lectures presented by visiting lecturers and the faculty. May be repeated for up to 4 credits.

AVIT 591. Readings in Aviation. 1-3 Credits.
Readings in selected Aerospace Studies topics, with written and/or oral reports. Repeatable to a maximum of 6 credits. Prerequisite: Consent of instructor.

AVIT 593. Individual Research in Aviation. 1-3 Credits.
Individual student projects designed to develop advanced knowledge in a specific area of expertise. A written report is required. May be repeated for up to 6 credits for Master’s and up to 12 credits for Ph.D.

AVIT 595. Aviation Capstone. 3 Credits.
The Capstone course integrates, extends and applies knowledge learned in earlier Aviation courses and research projects. The course also undertakes an in-depth study of management theories relevant to the aviation industry and how leaders apply these theories in practice. Students will have the opportunity to demonstrate their knowledge and leadership abilities by working in teams to design and develop a solution to a current aviation problem, which will be assigned by the instructor. This effort will culminate in an on-campus presentation to the faculty and invited industry experts. Prerequisite: AVIT 504 or permission of instructor.

AVIT 996. Continuing Enrollment. 1-12 Credits.

AVIT 997. Independent Study. 2 Credits.
Independent study and preparation of a written report for students taking the non-thesis option in the Master’s program.

AVIT 998. Thesis. 4 Credits.
Preparation and defense of a thesis based on original research. Prerequisite: Admission committee approval and consent of instructor.
AVIT 999. Dissertation. 12-18 Credits.
An original research project approved by and completed under the supervision of a dissertation committee. Prerequisites: Graduate standing, approval, completion, and defense of dissertation proposal.

Courses

SPST 500. Introduction to Orbital Mechanics. 3 Credits.
This course introduces students without much background in either mathematics or physics to the problems faced everyday by orbital analysts as they track the 7000 satellites which orbit the earth. The course gives the students an ability to converse, as managers and co-workers, with those individuals who are calculating these difficult orbits. This appreciation is important in both the civilian and military sides of the space program. Prerequisite: SPST 200 for undergraduate students and SPST 501 for graduate students.

SPST 501. Survey of Space Studies I. 3 Credits.
A broad, multidisciplinary survey of human and robotic exploration of space. The course will introduce the student to the key policy, history, military, economic, management, planetary science, life science, and engineering issues that characterize today’s space ventures. Emphasis is on building up the fundamental knowledge base that will form the basis for interdisciplinary analysis later in the program. While focus is on the U.S. space program, international space activities are prominently featured in terms of cooperation and competition for the United States. SpST 501 is a prerequisite/co-requisite to all other 500 level courses and should be taken at the first available opportunity.

SPST 502. Survey of Space Studies II. 3 Credits.
Readings, discussion and integrative analysis of past and current issues in Space Studies. Emphasis is on a case study approach to develop an interdisciplinary understanding of space programs and initiatives. An individual project will build integrative and critical analysis skills and an appreciation for the interdisciplinary approach, while a team project will engender the interdisciplinary team work typical of the real world. Must be taken only after completing SpST 501 and at least two other courses in the program. Prerequisite: SPST 501.

SPST 505. Spacecraft Systems Engineering. 3 Credits.
This course will guide the students through the spacecraft design and proposal process for an actual mission. In this course the students will work in teams on individual spacecraft subsystems, participate in an engineering design review, and create a document which can be submitted for funding for a small satellite project. Lectures will provide an overview of the separate spacecraft subsystems involved in a typical mission, the systems engineering approach to spacecraft development, and the grant writing process. Distance students will interact with on-campus students via conferencing software. Prerequisite: SPST 405 or consent of instructor.

SPST 506. Advanced Orbital Mechanics. 3 Credits.
This course provides a working knowledge of the field of orbital mechanics including the use of appropriate mathematical and computational techniques, the analysis of professional papers in orbital mechanics, and applying the appropriate techniques to solve orbital mechanics problems. Topics covered include orbital elements, perturbations, coordinate systems, orbit determination, and multi-body gravitational problems. Prerequisites: SPST 500 and MATH 266 or equivalent.

SPST 512. Human Performance in Extreme Environments. 3 Credits.
This course introduces the area of human performance in extreme environments, highlights differences and similarities between extreme environments, and demonstrates the lessons learned from one extreme environment can be effectively applied to others—though settings like space, mountains, or the ocean’s depths, etc. pose unique characteristics, the human physiological and psychological reactions and adaptations to these extreme settings stay similar.

SPST 515. Human Factors in Space. 3 Credits.
A review of the major stresses experienced by humans on entering the new and alien environment of space. Examples will be taken from the psychological and physiological impacts experienced by U.S. and Soviet crews with emphasis on longer flights. How to avoid and/or overcome these stresses will be examined as an essential and growing need in the future development and settlement of the space frontier.

SPST 519. Closed Ecological Systems for Life Support. 3 Credits.
Closed ecological systems have been suggested during the early decades of space exploration for extended life support in space operations. In reality, this principle of long-term life support mimics global biogeochemical cycles supporting life on Earth. The course covers the multiple interactions of human/ bioregenerative life support based on physical/chemical regeneration (hybrid) life support environments. Extensive research in this area during more than five decades showed that material turnover in small closed environments becomes unstable compared to a planetary environment. Specific attention is paid to the limits of stability for closed material cycles functioning during long-term remote confined missions; and the importance of the human factor as a target link, main sensor, and main integrator and control element for the system providing significant self-sustainability under proper motivation. Advanced scenarios for space life support based on ecological and in situ resource utilization approaches are discussed. Prerequisite: SPST 501 or instructor consent.

SPST 520. Asteroids, Meteorites and Comets. 3 Credits.
The small bodies of the solar system are clues to its origin. All planets and larger moons have been chemically transferred, but many asteroids, meteorites and comets are apparently little modified from the time of their origin 4.5 billion years ago. Each of these classes of objects is investigated separately, and relationships between them are examined. Prerequisite: SPST 501 or permission of instructor.

SPST 521. The Planet Mars. 3 Credits.
This course provides an in-depth review of the present state of our knowledge of Mars. Topics to be covered include: the origin and evolution of the planet, the surface geology and geological processes, the geophysical properties of the Martian interior, the origin and evolution of the Martian atmosphere, the present and past climates of Mars, the Martian moons, and the possibility of past or present life on Mars. The American and Soviet/Russian Mars exploration programs are reviewed and the course incorporates the most recent results from spacecraft missions such as Mars Global Surveyor, Mars Odyssey, the Mars Exploration Rovers, Mars Reconnaissance Orbiter, and Mars Science Laboratory (Curiosity Rover). Potential future manned and unmanned missions are also discussed. Prerequisite: SPST 501 or permission of the instructor.

SPST 522. Remote Sensing Principles. 3 Credits.
This course covers the basic concepts and foundations of remote sensing, a review of major Earth observing satellite and aircraft platforms, and an investigation of flow of data from satellite to Earth, what it represents, and how to interpret it, using both visual and digital image processing techniques. A field visit to the EROS Data Center in Sioux Falls may also be arranged.

SPST 523. Remote Sensing Applications. 3 Credits.
This course covers the use of advanced image processing algorithms and information extraction techniques for various Earth resource applications such as land cover/land use, environmental change detection, geology, oceanography, agriculture, forestry, rangeland, water resources, urban planning, natural disaster management, etc. Prerequisite: SPST 522.

SPST 524. Current Topics in Astrobiology. 3 Credits.
This is a multi-disciplinary, literature-intensive examination of astrobiology, which is the study of life in the universe. Students will read scientific research and review papers from a variety of disciplines including astronomy, planetary science, chemistry, biology, and geology. Course goals include: developing proficiency at reading/analyzing diverse scientific papers, developing the ability to incorporate knowledge from multiple disciplines in the study of astrobiological research, and developing the ability to effectively write summary papers to show basic understanding of course material. Prerequisites: SPST 460 and SPST 501.

SPST 525. Technical Issues in Space. 1-3 Credits.
An examination of the technological base for the exploration and development of space. An understanding of this technology and of its impact is essential to an understanding of the issues and problems associated with our continuing efforts to explore and settle this new frontier. May be repeated if the topic is different.
SPST 526. Advanced Observational Astronomy. 3 Credits.
This course is a follow-up to SPST 425 and will focus on observational techniques, data reduction, and analysis of astronomical spectroscopic data. The first half of the semester will focus on understanding low-resolution, near-infrared spectroscopic data as it relates to observations of atmosphere-less terrestrial objects, such as asteroids, and the identification of the major surface mineral phases that aide in understanding the geologic nature of each asteroid. Students will also learn about minerals and meteorites, their laboratory spectra, and chemistry. Students will reduce and analyze asteroid data obtained from the NASA Infrared Telescope Facility (IRTF) in Hawaii. The second half of the course will study visible-wavelength stellar spectroscopic data and its acquisition, reduction, and analysis. The physics of stars will be reviewed and students will reduce, analyze, and interpret existing stellar data and learn how to classify stars, which is a fundamental effort to understand their basic physical properties. Prerequisites: SPST 425, SPST 501, and MATH 165.

SPST 527. Extraterrestrial Resources. 3 Credits.
This course focuses on the inventory, accessibility, acquisition, processing and utilization of extraterrestrial resources (space resources) from celestial bodies such as the Moon, Mars, asteroids and comets. Consideration will be given to extraterrestrial resources for in situ utilization (such as a Lunar or Martian base), for space operations (such as supporting large scale near-Earth activities or a human Mars mission), and for terrestrial markets. The course will focus on the interplay between the scientific, technical, and economic aspects of acquiring and utilizing such resources. The course will also explore some of the legal and political ramifications and limitations of claiming and recovering space resources. Prerequisite: SPST 501 or SPST 520 or permission of the instructor.

SPST 528. Space Environment and the Sun. 3 Credits.
This course will provide an in-depth study of the science and observations of the Sun, space weather, and effects of the Sun on astronauts, Earth, and the space environment. Topics that will be covered include the solar photosphere and active surface phenomena such as sunspots, flares, and coronal mass ejections; the nature of the quiet Sun; the solar interior and helioseismology; space weather and impact of solar particles on the space environment and Earth; the hazards posed to astronauts by solar eruptions; common techniques of solar observations; and a review of the primary types of solar instrumentation and the observatories that currently study the Sun. Students will be able to observe the Sun using the UND Observatory’s small solar telescopes; all students will have the opportunity to analyze solar datasets to aid their understanding of the Sun. Prerequisites: SPST 501 and MATH 165.

SPST 540. Space Economics and Commerce. 3 Credits.
A study of the economic aspects of space activities, with analysis of the possibilities and the barriers. Key areas include launch services, satellite communications, remote sensing, microgravity materials processing, and interaction with the government. Global competition against subsidies or government-sponsored entities is examined. Prerequisite or corequisite: SPST 501.

SPST 541. Management of Space Enterprises. 3 Credits.
This course investigates the management of space organizations. These include organizations that are public and private, RD and operations, profit and non-profit. You will learn the basics of management theory, the history of systems management, and the technical issues that must be considered in the management of space RD and operations. Prerequisite or corequisite: SPST 501.

SPST 545. Space and the Environment. 3 Credits.
This course is an advanced graduate-level review of international relations theories as applied to the international implications of global commons. The course introduces the concept of global commons, examines the theories and practices concerning management of global commons, and analyzes the global commons dealing with the problems of collective action as applied to global environmental change and the uses of outer space. Prerequisites: SPST 501 and SPST 430 or SPST 565.

SPST 551. History of the Space Age. 3 Credits.
This course introduces students to the history of human endeavors in space. These include the development of rocketry, the influence of amateur societies and science fiction, the military development of ballistic missiles, and human and robotic spaceflight.
SPST 593. Individual Research in Space Studies. 1-3 Credits.
Individual student projects designed to develop advanced knowledge in a specific area of expertise. A written report is required. May be repeated for up to 6 credits for Master’s and up to 12 credits for Ph.D.

SPST 595. Space Studies Capstone. 3 Credits.
The capstone course integrates, extends and applies knowledge gained in earlier Space Studies courses and reading. The major component of this course is a collaborative team project inter-relating policy, technology and science. This course is required for distance students who select the non-thesis option and can be taken after completing at least 21 credits in the program, or with the permission of the instructor. The course begins in the fall semester and concludes with a required week-long capstone experience on the UND campus in the spring. Prerequisites: SPST 501 and SPST 502.

SPST 996. Continuing Enrollment. 1-12 Credits.

SPST 997. Independent Study Report. 2 Credits.
Independent study and preparation of a written report for students taking the non-thesis option in the Master’s program.

SPST 998. Thesis. 1-6 Credits.
An original research project approved by and completed under the supervision of a thesis committee. Repeatable to 6 credits. Prerequisites: Graduate standing in Space Studies and completion and approval of a thesis proposal (see department for approval).

SPST 999. Dissertation. 12-18 Credits.
An original research project approved by and completed under the supervision of a dissertation committee. Prerequisites: Graduate standing, approval, completion, and defense of dissertation proposal.

Undergraduate Courses for Graduate Credit

SPST 405. Space Mission Design. 3 Credits.
A team design project to develop the requirements for a space mission. The specific mission will vary from time to time. Design teams will work on selected portions of the mission. Accompanying lectures will provide background material. Prerequisite: SPST 200.

SPST 410. Life Support Systems. 3 Credits.
A review of the physiological effects of living in space including a discussion of current and near-term life support systems equipment for the provision of oxygen, water, food, and radiation protection. In addition, a review will be made of the issues associated with the development of fully closed ecological life-support systems that will be essential to the long-term development of space. Prerequisite: SPST 200.

SPST 425. Observational Astronomy. 3 Credits.
This course provides an introduction to observational astronomy and includes three segments: basic observing techniques and astronomical equipment (telescopes, CCDs); visual observing and the characteristics of the night sky; astrometric and photometric observing, data reduction, and interpretations; and image processing and color imaging techniques. Students will learn to operate a remotely controllable Internet telescope and CCD camera. A broadband Internet connection is recommended. Night observing is required. Course fee. Prerequisite: PHYS 110.

SPST 430. Earth System Science. 3 Credits.
This course begins with a review of the physical sciences of geology, meteorology and oceanography to examine the coupled interactions between the land, atmosphere and oceans. Particular emphasis is placed on remote sensing techniques for global monitoring of biogeochemical processes. The role of human activities on Earth processes and the consequences of global environmental changes are discussed. The growing use of space-based data sets and the implications of Earth Observing System technologies, including research goals and hardware requirements, are examined. Prerequisite: SPST 200.

SPST 435. Global Change. 3 Credits.
The current human population represents something unprecedented in the history of the world. Never before has one species had such a great impact on the environment in such a short time and continued to increase at such a rapid rate. Human activities are therefore significantly influencing the Earth’s environment in many ways in addition to greenhouse gas emissions and climate change. Anthropogenic changes to Earth’s land surfaces, oceans, coasts, and atmosphere and to biological diversity, the water cycle and biogeochemical cycles are clearly identifiable beyond natural variability. This course investigates the many facets of global change issues, and attempts to provide an up-to-date introduction to the study of the Earth’s environment.

SPST 450. International Space Programs. 3 Credits.
This course will introduce students to the major governmental space programs around the world. The history, activities and future directions of the Russian/Soviet, European/ESA, Chinese, Japanese, Indian and other space programs will be explored. International collaborations between the various programs will also be studied. Prerequisite: SPST 200.

SPST 460. Life in the Universe. 3 Credits.
This course examines the evolution of the universe from its origin to the present: cosmological evolution, chemical evolution, planetary evolution, biological evolution, and cultural evolution. The possibility of life in the universe elsewhere than Earth is considered. Human changes to the Earth are placed within this context. Prerequisite: SPST 200.

Special Education
(See Education (p. 332): Special Education)

Speech-Language Pathology
(See Communication Sciences and Disorders (p. 310))

Teaching and Learning
(See Education (p. 332): Teaching and Learning)

Technology
http://business.und.edu/dept/technology/

FACULTY: Chang, Johnson, Kenney, Kokil, and Yearwood (Chair and Program Director)

Degree Granted: Master of Science (M.S.)
The Department of Technology offers two program options (thesis and non-thesis) leading to the Master of Science. The program for the degree is designed on an individual basis to serve students who desire to go on to college, technical institute, or secondary level teaching, administration, or to technical/managerial careers in business, government or industry.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Science (M.S.)
Mission Statement and Program Goals
The Master of Science (M.S.) degree is available through the Department of Technology and is unique in that it provides students with the opportunity to individualize their program of study for further academic pursuits in colleges or universities, administration, or for technical/managerial careers in government, business and industry.

Students in the M.S. program learn by doing and utilize a variety of technologies to conduct research, design or innovate, and solve problems of a technical nature. Classes in the Master’s program are small and enable faculty to work with students to achieve identifiable program or course goals.

Graduates of our program use the M.S. degree to leverage career options within industry, government, and education. Some manage their own businesses and others who have worked to establish themselves in business ultimately become consultants, technical managers, directors, and in some cases CEOs.

Your future is bright as a student in the MST program at UND where our students are the future.
Master of Science (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog.

1. Bachelor's degree from an accredited university or college.
2. An overall GPA of 2.75 (A=4.0) or GPA of at least 3.0 for the last two years of undergraduate study.
3. A minimum of 20 semester hours of undergraduate coursework in industrial technology or graphic design technology or related field of study.
4. Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.
5. A completed UND School of Graduate Studies application
6. A completed Technology Department graduate student application

An applicant who fails to meet these admission requirements may be admitted under provisional status. Students who do not meet requirement #3 will be required to satisfactorily complete undergraduate courses to make up their deficiency before advancement to approved status.

Degree Requirements

Students seeking the Master of Science degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Technology Department.

A. Thesis Option:

1. A minimum total of 30 credits are required, which includes 9 semester credits for approved minor in a department or cognate courses in other departments.
2. All credits applied towards the MST degree must be at the 500-level.
3. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.

The following courses are required in the Thesis Option:

EFR 515 Statistics I 3
or EFR 516 Statistics II
TECH 500 Introduction to Graduate Studies 1
TECH 509 Introduction to Educational Research 3
TECH 520 Innovation, Creativity & Technology 3
TECH 545 Seminar in Technology 1
TECH 575 Technical Problem Solving 3
TECH 998 Thesis 4
Minor/Cognate 9
Electives 6
Total Credits 33

B. Independent Study Option:

1. A minimum total of 32 credits are required, which includes 9 credits for an approved minor in a department or cognate courses in other departments.
2. All credits applied towards the MST degree must be at the 500-level.
3. A maximum of one-fourth (usually 8-9 semester credits) of the credit hours required for the degree may be transferred from another institution.

The following courses are required in the Independent Study Option:

EFR 515 Statistics I 3
or EFR 516 Statistics II
TECH 500 Introduction to Graduate Studies 1
TECH 509 Introduction to Educational Research 3
TECH 520 Innovation, Creativity & Technology 3
TECH 545 Seminar in Technology 1
TECH 575 Technical Problem Solving 3
TECH 997 Independent Study 2
Minor/Cognate 9

Electives 8
Total Credits 33

C. Elective courses for Thesis or Independent Study Options:

TECH 510 Effects and Implications of Technology 3
TECH 530 Technology and Entrepreneurship 3
TECH 537 Graduate Cooperative Education 1-3
TECH 555 Lean: Ideas and Practice 3
TECH 570 Sustainability Challenges & Opportunities 3
TECH 590 Special Topics in Industrial Technology 1-4
TECH 591 Readings in Technology 1

D. General:

1. Degree requirements identified by the School of Graduate Studies must be met.
2. The approved Program of Study must be completed.

Courses

TECH 500. Introduction to Graduate Studies. 1 Credit.
An overview of graduate studies to provide students with information about various areas of research, resources, and related topics in industrial technology.

TECH 510. Effects and Implications of Technology. 3 Credits.
A study of the people, activities, inventions, innovations, inputs, processes, and outputs of the systems integral to the technological development of our industrial society and the effects on and implications for contemporary society.

TECH 520. Innovation, Creativity & Technology. 3 Credits.
This course examines the roles that people and technology play in developing and connecting ideas to create innovative products, processes, ideas, and technologies. Students are introduced to creative thinking tools and methods used to produce and sustain high levels of innovation.

TECH 530. Technology and Entrepreneurship. 3 Credits.
This course introduces students to the entrepreneurial process, mindset, and relationship with technology, including technology as accelerator, leverage, language, trend, and widget that sits between ideas and the future.

TECH 537. Graduate Cooperative Education. 1-3 Credits.
A relevant field experience in government, industry, or business. Students must have their internships approved by the department.

TECH 545. Seminar in Technology. 1 Credit.
A series of presentations on research pertaining to technology. Students will prepare, present, and discuss a professional research paper. Prerequisites: EFR 509 and consent of advisor.

TECH 555. Lean: Ideas and Practice. 3 Credits.
Introduces and discusses the concept of lean, including its past and present practice in industry and associated theories. Projects are designed to include various aspects of lean concepts.

TECH 565. Product Safety and Liability. 3 Credits.

TECH 570. Sustainability Challenges & Opportunities. 3 Credits.
This course will begin with an overview of the three pillars of sustainability - the environmental, social, and economical demands, followed by the introduction of principles, concepts, and measurement of sustainability. Challenges and opportunities associated with environmental, social, and economical dimension will be discussed in the context of technology innovation and implementation. Students will also learn how to assess the feasibility of (technical) project deployment with sustainability in mind.

TECH 575. Technical Problem Solving. 3 Credits.
Research and experimentation relating to contemporary problems, issues, and application of electronics, production, or graphics techniques.

TECH 590. Special Topics in Industrial Technology. 1-4 Credits.
Investigation of special topics dictated by individual student and faculty interests related to industrial technology and/or education. This course may be repeated to a total of 4 credits.

TECH 591. Readings in Technology. 1-3 Credits.
Examination of the professional literature in technology as part of an area of specialization or interest. Prerequisite: Consent of advisor.

TECH 996. Continuing Enrollment. 1-12 Credits.
Theatre Arts

http://www.und.edu/dept/dtheater/

FACULTY: Angelone, Burgess, Cherry, McLennan (Chair) and Reissig

Degree Granted: Master of Arts (M.A.)

The Department of Theatre Arts offers graduate study leading to a Master of Arts degree. The Master of Arts program is designed to prepare students for either a Master of Fine Arts degree or a Ph.D. The program is individualized so that the student may select a special area of emphasis such as acting, directing, design and technical theatre, playwriting, dramatic literature, feminist theatre, cultural studies, or history. Coursework emphasizes both the practical and theoretical aspects of the discipline. An active production schedule provides students with opportunities in all areas.

The Master of Arts program has been designated a Western Regional Graduate Program by the Western Interstate Commission on Higher Education (WICHE) because of its uniqueness and strength. It is, therefore, open to residents of the thirteen western states at resident tuition rates.

Details pertaining to admission requirements, degree requirements and courses offered can be found in the Degree section.

Master of Arts (M.A.)

Mission Statement and Program Goals

The mission of the Department of Theatre Arts Master of Arts program is to provide quality educational experiences approved and recognized by the National Association of Schools of Theatre to prepare students for advanced degrees, professional careers, and/or development as teachers. Graduates will demonstrate critical thinking, creative expression, and social responsibility as artists and scholars of Theatre.

Goal 1: The student shall be prepared for continuing graduate study in an MFA or Ph. D. program

Goal 2: The student shall be prepared for a career in professional theatre markets.

Goal 3: The graduate shall be prepared to apply the art and scholarship of theatre art in productions within educational and community settings.

Goal 4: The graduate will be committed to life-long learning and serve the civic good with artistic distinction.

Master of Arts (M.A.)

Admission Requirements

The applicant must meet the School of Graduate Studies’s current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor’s degree from a recognized college or university.
2. Twenty-three credits of undergraduate coursework in theatre, drama, or a related discipline.
3. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A= 4.00).
4. Satisfy the School of Graduate Studies’s English Language Proficiency requirements as published in the graduate catalog.

Degree Requirements

Students seeking the Master of Arts degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Theatre Arts Department.

1. A minimum of 30 semester credits in a major field, including the credits granted for the thesis and the research leading to the thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. Required Courses:

5. THEA 500 Introduction to Research in Theatre Arts 2
   THEA 501 Seminars in Theatre Arts 6
   THEA 504 Dramatic Theory and Criticism 3
   THEA 525 Period and Style in Dramatic Production 3
   Electives 6
   Thesis 4

   Total Credits 24

6. Minimum of six credit hours in the production areas, i.e., Acting, Directing, and Design and Technical Theatre courses.

Courses

THEA 500. Introduction to Research in Theatre Arts. 2 Credits. Bibliography, research methods, academic writing, and resource materials for graduate work in Theatre Arts.

THEA 501. Seminars in Theatre Arts. 1-3 Credits. Seminars in Dramatic Theory, Theatre History, Dramatic Literature, Performance Theory and topics of special interest to faculty and students on the graduate level. Repeatable.

THEA 502. Seminar in Dramatic Production and Criticism. 3 Credits. Prerequisite: Consent of instructor.

THEA 504. Dramatic Theory and Criticism. 3 Credits. Survey of critical thinking of the drama as performance in the 20th and 21st centuries. Emphasizes differing perspectives on contemporary dramatic theory and criticism.

THEA 525. Period and Style in Dramatic Production. 3 Credits. Study of a wide variety of production styles in the staging of dramatic literature from Aeschylus to the present. Prerequisite: THEA 425 or equivalent.

THEA 537. Graduate Cooperative Education. 1-6 Credits.

THEA 595. Research Problems in Theatre. 1-3 Credits. Individual study under the direction of the graduate faculty. Repeatable to 9 credits. Prerequisite: Consent of instructor.

THEA 996. Continuing Enrollment. 1-12 Credits.

THEA 997. Independent Study. 2 Credits.

THEA 998. Thesis. 1-6 Credits.

Undergraduate Courses for Graduate Credit

THEA 320. Voice and Movement III. 2 Credits. A sequential continuation of Thea 220. Vocal emphasis on shaping and masculinity of sounds and words, articulation, love of language and vocal flexibility. Physical emphasis on freedom, flexibility, and integration. Prerequisites: THEA 220.

THEA 336. Lighting for Stage II. 3 Credits. The principles, mechanics and design of stage and television lighting; its relationship to set, makeup and costume design; plus laboratory participation in University productions. Prerequisite: THEA 270 or consent of instructor.

THEA 339. Production Design. 3 Credits. The development of the entire theatrical event, from conception to closing, with particular attention to the collaboration of various artists, craftsmen, and managers. Prerequisites: THEA 130, THEA 226, THEA 270 and THEA 300 or consent of instructor.

THEA 404. Acting for the Music Theatre. 3 Credits. Appreciation of and performance techniques for musical theatre including: voice and movement work, acting, and staging. Consent of instructor is the prerequisite.

THEA 415. Selected Problems in Theatre Arts. 1-3 Credits. Topics of special interest to faculty and students, such as Theatre Management, Women’s Issues in Drama, Polish Theatre and Drama, Improvisation, Scene Painting, and others. Repeatable up to 9 credits.
THEA 420. Voice and Movement IV. 2 Credits.
A continuation of Thea 320 with emphasis on specialized and advanced voice and movement skills. Prerequisites: THEA 320.

THEA 422. American Theatre History. 3 Credits.
The development of Theatre Arts in America from Colonial times to the present.

THEA 423. History of the Theatre: Classical, Medieval and Renaissance. 3 Credits.
The theatre in performance. The origins of theatrical forms and their relationships to acting style, physical theatre and audience with the cultural environment.

THEA 424. History of the Theatre: Seventeenth Century to the Present. 3 Credits.
A continuation of topics covered in Thea 423 beginning with the Seventeenth Century and continuing to the present. Student need not take Thea 423 prior to enrolling in Thea 424.

THEA 425. Play Direction II. 3 Credits.
A continuation of Thea 300 with emphasis on contemporary theories, analysis, research, conceptualization, and implementation. Laboratory experience. Prerequisite: THEA 300 or consent of instructor.

THEA 426. Scene Design for the Stage. 3 Credits.
The analysis, research, and conceptualization of the physical context of theatre productions. Emphasis on individual creative projects. Repeatable up to 6 hours. Prerequisite: THEA 270.

THEA 427. Costume Design. 3 Credits.
Elements, principles, and styles of design applied to the visual creation of a dramatic character. Repeatable up to 6 credits. Prerequisites: THEA 260 or consent of instructor.

THEA 471. Advanced Acting III: Shakespeare. 3 Credits.
A detailed examination of Shakespeare in performance. Prerequisite: THEA 371.

THEA 488. Playwriting. 3 Credits.
The playwright’s problems as revealed through practice of writing plays; experimental productions of the student’s creative work whenever possible. Repeatable up to 6 hours. Prerequisite: Sufficient background in theatrical arts and creative writing and consent of instructor.

University Courses

UNIV 529. Study Abroad.
1 to 12 credit equivalents in any one semester (repeatable with permission of the student’s academic department); course required of students studying abroad to maintain full-time status; required prior approval from Graduate School; prior to registration, students will be involved in study abroad procedures inclusive of study abroad application, pre-departure orientation, credit transfer, and related study abroad processes outlined in the Study Abroad Handbook; courses to be taken during the study abroad semester must have pre-approval of the Graduate School, and grades earned will replace this marker course upon completion of credit transfer back to UND.

UNIV 994. Professional Internship. 1 Credit.
1 credit, repeatable up to 3. Prerequisite: Graduate standing in major department and consent of the Graduate School. Students are placed in approved sites and are engaged in full-time professional practice to acquire knowledge and skills related to their area of study. Supervision must meet criteria established by the Program and the Graduate School. May be repeated up to three consecutive semesters. Enrolled students are granted full-time equivalent student status by the University. SP/UP grading except for the last semester of enrollment which is S/U grading only. Prerequisite: Graduate students admitted to Clinical Psychology or Counseling Psychology.
John D. Odegard School of Aerospace Sciences

Bruce A. Smith, Dean

Mission and History

The mission of the John D. Odegard School of Aerospace Sciences is to preserve, create, and disseminate knowledge and to demonstrate the principled use of knowledge for and about aviation, atmospheric sciences, space studies, earth system science and policy, and computer science. In consort with other units of the University of North Dakota, it is committed to providing a comprehensive, high quality, relevant education for students preparing for careers in these fields.

Always at the forefront of technology, the School has earned national and international acclaim for its achievements in collegiate education, particularly in aviation. The School has received a steady stream of multi-million dollar research contracts and attracts students from every state and more than 50 foreign countries.

The aviation program was founded in 1968 as an academic department within the College of Business and Public Administration. It offered the nation’s first four-year degree that combined an undergraduate business degree with an in-depth aviation education and professional flight training. Since then, new degree options and research programs have emerged at a rapid pace. In 1982, the Department of Aviation became the Center for Aerospace Sciences, now a degree-granting college within the University.

In 1992, the Center’s aviation degree programs became the first nationally accredited program recognized by the Council on Aviation Accreditation. In 1998, the Center was renamed the John D. Odegard School of Aerospace Sciences, in honor of its founder and first Dean, John D. Odegard.

Scope

The college is comprised of five academic departments and four major research and support organizations. The Department of Aviation offers undergraduate and graduate degrees in aerospace fields including flight, air traffic control, aviation business and management, unmanned aircraft systems, and aviation education, as well as a master’s degree in aviation and a doctoral degree in aerospace sciences. With its roots in research, the Department of Atmospheric Sciences undergraduates, masters and doctoral programs offer students unique opportunities to participate in funded research and operational forecasting enterprises, including airborne measurements, numerical modeling, remote sensing and surface transportation meteorology, to name a few. The graduate program within the Department of Space Studies offers an interdisciplinary approach to space exploration, research, and development. A master’s degree and undergraduate minor in space studies are available through the Department, along with a doctoral degree in aerospace sciences. The Department uses extra-terrestrial resources in its study of the broad area of activities beyond earth’s atmosphere. In addition to presenting the current and future technology needs, the program examines the social, political, economic, and legal issues of this new human experience. Computers are transforming almost every industry, especially the aerospace industry. To meet this challenge, the Department of Computer Science became a part of the School in 1982 offering undergraduate and graduate degrees. The doctoral degree is an interdisciplinary program and provides instruction in scientific computing that emphasizes the development of software, the science, and the technology required to support computational science. The newest academic department of the college, Earth System Science and Policy, provides an integrated and creative learning environment, fostering intellectual growth, critical thinking and practical engagement in research and management of the Earth system and resources. ESSP is at the intersection between science and human needs, i.e., Sustainability Science. Two masters degrees and one doctoral program are offered through the department. With the establishment of a joint Doctor of Philosophy degree in Aerospace Sciences between the Department of Aviation and the Department of Space Studies, the John D. Odegad School of Aerospace Sciences now has a doctoral program in each of its departments which fosters a strong research environment for all of its students and faculty.

To facilitate its unique mix of activities, the School has formed four major support organizations. The Scientific Computing Center supports the high performance computing needs of the college for research, academic, and administrative functions. The college’s Regional Weather Information Center houses high performance computing systems and weather data acquisition and processing systems to support atmospheric research. The School for Aerospace Sciences is the home of a unique multimedia production facility called the AeroSpace Network. It supports distance learning activities via satellite and internet, develops state-of-the-art multimedia classroom presentation tools for faculty, and develops computer-based instructional materials to aid student learning. UND Flight Operations, located at the Grand Forks International Airport, supports the flight training component of the School’s aviation programs operating a fleet of more than 140 aircraft and simulators.

Facilities

The state-of-the-art aerospace facilities, built largely with grants from the Federal Aviation Administration, are located on the western edge of campus. The five-building complex houses some of the finest classrooms and specialized laboratories available on any college campus today. Among its many features are advanced flight simulators, cockpit procedure trainers, a high altitude chamber for aerospace physiology training, a unique air traffic control simulation lab, polarimetric Doppler weather radar, the Science Operations Center that remotely operates the UND built remote sensing sensor while it is onboard the International Space Station, sophisticated computing labs, and the Arthur C. Anderson Atmospherium — a computerized planetarium and multimedia instructional theater.

The School’s computer facilities have developed into one of the most advanced technical and scientific computer systems in the nation. It has achieved a national reputation for the processing and analysis of digital radar data and cloud physics data collected during research flights. Fully integrated systems with advanced networking provide a wide range of computer support activities for academic, research, government, and industry programs. The facilities are linked by fiber optics to 20,000 square feet of space dedicated to computer studies.

The School operates two atmospheric science field research installations. The Road Weather Field Research Facility, along Interstate 29 south of Grand Forks, is the nation’s only dedicated test bed for monitoring the interaction of pavement surfaces with varying weather conditions to support investigation of new concepts in transportation safety. The Glacial Ridge Atmospheric Observatory is an atmospheric and hydrologic research facility. The long-term goal of the facility is to deploy a highly instrumented monitoring network to better observe and understand atmospheric and hydrologic processes. The School also operates a Cessna Citation II jet for the purpose of atmospheric research.

The School operates a modern flight training facility with a fleet of more than 140 aircraft and simulators including reciprocating and turbine powered airplanes and helicopters. A Canadair Regional Jet (CRJ) ASCENT Full Flight Trainer is also available for those students taking upper division flight courses. Aviation students fly tens of thousands of flight hours each year as an integrated part of their undergraduate aviation degrees. A five-story office building with deli/cafeteria and seven hangars are among the expansive airport facilities. A high-speed fiber optic link provides access to the School’s digital computer systems for dispatching, billing, student records, and weather data. A shuttle bus is available to transport students to and from the campus and flight operations.

The School manages the UND Observatory complex, which is located 10 miles west of Grand Forks and 2 miles southeast of Emerado. The observatory currently includes three remotely-controllable optical telescopes (two 16-inch and one 10-inch aperture, respectively). UND Observatory telescopes support student thesis and non-thesis astrometric, broadband photometric, solar chromospheric imaging, and stellar spectrographic research. The site also includes secure, wireless Internet access and an EarthCam, which is used to monitor observatory activities remotely.

Sophisticated geospatial laboratories are situated within the Space Studies and Earth System Science and Policy departments for carrying out land remote sensing and global change research. The laboratories contain extensive data archives from several satellite and aerial platforms.
A biochemistry laboratory located within the Earth System Science and Policy Department houses equipment such as a gas chromatograph, a fluorometer, stereo microscope or Leica DM R HCS microscope system, etc. to undertake studies on geochemical cycles and their relationship with global change and ecosystem processes.

**Degrees and Requirements for Graduation**

The Department of Atmospheric Sciences, through the John D. Odegard School of Aerospace Sciences, offers the degrees of Bachelor of Science, Master of Science, and Doctor of Philosophy in Atmospheric Sciences. The B.S. degree is conferred upon a student who successfully fulfills the graduation requirements. A student must:

1. Complete the University’s Essential Studies requirements.
2. Earn minimum cumulative and institutional Grade Point Averages of 2.50. (Note: transfer students must not only earn a minimum cumulative GPA of 2.50, but must also earn a minimum institutional GPA of 2.50 for studies completed at the University of North Dakota).
3. Complete the curriculum for the major as outlined in the departmental listings; and
4. Make formal application to the Registrar for the degree sought within four weeks of the beginning of the semester in which the student expects to graduate.

In addition, a student may earn a minor in Atmospheric Sciences. The curriculum for both the major and minor is outlined under the specific departmental listing.

The graduation requirements for the Master of Science and Doctor of Philosophy degrees are outlined in the graduate section of the catalog.

The Department of Aviation, through the John D. Odegard School of Aerospace Sciences, offers the degree of Bachelor of Science in Aeronautics and a Masters degree in Aviation. A Ph.D. in Aerospace Sciences is also offered jointly with the Department of Space Studies. The graduate programs are available online as well as on campus. The B.S. degree is conferred upon a student who successfully fulfills the graduation requirements. A student must:

1. Complete the University’s Essential Studies requirements.
2. Earn minimum cumulative and institutional Grade Point Averages of 2.50. (Note: transfer students must not only earn a minimum cumulative GPA of 2.50, but must also earn a minimum institutional GPA of 2.50 for studies completed at the University of North Dakota).
3. Complete all required aviation courses with a grade no lower than a “C.”
4. Complete the curriculum for the major as outlined in the departmental listings; and
5. Make formal application to the Registrar for the degree sought within four weeks of the beginning of the semester in which the student expects to graduate.

In addition, the Department of Aviation, in conjunction with the College of Business and Public Administration, offers the degree of Bachelor of Business Administration with majors in Aviation Management or Airport Management. Non-aviation degree seeking students may also earn minors in Aviation Management and Professional Flight. The curriculum for each of these programs is outlined under the specific departmental listings.

The graduation requirements for the Master of Science and Ph.D. degrees are outlined in the graduate section of the catalog.

The Department of Computer Science, through the John D. Odegard School of Aerospace Sciences, offers the degrees of Bachelor of Science, Bachelor of Arts, Master of Science in computer science, and Doctor of Philosophy in scientific computing. The B.S. degree is conferred upon a student who successfully fulfills the graduation requirements. A student must:

1. Complete the University’s Essential Studies requirements.
2. Earn minimum cumulative and institutional Grade Point Averages of 2.00. (Note: computer science majors must earn a minimum cumulative GPA of 2.20 in all computer science courses).
3. Complete the curriculum for the major as outlined in the departmental listings; and
4. Make formal application to the Registrar for the degree sought within four weeks of the beginning of the semester in which the student expects to graduate.

In addition, the Department of Computer Sciences, in conjunction with the College of Arts and Sciences, awards the degree of Bachelor of Arts with a major in Computer Science. Students may also earn a minor in Computer Science. The curriculum for each of these programs is outlined under the specific departmental listings. The graduation requirements for the Master of Science and Doctor of Philosophy degrees are outlined in the graduate section of the catalog.

The Department of Space Studies, through the John D. Odegard School of Aerospace Sciences, offers an undergraduate minor in Space Studies and a Master of Science degree in Space Studies. A Ph.D. in Aerospace Sciences is also offered jointly with the Department of Aviation. The graduate programs are available online as well as on campus. The undergraduate minor introduces students to the variety of space related projects and issues that will affect their careers and lifestyles in the coming decades. It is rare to find courses at the undergraduate level dealing with such topics as space mission design, life support systems, space commercialization, and space law. The curriculum for this program is outlined under the specific departmental listing. The graduation requirements for the Master of Science and Ph.D. degrees are outlined in the graduate section of the catalog.

The Department of Earth System Science and Policy, through the John D. Odegard School of Aerospace Sciences, offers the degrees of Master of Environmental Management, Master of Science, and Doctor of Philosophy in the field of Earth System Science and Environmental Sustainability. The graduation requirements for the Master of Environmental Management, the Master of Science, and the Doctor of Philosophy degrees are outlined in the graduate section of the catalog.

**Other Programs**

**Cooperative Education and Internships.** The School encourages its students to gain practical on-the-job experience in their chosen field prior to graduation. Cooperative Education and Internship experiences allow students to secure salaried, career-related work experiences under the supervision of both a sponsoring employer and the appropriate academic department, while at the same time receiving academic credit.

**Weather Modification Pilot Training.** This one-of-a-kind cooperative education is offered in conjunction with the North Dakota Atmospheric Resource Board. Classes are offered in ground and air cloud seeding technology taught by nationally respected cloud physicists and meteorologists. Students selected to participate as weather modification pilots for the program must have a Commercial Pilot Certificate with instrument and multi-engine ratings.

**Scholarships.** An extensive scholarship program is available to recognize and reward high achievers in aviation, atmospheric science, and computer science. These scholarships are donated by numerous private individuals and companies who support the School’s tradition of excellence.

**Youth Programs.** The Aerospace Camp offers a seven-day summer program to introduce the excitement and challenge of aerospace to 16 and 17 year old prospective aviators.

**Student Organizations**

**Airline Pilots Association Aviation Collegiate Experience Club (ACE).** ALPA ACE offers the opportunity for students to engage in aviation issues and meet professionals from the industry. The club aims to educate students using real life scenarios and to have speakers introduce and discuss topics valuable to future pilots.

**Alpha Eta Rho (AHP).** The Delta Chapter of Alpha Eta Rho, an international aviation fraternity, stresses closer ties between students and the industry through education. The group annually sponsors Parents’ Day, an opportunity for parents to experience the excitement of aviation education.

**American Association of Airport Executives (AAAE).** Specifically geared towards students majoring in or interested in a career in airport management, this student chapter of AAAE promotes professional development and instills...
professional attitudes in students who are studying aviation industry related developments, administration, and operations.

American Meteorological Society. The North Dakota chapter of the American Meteorological Society seeks to promote advancement and understanding of meteorology. The organization helps students build valuable network ties and gives them an opportunity to learn more about the careers offered in Atmospheric Sciences.

Association for Computing Machinery Computer Club. The AMC Computer Club is a student club for computer science majors. It offers help sessions and allows members to visit and tour companies in the industry.

Association for Computing Machinery - Women in Computing Computer Club. The AMC Computer Club - WIC - is a student club for computer majors. It offers help sessions and allows members to visit and tour companies in the industry.

Atmospheric Science Graduate Student Association (ASGSA). The purpose of the organization is to provide atmospheric science graduate student feedback to the department atmospheric science graduate committee, unite graduate students throughout the department through organized sponsored events and activities, and provide opportunities for professional growth. Those eligible to join ASGSA are anyone who is a student at the University of North Dakota taking graduate level classes in the atmospheric science department or has an assistantship through the atmospheric science department, e.g., GRA, GTA, or GSA, and has paid the required dues. They meet about three times a semester.

Aviation Safety Association (ASA). ASA examines safety and professionalism issues in the aviation industry. The organization brings students together with professionals in the aviation industry for candid discussions on aviation and related matters to become further educated about the concerns in the professional community. ASA is open to students of all disciplines.

Dakota Space Society (DSS). The Dakota Space Society is a student organization which was established to educate and enlighten members and non-members about the benefits of space. DSS focuses on promoting space and establishing a relationship with the community of Grand Forks. DSS is open to all students from any field of study in both the undergraduate and graduate areas.

Experimental Aircraft Association (EAA). The purpose of this UND student chapter of the Experimental Aircraft Association is to bring together students and members of the community who are interested in recreational aviation, flight sim, Oshkosh Air Show attendance, building airplanes, the EAA Young Eagles Program, and having fun with flying.

Flying Team. The UND Flying Team has won the National Championship title of the National Intercollegiate Flying Association (NIFA) numerous times. Students compete in regional and national events oriented toward increasing aviation safety, piloting skill, and aeronautical knowledge.

International Pilots Association (IPA). The purpose of IPA is to ease the transition of international students into the U.S. aviation community. While providing a network of contacts and moral support, the association actively collects facts regarding immigration and visa issues, as well as information on both U.S. and international internships and sponsorships.

Pilots for Kids. Pilots for Kids is an international organization founded in 1983 by airline crew members. Focusing on the needs of hospitalized children around December, they also go around and help underprivileged children in need. UND’s Pilots for Kids is the only one in North Dakota. They are a charitable organization with the ability to give tax deductions for people who donate. One hundred percent of the money goes directly to those in need.

Student Air Traffic Control Association (SATCA). Students interested in Air Traffic Control get involved with this organization to have a voice in the policies and procedures affecting their program and to provide a forum for hiring information and job opportunities. In addition, the group seeks to further aviation safety, awareness, and education through air traffic control forums and meetings.

Student Aviation Advisory Council (SAAC). The nine-members of the Student Aviation Advisory Council are elected by their peers to collectively act as a liaison between students, aviation faculty, and administration. The council is a key player in the implementation of new student-oriented programs.

Student Aviation Management Association (SAMA). This student aviation organization promotes professionalism in the aviation industry at the college level, and is open to students from all of the aviation related majors. The group sponsors an annual conference featuring speakers from across the nation as well as aviation alumni. Trips to major aviation destinations are planned each year.

UND Aerospace R/C. This student-run organization is dedicated to the advancement of the arts, sciences, and technology of aviation and aerospace. The group stresses increased cooperative interdisciplinary opportunities for students in all disciplines, and is actively involved in radio-controlled aircraft design, construction, and development.

UND Aerobatic Team. The UND Aerobatic Team competes within the Collegiate Aerobatic Program of the International Aerobatic Club (IAC). Potential competitors must complete the Introduction to Aerobatics flight course or have equivalent experience prior to competing at their first aerobatic contest. The team members practice on both an individual and team basis with a UND Flight Instructor acting as a Safety Pilot. Once the team attends three competitions throughout the Midwest during each season, the scores are compared against other universities throughout the country.

UND Helicopter Association (UNDHA). UNDHA was established to promote helicopter aviation at UND to all who are interested. Through alumni and industry contacts, they give helicopter students and enthusiasts opportunities to further explore the rotor wing community. Students who wish to broaden their connections will be given opportunities nationwide to meet representatives from the industry’s leading names.

Upsilon Pi Epsilon Honor Society. The student group is the National Computer Science honorary organization. The mission of UPE is to recognize academic excellence at both the undergraduate and graduate levels in the Computing and Information Disciplines. Members must be junior or senior Computer Science majors. Selection is based on high scholastic achievement and is by invitation only.

Wilderness Pilots Association (WPA). WPA was organized for aviation students who have a love of the outdoors, and for those who seek the challenge of conventional (tailwheel) airplanes, seaplanes, and skiplanes. The group promotes air safety as it relates to flying into remote areas.

Women in Aviation, International (WAI). This student organization was developed to encourage women who are seeking careers in aviation, however, all students are encouraged to participate. The group provides opportunities for women students to learn more about their chosen profession and to participate in a variety of aviation-related activities.

Service

Service to the University, the community and the aerospace industry is a vital part of the School of Aerospace Science’s mission. This commitment is typified by such activities as hosting discipline specific workshops, seminars, and conferences.
College of Arts and Sciences

Kathleen A. Tiemann, Dean

History and Organization

The College of Arts and Sciences dates from the founding of the University in 1883, and has had organic continuity from that date, in spite of some temporary changes in name and structure. The "Act for Establishing a Territorial University at Grand Forks" provided for a College of Arts "co-existent with" a College of Letters. In 1901 the name "College of Liberal Arts" was adopted, and retained until 1943, when "College of Science, Literature and Arts" was substituted. The latter name was kept until 1967. The President of the University served in effect as dean of the College until 1901, to be followed by George S. Thomas (1901-1911), Melvin A. Brannon (1911-1914), Vernon P. Squires (1914-1930), William G. Bek (1930-1948), Robert Bonner Witmer (1948-1965), and interim associate dean Philip A. Rognie (1965-66). Bernard O'Kelly was dean from 1966 until his retirement in 1995 when he was succeeded by John Etting (1995-1998). Albert Fivizzani served as interim dean of the College from 1998 until 2001. Martha A. Potvin became dean in 2001 and served until 2011. Kathleen A. Tiemann was appointed as interim dean in 2011. Bruce Dearden served as interim dean from 2004 to 2005.

The College includes 18 academic departments: Anthropology, Art and Design, Biology, Chemistry, Communication Sciences and Disorders, Criminal Justice, English Language and Literature, Geography, History, Indian Studies, Mathematics, Modern and Classical Languages, Music, Philosophy and Religion, Physics and Astrophysics, Psychology, Sociology, and Theatre Arts. The coordinator of the Honors Program, the coordinator and faculty of the Humanities and Integrated Studies Program, the director of the Interdisciplinary Studies Program and the Director of the Center for Community Engagement are also members of the College's faculty. The faculty of departments structurally located in other colleges — Computer Science, Economics, Geology, and Political Science — are regularly consulted on an associate faculty basis, since the disciplines of those departments are historically associated with the liberal arts. Many of the liberal arts faculty are involved in various ways in the work of the College of Education and Human Development.

The College enrolls all undergraduates who wish to complete studies for the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music or Bachelor of Science degree with concentration in some substantive or applicative field of study within the traditionally broad spectrum of the liberal arts.

Mission

By its nature and in accordance with its history, the College of Arts and Sciences concerns itself principally with higher education in the broadest or liberal sense. The Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts and Bachelor of Music are therefore the principal first degrees offered by the College; through subsequent enrollment in the School of Graduate Studies, students pursue master's or doctoral degrees in the liberal arts fields. Many undergraduates in the College are preparing themselves for specific professions — e.g., conservation, writing and editing, scientific research, the performing arts, secondary-school teaching, programming, translation, speech therapy, the justice system and government service. However, the College's overall goal for all students is intellectual growth through study in the liberal arts: the natural sciences and mathematics, the humanities, the social sciences, and the fine arts. These fields of study concern themselves first with the nature of humanity and of the universe, rather than with specific vocational applications.

The College of Arts and Sciences therefore pursues these goals:

1. To provide programs leading to the B.S. or B.A. in liberal arts disciplines and the B.Mus. or B.F.A. in the Fine Arts;
2. To offer programs leading to career-ready baccalaureates in certain fields which have developed from liberal arts disciplines;
3. To offer, through most of its departments, programs leading to master's degrees and doctorates;
4. To support scholarly and creative activity in the arts and sciences, so that both undergraduate and graduate students can be exposed to, and take an active part in, the creative and scholarly processes and the advancement of knowledge;
5. To foster in students those abilities which contribute to all learning — skills of communication; habits of independent thought, analysis and judgment; and powers of imagination and creativity;
6. To create an environment in the College, and throughout the University, which fosters the study and understanding of diverse cultures and international communities;
7. To provide the opportunity for all students at the University to take courses in liberal arts disciplines.

Admission to the College

Freshman students who have decided on a major in Arts and Sciences may be admitted directly to the College. Students enrolled in other colleges at UND who decide on an Arts and Sciences major may transfer to Arts and Sciences provided they are in Academic Good Standing. Transfer students with a satisfactory academic record (generally a C or 2.00 Grade Point Average) may be admitted directly to the College. Please note that some programs, e.g., Communication, Communication Sciences and Disorders, Criminal Justice Studies, and Forensic Science have higher grade point average requirements.

Degrees

The only difference between the B.A. and the B.S. is that the latter degree is conferred upon students completing a major or concentration in mathematics or a natural science (biology and related fields, chemistry, forensic science, geography, and physics). In Psychology there are separate requirements for the B.A. and B.S. Students with both science and non-science majors (double majors) may choose either degree.

By following certain specified programs, students may also obtain one of the following special degrees: Bachelor of Fine Arts, Bachelor of Music, B.S. in Chemistry, B.S in Criminal Justice Studies, B.S. in Fisheries and Wildlife Biology, B.S. in Geology, and Bachelor of General Studies (See the appropriate departmental listing.)

Degree Requirements

Basic requirements are the same for all students seeking a degree through the College of Arts and Sciences (except for those in the Four-Year Honors Program). These requirements fall into three main categories.

I. University Graduation Requirements (applicable to all undergraduates).

II. Transfer Credits. No more than 12 credits of transferred technical or vocational credit shall apply to the requirements for the degrees of the College of Arts and Sciences.

III. Language Requirements. Certain programs within the College require proficiency in another language, either two semesters of College level work (Level II) or 4 semesters (Level IV). Students are advised to consult the requirements for a given major under the heading “Required in Other Departments.” Students who are unsure about what their major will be are advised to establish language proficiency as early as possible.

IV. The Major or Concentration. Majors, basically a minimum of 33 credit hours in a single field, are offered in a variety of subjects. The requirements for these may be found in the departmental and interdepartmental listings. Students should note particularly the requirements not only of the majors and concentrations, but, where appropriate, the accompanying requisites in other departments. In the Major (or concentration) students must have a grade point average of at least 2.20 by graduation.

Majors Available in the College

Anthropology
in their major, a C or better in all Education coursework, and a 2.50 GPA in all work attempted up to the time of application.

Law School Preparation
The University of North Dakota School of Law, in common with others, strongly recommends as preparation for legal studies the B.A. or B.S. with a broad, liberal education rather than specialized or technical training. For more specific expectations and entrance requirements, students should consult the Bulletin of the School of Law. See also the Law School (p. 496).

Medical School Preparation
Like law schools, medical schools generally require a baccalaureate degree. No particular major is preferred, but a broad, liberal education is expected. In addition, the candidate should fit into his or her program the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
<td>3</td>
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<tr>
<td>BIOL 151</td>
<td>General Biology II</td>
<td>3</td>
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<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM 341</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 342</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>College Physics I</td>
<td>4</td>
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<tr>
<td>PHYS 212</td>
<td>College Physics II</td>
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BMB 301 Biochemistry is now strongly recommended by most medical schools and required by some. Math, English and Social/Behavioral Science requirements vary somewhat, but students should have the following at the very least:

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>MATH 103 &amp; 146</td>
<td>College Algebra and Applied Calculus I</td>
<td>6-7</td>
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<tr>
<td>MATH 165</td>
<td>Calculus I</td>
<td></td>
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<tr>
<td>PSYC 241</td>
<td>Introduction to Statistics</td>
<td></td>
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<tr>
<td>ENGL 110 &amp; 120</td>
<td>College Composition I and II</td>
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<tr>
<td>ENGL 125</td>
<td>Technical and Business Writing</td>
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<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology</td>
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<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
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</table>

Other selected courses in the Biological Sciences are helpful. Because tomorrow’s physician not only must be accomplished in medicine, but also concerned with the social problems of people, he/she needs to have a broad-based education encompassing in some depth the natural sciences, the social and behavioral sciences, and the arts and the humanities. The student must therefore select a curriculum with these goals in mind. See also the School of Medicine (p. 497) listing.

Graduate Studies
Most departments in the College offer graduate work leading to the M.A., M.S., M.Mus., M.F.A. or M.Ed., and several have Ph.D. or D.A. programs. Students intending to continue their studies in graduate school should acquaint themselves early with the expectations and admission requirements of the various graduate programs as set out in the Bulletins of this university and other graduate schools.

Pre-Professional Programs
Students in pre-professional programs normally enroll in the College of Arts and Sciences. Following are recommended curricula for the various pre-professional programs. See also UND’s Pre-Health website at http://www.und.edu/dept/healthsciences/.

Students should plan to meet with the Health Sciences advisor in the dean’s office in the College of Arts and Sciences sometime during their freshman year.

Pre-Dental
Most dental schools require a minimum of three years of college; however, the majority of admitted students have completed an undergraduate degree. All schools require successful completion of at least one year each of biology, physics, general chemistry, and organic chemistry. Some schools require additional specific courses. For information on dental schools and their...
requirements consult with the health sciences advisor in the Dean’s Office in the College of Arts and Sciences and the website above.

**Freshman Year**

<table>
<thead>
<tr>
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<tr>
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<td>CHEM 121</td>
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<td>CHEM 121L</td>
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**Sophomore Year**

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**Junior Year**

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**Senior Year**

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**Total Credits: 126**

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*Electives Group 1*

- ENGL 110 College Composition I | 3
- ENGL 120 College Composition II | 3
- or ENGL 125 Technical and Business Writing | 3
- PSYC 111 Introduction to Psychology | 3
- COMM 110 Fundamentals of Public Speaking | 3
- Foreign Language 101 and Foreign Language 102 (if required by major) | 3

*Electives Group 2*

- ART 120 Introduction to Drawing and Color Materials | 3
- ART 130 Drawing I | 3
- ART 151 Introduction to Ceramics | 3
- ART 200 Sculpture I | 3
- ART 204 Jewelry and Metalsmithing I | 3
- or ART 220 Painting I | 3
- BIOL 341 Cell Biology | 3
- BIOL 315 Genetics | 3
- ANAT 204 Anatomy for Paramedical Personnel | 3
- PPT 301 Human Physiology | 4
- MBIO 202 Introductory Medical Microbiology Lecture | 2-3
- or MBIO 302 General Microbiology Lecture | 2-3
- Accounting | 3
- Anthropology | 3
- Business | 3
- Economics | 3
- English Literature | 3
- History | 3
- Political Science | 4
- PSYC 241 Introduction to Statistics | 4
- Sociology | 4

**Pre-Medical**

Most medical schools require the completion of an undergraduate degree. All schools require successful completion of basic science, social/behavioral sciences, math and English courses. Some schools require or strongly recommend additional specific courses. For information on specific medical schools and their requirements, consult with the Health Sciences Adviser in the Dean’s Office of the College of Arts and Sciences and the website above.

**Freshman Year**

<table>
<thead>
<tr>
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<tbody>
<tr>
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**Sophomore Year**

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**Junior Year**

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**Senior Year**

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**Total Credits: 124-128**

*Electives Group 1*

- ENGL 110 College Composition I | 3
- ENGL 120 College Composition II | 3
- or ENGL 125 Technical and Business Writing | 3
- PSYC 111 Introduction to Psychology | 3
- COMM 110 Fundamentals of Public Speaking | 3
- Foreign Language 101 and Foreign Language 102 (if required by major) | 3

*Electives Group 2*

- BIOL 341 Cell Biology | 3
- BIOL 315 Genetics | 3
- ANAT 204 Anatomy for Paramedical Personnel | 3
Pre-Mort Requirements

Anthropology
Business
English Literature
History
Political Science
PSYC 241 Introduction to Statistics 4
Sociology

*Electives Group 3
BMB 301 Biochemistry 3
CHEM 333 Analytical Chemistry 3

*Electives Group 4
BIOL 369 Histology 2
BIOL 420 Neuroscience 3
BIOL 378 Developmental Biology 3

Pre-Mortuary Science

The following program is designed to meet the two-year requirement in pre-mortuary science. Ordinarily this program would be followed by one year in a school of mortuary science and one year of apprenticeship. The apprenticeship could come before or after the year of mortuary science study, depending on state requirements, such as those approved by the North Dakota Board of Embalmers. See also the website above.

Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 150</td>
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<tr>
<td>BIOL 150L</td>
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<td>BIOL 151</td>
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<td>BIOL 151L</td>
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<td>CHEM 121L</td>
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<td>CHEM 122</td>
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<td>PSYC 241</td>
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Requirements

Sophomore Year

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<td>Pre-Mort</td>
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</table>

Requirements

Junior Year

Transfer to University of Minnesota

Senior Year

Transfer to University of Minnesota

Total Credits: 59

*Pre-Mort Requirements

Art (any 100 level)
ACCT 200 Elements of Accounting I 3
ENGL 110 College Composition I 6
& ENGL 120 and College Composition II 6
COMM 110 Fundamentals of Public Speaking 3
CSCI 101 Introduction to Computers 3
History (any 100 level)
MED 205 Medical Terminology 1
NUTR 240 Fundamentals of Nutrition 3
PSYC 111 Introduction to Psychology 3
SOC 110 Introduction to Sociology 3

Please note: Students planning to transfer to the University of Minnesota Mortuary Science Program will need to take two semesters of a foreign language if they did not take two years of a foreign language in high school.

Pre-Optometry

Most optometry schools require a minimum of three years of college, however, the majority of admitted students have completed an undergraduate degree. All optometry schools require successful completion of at least one year of biology, physics, and chemistry; and all require at least one course in calculus. Additional specific courses are required by each school. Consult with the health sciences advisor in the office of the Dean of the College of Arts and Sciences for schools and requirements and the website above.

Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 150</td>
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<td>BIOL 150L</td>
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<td>CHEM 121L</td>
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<td>MATH 103</td>
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<tr>
<td>PSYC 241</td>
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<tr>
<td>Electives from Group 1</td>
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</tr>
<tr>
<td>Group 1</td>
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<td>Group 2</td>
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Sophomore Year

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<td>PSYC 241</td>
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Junior Year

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Senior Year

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<th>Course</th>
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<tr>
<td>Electives from Groups 2 or 3</td>
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Total Credits: 126-136

*Electives Group 1

ENGL 110 College Composition I 3
ENGL 120 College Composition II 3
or ENGL 125 Technical and Business Writing 3
PSYC 111 Introduction to Psychology 3
COMM 110 Fundamentals of Public Speaking 3
Foreign Language 101 and 102 (if required by major)
Pre-Veterinary Medicine

Most veterinary schools prefer or require the completion of an undergraduate degree. Although most require no specific major, the vast majority of students entering veterinary school complete degrees in Biology, Zoology or Agriculture. All veterinary schools require successful completion of courses in the basic sciences, advanced biological sciences, social/behavioral sciences, math and English. Some schools require or strongly recommend additional specific courses. For information on specific veterinary schools and their requirements, consult with the Health Sciences Adviser in the Dean’s Office of the College of Arts and Sciences and the website above.

**Freshman Year**

<table>
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**Sophomore Year**

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**Junior Year**

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**Senior Year**

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Total Credits: 124-128

**Electives Group 1**

<table>
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<tbody>
<tr>
<td>ENGL 110 College Composition I</td>
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<td>ENGL 120 College Composition II</td>
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<td>or ENGL 125 Technical and Business Writing</td>
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<tr>
<td>PSYC 11 Introduction to Psychology</td>
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<tr>
<td>COMM 110 Fundamentals of Public Speaking</td>
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**Electives Group 2**

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<td>BIOL 315 Genetics</td>
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<td>BIOL 332 General Ecology</td>
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<td>MBIO 302 General Microbiology Lecture</td>
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**Electives Group 3**

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<tr>
<td>BMB 301 Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 333 Analytical Chemistry</td>
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<tr>
<td>BIOL 338 Animal Behavior</td>
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<tr>
<td>BIOL 426 Birds &amp; Mammals</td>
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<tr>
<td>BIOL 364 Parasitology &amp; 364L</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 442 Physiology of Organs and Systems</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 376 Animal Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 376L Animal Biology Laboratory</td>
<td>1</td>
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**Electives Group 4**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BIOL 369 Histology</td>
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<tr>
<td>BIOL 378 Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 425 Ichthyology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 426 Birds &amp; Mammals</td>
<td>4</td>
</tr>
</tbody>
</table>

**Honors and Independent Study**

Students in the College are encouraged to take advantage of the educational opportunities offered by the Four-Year Honors Program and the Senior Departmental Honors Program. In these programs the student bears a greater responsibility for his/her own education than in the more formal programs of the College. Therefore the honor student must develop at once intellectual initiative and intellectual self-discipline; and usually the rewards are correspondingly greater.

Without entering either of the Honors Programs, both of which require better than average academic attainment, students will find within the College many opportunities for independent study and research for which they can receive
academic credit. Most departments have “readings” or “special topics” courses in which the student can work with a faculty member in some area not covered by regular courses. Overseas study, especially for Language Majors (several of whom receive scholarships to finance their travel through the Arneberg and Larsen awards each year), is another way in which students can profitably extend the scope of their education. In a variety of circumstances, study or research done off campus can also be offered for academic credit.

Students in the College are also encouraged to plan and to propose to the Dean or to appropriate faculty members interdisciplinary courses which they believe would be educationally sound and interesting. Arts and Sciences A&S 299 Special Topics is a non-departmental course listing, under which students may earn credit for special “on-demand” courses, seminars, etc. Students or faculty members who wish to propose a special course under this number should consult the Dean’s Office.

Students who have special preparation in the subject matter of a course offered at the university or who because of particular interest bring themselves to proficiency or depth in the subject through private study may, with permission of the department, challenge the course (or courses) for credit by special examination.

Special Facilities and Services

Three research institutes, the Institute for Ecological Studies, the Institute for Philosophy and Public Life, and the Social Science Research Institute, are lodged in the college. In addition, through its various departments, the College of Arts and Sciences provides special services through the Psychological Services Center (Psychology Department) and the Speech, Language, and Hearing Clinic (Department of Communication Sciences and Disorders). In addition, all departments of the College engage in general and specialized research.
College of Business and Public Administration

Dennis Elbert, Dean

History

A course in Commerce was organized in 1917-1918 as a four-year curriculum within the College of Liberal Arts, with students granted the degree of B.A. (Course in Commerce). A School of Commerce was organized in 1924 as an independent two-year school on a distinctly professional basis. The name was changed in 1955 to the College of Business and Public Administration. The College’s undergraduate business programs have been accredited by the AACSB International — the Association to Advance Collegiate Schools of Business — since 1984, and the MBA program has had AACSB accreditation since 1990.

Mission Statement

The College of Business and Public Administration at the University of North Dakota is dedicated to creating and disseminating knowledge. At the undergraduate and graduate levels, the CoBPA emphasizes experiential learning to develop outstanding graduates who enhance their professions and communities. The CoBPA serves primarily the northern plains regions, while attracting students and engaging select organizations globally.

Five-Year Vision

The College of Business and Public administration will become a leading institution in contributions to intellectual advancement. The CoBPA will enhance and build its effectiveness in providing career advisement for its graduates. This will be exemplified through a life-cycle approach — initiation through maturation — to career preparation and management for the career professional. The CoBPA will also be known as a leading institution in experiential learning for entry-level career preparation.

Curricula in the College of Business and Public Administration

Twelve groups of courses are offered in the College of Business and Public Administration which lead to the degree of Bachelor of Business Administration. They include: Airport Management, Aviation Management, Banking and Financial Economics, Business Economics, Entrepreneurship, Human Resource Management, Information Systems, Investments, Management, Managerial Finance and Accounting, Marketing and Operations and Supply Chain Management. The Airport Management and Aviation Management degrees are offered in cooperation with the John D. Odegard School of Aerospace Sciences. Additionally, separate groups of courses lead to the degrees of Bachelor of Science in Public Administration, Bachelor of Accountancy, Bachelor of Science in Graphic Design Technology, and Bachelor of Science in Industrial Technology. Detailed information on all programs may be found in the departmental listings. In order to assist business students preparing for careers in the global economy, the College offers minors in International Business and Chinese Studies; Culture and Business (see Business Administration (p. 79)). The College also offers minors in Information Systems, Sport Business and Operations, and Supply Chain Management and a certificate in Entrepreneurship (see Entrepreneurship). For both business and non-business students, we offer a track program in Entrepreneurship. Minor programs in Industrial Technology emphasizing Electronic Technologies, Graphic Design Technology, Technical Design, and Manufacturing Technologies are also available. Finally, the College of Arts and Sciences offers minor programs in languages, including some (e.g., French) that have an orientation in business.

The College of Business and Public Administration also offers programs in cooperation with the College of Arts and Sciences. They include majors in Economics and Political Science, and a minor in Leadership.

The College offers a course which provides an overview of the many areas of focus in business; BADM 101 Introduction to Business course provides a study of business and its environment, organization, operation, and the internrelationships with government and society. Students will become familiar with the American enterprise system and issues facing society today. The Introduction to Business course is open to anyone enrolled at the University and will fulfill a portion of the Social Science Essential Studies requirement.

Admission

Students apply for admission to the College of Business and Public Administration through the College’s Office of Academic Advisement, room 127, Gamble Hall.

Students on probation in other colleges on the UND campus will not be admitted into the College of Business and Public Administration.

Business

A student pursuing a degree program in business is admitted to the College as a Pre-major student. In order to be admitted to a program leading to the Bachelor of Business Administration or the Bachelor of Accountancy degrees, a student must have:

1. Satisfactorily completed the specified freshman/sophomore Pre-Business courses.
2. Earned at least a 2.50 overall GPA in all courses taken.
3. Earned at least a 2.50 overall UND GPA in all courses taken.
4. Completed the six Pre-Business Core courses with no grade lower than that of “C.”
5. ACCT 200 Elements of Accounting I 3
   ACCT 201 Elements of Accounting II 3
   ISBC 117 Personal Productivity with Information Technology 1
   ECON 201 Principles of Microeconomics 3
   ECON 202 Principles of Macroeconomics 3
   ECON 210 Introduction to Business and Economic Statistics 3

Public Administration

A student pursuing a degree in public administration is admitted to the College as a Pre-Public Administration student. In order to be admitted to a program leading to the Bachelor of Science in Public Administration degree a student must have:

1. Satisfactorily completed at least 60 semester hours.
2. Earned at least a 2.50 GPA in the required Pre-Public Administration Core (refer to Public Administration section for core course listing).

Industrial Technology

A student pursuing a degree program in industrial technology is admitted to the College as a major in industrial technology.

Specified Pre-Business Courses

The freshman/sophomore Pre-Business courses, and special Pre-Business course requirements related to certain programs, are set forth below:

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 110</td>
<td>College Composition I 3</td>
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<tr>
<td>ENGL 120</td>
<td>College Composition II 3</td>
</tr>
<tr>
<td>or ENGL 125</td>
<td>Technical and Business Writing 3</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra 3</td>
</tr>
<tr>
<td>MATH 146</td>
<td>Applied Calculus I 3</td>
</tr>
<tr>
<td>POLS 115</td>
<td>American Government I 3</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking 3</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology (see notes) 3</td>
</tr>
<tr>
<td>or SOC 110</td>
<td>or Introduction to Sociology 3</td>
</tr>
<tr>
<td>or ANTH 171</td>
<td>or Introduction to Cultural Anthropology 3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Electives (see notes)</td>
<td>6</td>
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<tr>
<td>Free Elective</td>
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Sophomore Year

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECON 201</td>
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</tbody>
</table>
All candidates for B.B.A. or B.Acc degrees must meet the following section and complete the curriculum for at least one major in the College.

Administration must complete the University's Essential Studies Requirement.

All candidates for degrees offered by the College of Business and Public Administration. All candidates for graduation must make the formal application to the Registrar within the first four weeks of the semester in which graduation is planned.

Formal application to the Registrar must be made by all candidates for graduation.

For B.B.A. students, the capstone course is a requirement for the major. The capstone course is offered only during the last two years of a four-year program.

For B.Acc students, the capstone course is a requirement for the major. The capstone course is offered only during the last two years of a four-year program.

For B.S.P.A. students, the capstone course is a requirement for the major. The capstone course is offered only during the last two years of a four-year program.

For B.S.I.T. and B.S.G.D.T. students, the capstone course is a requirement for the major. The capstone course is offered only during the last two years of a four-year program.

For all other bachelor's degree programs, the capstone course is a requirement for the major. The capstone course is offered only during the last two years of a four-year program.

For all master's degree programs, the capstone course is a requirement for the major. The capstone course is offered only during the last year of a two-year program.

A minimum 2.50 GPA in all courses that apply toward the degree is required. Transfer students must also earn at least a 2.50 GPA in all work completed at the University of North Dakota that applies toward the degree.

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board room. The room has kidney-shaped tables that rotate to facilitate small group discussion, board room atmosphere, or a classroom environment. Equipped with video camera, projection devices, and a computer, this room allows both students and faculty to make professional presentations with ease. This classroom was built in 1998 with a grant from Cargill Inc. primarily for use by students enrolled in the capstone course. Our Lanternman Investment Center offers hands-on training and first-hand exposure to financial concepts such as portfolio construction, risk management, financial engineering, trading strategies, and corporate governance issues. This facility is used by graduate and undergraduate students in all business fields in addition to being used in outreach to the business community as well as to high school students.

The Page Family Marketing Center features spaces to encourage student involvement in hands-on learning. Remodeled areas include a new reception area, secretarial work space, storage area, and a combined focus group/ conference room. Cameras and microphones make it possible to project focus groups or presentations made in the room to other rooms in Gamble Hall. The technology-equipped conference table comfortably seats 16.

Teams of up to five students may work on projects and practice presentations in the student break-out study/meeting room, which is equipped with a computer. A marketing student computer lab is equipped with nine computer stations featuring dual monitors. Teams of up to four students may comfortably work at each station. The lab is also equipped with a presenter’s station and projection equipment.

In our Accounting area, the EideBailly Accounting Learning Center was updated with new technology in 2012. The projection equipment and presenter’s station is also included. For over 48 years, Louis Kulas and Ludwig Koppenhaver dedicated their time and energy to the department of accountancy at UND. To honor these two great men, an accounting classroom was remodeled and named the Kulas Koppenhaver Memorial Accounting Learning Center. The Kulas and Koppenhaver facility includes computers at each seat with dual monitors. It is also equipped with a presenter’s station and projection equipment.

The Deloitte and Brady Martz Accounting Learning Centers feature updated classrooms with improved instructional design and technology. The new classrooms foster better faculty and student interaction. The classroom renovations allowed the space to be balanced in terms of size; each classroom was tiered and updated with instructional technology and professional furnishings. The exterior of the classrooms was refurbished with barnished block and new doors with side windows with etched glass bearing the names of the classroom’s corporate sponsors.

A number of facilities in the College were completed during the summer of 2007. The Gate City Bank room was completed in room 335, transforming the space into the appearance of a Gate City Bank location. The Gate City Bank and Brady Martz rooms include state-of-the-art equipment for teaching students in person and online at the same time (hybrid). Student seating is much improved over the original seating in the room. The tiers in the classrooms have been preserved, retaining the teaching environment. The environment now includes two projectors to aid in displaying two sources of information at one time.

The Ottertail Corporation Suite has provided a remodeled area for the Entrepreneurship Program. An improved graduate student area has provided enhanced work spaces for students.

The John C. Berg Memorial Accountancy Suite has completely transformed the Accountancy outer office and greatly improved traffic flow through the area. The new area is much improved as compared to the old in providing an inviting environment for students and their families.

Gamble Hall now houses the Pancratz Career Development Center (GH 120). This facility is intended to augment the services provided by Career Services to the whole campus. Students within the College of Business and Public Administration can visit the center and explore career opportunities on center computers, reserve the conference room to participate in distance interviews, explore mentoring options, and participate in mock interviews.

For students in the College using these facilities, class projects and exercises will be integrated into a wide variety of classes, providing a depth and breadth of topic coverage not previously possible. Other classrooms in Gamble Hall are designed in amphitheater format to facilitate case study instruction. A study room is available within the building so that students may make profitable use of their time between classes. One classroom serves as an interactive video studio and is among the several sites currently used by the North Dakota Interactive Video Network.

### The Bureau of Business and Economic Research

The Bureau of Business and Economic Research (Gamble Hall, Room 290) serves as a coordinating agency for research in the fields of business, economics and government. It initiates research directly or in cooperation with other private or public agencies and publishes the results of such research as well as that accomplished by staff members of the College of Business and Public Administration. The Bureau collects and processes basic data on business activity and serves as a repository of reference data.

### Bureau of Governmental Affairs

The Bureau of Governmental Affairs (Gamble Hall, Room 160) is the research and service arm of the Department of Political Science and Public Administration. It conducts research into various problems of state and local government in North Dakota either at the request of government agencies or on its own initiative. The Bureau also conducts workshops, seminars, and other conferences for the purpose of disseminating information to state and local government officials, and undertakes activities such as polling and public and non-profit management consulting. It maintains a research library for faculty and student use in conducting research on governmental problems.

### The Center for Innovation

The Center for Innovation (Ina Mae Rude Center and Skalicky Center) helps entrepreneurs and small manufacturers launch new products and companies, expand existing operations, bring new products to market, develop business and marketing plans, and manages the Rural Technology Incubator. Over 300 new products and companies have been launched with assistance from the Center.

### The Small Business Development Center

The North Dakota Small Business Development Center provides counseling and technical assistance to potential and existing small business owners. It serves as a link between the North Dakota University System and the private sector by providing one-to-one counseling, training and outreach assistance. In partnership with the University System and federal, state, and local agencies, it provides management and technical assistance to existing and aspiring entrepreneurs to promote a stable economy, develop new jobs in the private sector and foster growth of the free enterprise system in North Dakota.

### Career Development

The College enjoys a strong relationship with Career Services in providing services to business students. Further, the Pancratz Career Development Center has now been opened within Gamble Hall to serve the students of the College of Business and Public Administration. The purpose of this new facility is to provide services beyond those that Career Services can provide. New services that are being developed and introduced include pairing students with mentors, distance interviewing, mock interviewing, newly developed career seminars, and networking opportunities. Students continue to have the opportunity to interview with representatives from business, industry, and government that visit the campus each year for the purpose of hiring graduating seniors and graduate students who are completing advanced degrees. Career Services and the Pancratz Career Development Center assist students in carrying out job searches through training in job search techniques, resume/letter writing and interviewing skills. Business faculty are also available for career counseling within their fields of expertise. Additionally, the College maintains close contact with employer groups and graduates.

### BPA Student Council

The College of Business and Public Administration Student Council (BPAC) of the University of North Dakota, founded in 1996, is a student organization representing all departments of the College of Business & Public Administration. The BPAC organization purpose is to coordinate and plan activities involving student organizations and to encourage communication between students, faculty, and the administration and serve in an advisory capacity to the Dean of the College of Business and Public Administration.
BPAC consists of four officers and representatives from student organizations within the college.

**Student Organizations**

Student organizations in the College of Business and Public Administration include the following clubs, associations, and professional affiliations: Accounting Club; Association of Information Technology Professionals; Association of Technology, Management and Applied Engineering; Arnold Air Society; Dakota Venture Group; Graphics and Photography Society; International Business Club; Management Club; MBA Student Association; Operations and Supply Chain Management Club; Phi Beta Lambda; Public Affairs Club; Student Society for Human Resource Management; and Student Managed Investment Fund.

**Honor Societies**

Student honor societies in the College of Business and Public Administration include Alpha Tau, Beta Alpha Psi, Beta Gamma Sigma, Delta Phi Epsilon, Epsilon Pi Tau, Omicron Delta Epsilon, Pi Sigma Alpha, Pi Omega Pi, and Sigma Iota Epsilon.
College of Education and Human Development

Robert Hill, Dean

Organization of the College

The College of Education and Human Development was formed in 1996 through a merger of the Center for Teaching and Learning with three of the departments from the College for Human Resources Development. The College includes five academic departments: Counseling Psychology and Community Services (which also includes Recreation & Tourism Studies and Rehabilitation & Human Services); Educational Foundations and Research; Educational Leadership; Kinesiology and Public Health Education; and Teaching and Learning. Also affiliated with the College are the Bureau for Educational Services and Applied Research, the University Children’s Center, and the Center for Rural Education and Communities.

Mission

The College of Education and Human Development has the unique mission within the University of fostering healthy human development and learning across the lifespan, beginning in early childhood. In support of this mission, the College actively embraces human and cultural diversity as an asset and seeks to weave it throughout all of our activities. At both the graduate and undergraduate level, students in EHD develop the skills and self-awareness to become effective professionals and leaders in schools, higher education, human service and wellness organizations. In these roles, graduates of EHD empower individuals, families, groups, organizations, and communities to make healthy decisions and lead full and productive lives. Through these efforts, graduates serve a vital function in recreating and maintaining a healthy economy and enhanced quality of life.

The five departments of EHD employ a multi-faceted approach to education, relying on research, teaching and service in the education of students. The continuing development of effective and innovative instruction methods provides excellent service and education to diverse groups of students, including those both on and off the UND campus. The constellation of disciplines within the college emphasizes basic and applied research with implications for individual development and social change. This emphasis is reinforced by the professional service provided by faculty throughout the college, many of whom are involved in service to members of the community in mental health, wellness, and teaching roles. Within all three domains—teaching, research, and service—we attempt to form partnerships with community, state, tribal, and national organizations and government, as well as schools and human service agencies, to provide a more comprehensive effort to foster human development and learning.

History

The disciplines in the College of Education and Human Development have a long history at the University of North Dakota.

The University of North Dakota has offered teacher education programs since its founding in 1883. The preparation of teachers at UND was coordinated by the Normal Department from 1883 to 1900; by the Normal College from 1900 to 1905; by Teachers College from 1905 to 1911; by the School of Education from 1911 to 1953; and by the College of Education until 1972, when programs of that college merged with the New School for Behavioral Studies to form the Center for Teaching and Learning. The present education faculty continue the UND traditions of leadership to the schools, colleges, and communities of North Dakota and the Upper Midwest; of promoting a broader view of education; and of providing teachers, administrators, and other educational personnel with intensive, intellectually challenging, integrated programs of study. The department of Educational Leadership offers graduate programs for leaders in K-12 schools, higher education and other education organizations.

Physical activity has been important to students since the early days of UND, whose history shows interesting differences in the development of programs for men and women. The Department of Physical Education, Exercise Science and Wellness was formed in 1963 from a merger of the women’s department of physical education, founded in 1893, and the men’s department, established by 1906. In addition to developing the physical potential of all participating UND students, programs of the department prepare professional leaders for careers in physical education, exercise science, and public health education.

Although courses in Counseling were offered by UND faculty as early as 1924, development of a formal program was spurred in the 1950’s by the National Defense Education Act, which sponsored preparation of school guidance counselors. With leadership from the Department of Psychology and the College of Education, the Department of Counseling was established in 1963. As part of the College for Human Resources Development, the Department broadened and deepened its programs, which focus on counseling in a wide variety of settings. In 2004 programs in Recreation and Tourism Studies and Rehabilitation and Human Services joined the Counseling department.

Accreditation

UND’s basic (undergraduate) and advanced (graduate) programs for the preparation and continuing education of teachers and other school professionals are accredited by the National Council for the Accreditation of Teacher Education and approved by the state of North Dakota. The Doctoral Program in counseling is accredited by the American Psychological Association.

Degree Programs, Majors, and Minors

Bachelor’s degrees are conferred on students in the College of Education and Human Development who satisfactorily complete the prescribed programs of study in their majors and who satisfy the degree requirements of the University and the College. The following undergraduate degrees are offered by departments of the College.

Kinesiology and Public Health Education

- B.S. in Kinesiology
- B.S. in Public Health Education

Counseling Psychology and Community Services

- B.S. in Recreation and Tourism Studies
- B.S. in Rehabilitation and Human Services

Teaching and Learning

- B.S.Ed. with major in Elementary Education
- B.S.Ed. with major in Middle Level Education
- B.S.Ed. with major in Science Education (secondary)
- B.S.Ed. with major in Social Studies Education (secondary)

Students preparing to teach in the secondary schools may fulfill teacher education requirements by completing the following degree programs and the professional education program in the Department of Teaching and Learning.

- B.A. with major in English
- B.A. with major in French
- B.A. with major in German
- B.A. with major in Spanish
- B.A. with major in History
- B.S. with major in Biology
- B.S. with major in Chemistry
- B.S. with major in Geology
- B.S. with major in Geography
- B.S. with major in Mathematics
- B.S. with major in Physics

Candidates preparing to teach music, art or physical education in the schools may fulfill requirements to teach grades K through 12 by completing the following degree programs and the professional education program in the Department of Teaching and Learning.

- B.S. in Kinesiology
- Bachelor of Music Education
- B.F.A. with major in Visual Arts

Minors may be taken in a wide variety of fields including athletic coaching, chemical dependency, gerontology, health education, recreation and tourism...
studies, rehabilitation and human services, literacy education, special education, middle level education, and early childhood education.

The appropriate sequences and experiences for these degree programs and minors are described in the department sections of this catalog appropriate to them.

**Admission Requirements**

Admission to the College of Education and Human Development may occur at the time a student is admitted to the University and has declared a major or pre-major in the college. Students considering a major in one of the departments of the college are encouraged to seek information from the College Office of Advising and Admissions located in room 102 of the Education Building.

All students must satisfy any special program admission requirements established by the department in which the student plans to major or for admission to Teacher Education. Students should contact the chairperson of the department or the College Office of Advising and Admissions for details about policies, procedures, and timelines.

**Admission to Undergraduate Teacher Education**

Formal admission to Teacher Education is required of all students before enrollment in the core courses of each program. Application forms are available in the Office of Advising and Admissions, Education Building at the start of each semester and also through the College of Education and Human Development’s web page. **Applications must be submitted before the deadline.** Late applications will not be considered. Incomplete applications will be returned. Notification of admission decisions takes approximately 30 working/school days.

Admission to Teacher Education is competitive and the numbers admitted each year may be limited due to resources. Admission into a teacher education program requires a cumulative 2.75 GPA and completion of 30 hours that apply to graduation. Other factors that are taken into consideration are:

- Completion of prerequisite courses
- Strength of academic record
- PPST scores – must meet the minimum of 172 Math; 173 Reading; 173 Writing or composite score of 518 with two of three scores passing and a third score not more than 2 points below the cut score
- Completion of the following coursework with a minimum cumulative GPA of 3.0:
  - ENGL 110 College Composition I 3
  - ENGL 120 College Composition II 3
  - & ENGL 125 and Technical and Business Writing 6
  - COMM 110 Fundamentals of Public Speaking 3
- Proof of active LiveText Account
- Professional Dispositions Report
- Available openings in your anticipated area of study

Factors to consider when making application to the Teacher Education Program:

- Travel to off-campus locations will be required as part of the program at your expense.
- Full-time, daytime attendance will be required at various times of your program.
- Graduation from the program does not guarantee licensure to teach. In order to student teach, you will be required to submit to a full background check and FBI fingerprint check. Also, each state to which you apply for certification/licensure is likely to require a separate background check. Individual school districts may require background checks before you can be placed for field experiences. Misdemeanor or felony convictions, other than minor traffic offenses, may prevent you from obtaining state teaching certification/licensure, even if you successfully complete the program.

Keys to successful completion of the Teacher Education Program:

- Meeting of all academic requirements.
- Satisfactory performance in field experiences completed prior to student teaching.
- Satisfactory performance of Essential Functions.
- No illegal drug or alcohol use.
- Effective interactions with people.
- No convictions of an offense that would authorize or require the Education Standards and Practices Board to refuse to grant a teaching license.
- Adherence to the UND Code of Student Life, evidence of competence, morality, temperance and kindness on your part.
- Healthy body and mind to perform all the responsibilities associated with teaching.

**Design of the Curriculum of the Teacher Education Program**

**Undergraduate Programs**

Programs for the preparation of teachers at UND reflect the tradition of progressive education. The progressive vision includes individualized, developmentally-appropriate, and constructivist curriculum; student-centered learning; interdisciplinary approaches to solving real problems; use of primary resources and direct experiences of learners; commitment to community involvement and to the school as a model of democracy; valuing of diversity; and commitment to humane and holistic understandings of learning, teaching, and evaluation.

Programs are designed to enable development of teachers who are committed to life-long learning about many things, but especially about the process of teaching; who are able to take an active role in promoting the learning of students; and who can envision resolution to the dilemmas of teaching which contribute to a democratic, humane, and just society. Connections between the experiences of teacher education candidates as learners and their preparation as teachers are nurtured in the programs through such practices as field experiences, structured writing and group learning.

The goals of the basic programs in teacher education are to support the development of teachers who are learners, active agents of learners and articulate visionaries. These goals are supported by the licensing standards of our state and the guiding principles of our learned societies.

**Graduation and Teacher Licensure Requirements**

All students graduating from the College of Education and Human Development will complete all requirements of the department of the student’s major and all graduation requirements of the University. In addition, the College requires that students earn a minimum GPA of 2.20 in all work taken and, in the case of transfer students, a minimum of 2.20 in all UND work. This minimum GPA requirement is superseded, however, by the higher GPA requirements of some programs.

Candidates who are formally admitted to and complete a teacher education program approved by the state of North Dakota, receive a bachelor’s degree with an overall GPA of at least 2.75; meet or exceed the minimum scores on any licensure exams required by the state; and meet the legal requirements which include a satisfactory criminal background check, are eligible for licensure to teach in North Dakota. Candidates apply to the North Dakota Education Standards and Practices Board for licensure. Application should be initiated prior to graduation. Students interested in teacher licensure in states other than North Dakota should seek information in the College Office of Advising and Admissions.

**Other Requirements of Teacher Education Candidates**

**Continuous assessment**

Candidate progress in teacher education programs is evaluated through regular review of candidates’ work and dispositions. At several points in each program, candidates submit required work to faculty for review. At the end of each program, candidates’ knowledge, skills, and dispositions are assessed through
a capstone course, the teacher work sample and student teaching evaluation forms.

Admission to student teaching

Student teaching is required in all teacher education programs. Each student teaching placement requires work and planning on the part of the student, the Director of Student Teaching and Field Experiences, the cooperating faculty in the schools, and the faculty from the department of the student’s major. Deadlines for applying for student teaching are established each semester. Check in the College Office of Advising and Admissions for exact dates. Late applicants cannot be guaranteed placement in the preferred semester.

Acceptance for student teaching requires that candidates in all majors including Early Childhood, Elementary Education, Middle Level Education, Composite Science, and Composite Social Studies have a minimum cumulative GPA of 3.0 in Teaching and Learning coursework, satisfactorily complete a field experience, present a minimum overall GPA of 2.75 based on at least 76 credit hours of work, have taken the appropriate Praxis II tests required for teacher licensure in North Dakota, and are recommended by the faculty in their area(s) of student teaching. Elementary Education, Middle Level Education, and Secondary Education majors must complete all coursework in the major before student teaching. Early Childhood Education majors and Early Childhood/Elementary Education double majors who have completed all Early Childhood Educator major coursework with the exception of TEAM courses may complete the T&L 487 Student Teaching: Pre-Kindergarten student teaching experience.

T&L 410 Teaching Reading in the Elementary School 1-16
T&L 430 Social Studies in the Elementary School (Team) 3
T&L 440 Mathematics in Elementary School (Team) 3
T&L 470 Science in the Elementary School (TEAM) 3
T&L 486 Field Experience 2

Admission to student teaching in a secondary education program requires that the candidate has completed or is enrolled in all courses of the major and the professional education programs, has an overall GPA of at least 2.75, has a minimum GPA of 2.75 in the major coursework completed at the time of application, and is recommended by the Teaching and Learning faculty and the student’s adviser(s).

All candidates will also be required to submit to a full background check and BFI fingerprint check. Opportunities are available to student teach abroad through the Global Student Teaching program.

The College of Education and Human Development also offers undergraduate majors in the following fields:

• Kinesiology
• Public Health Education
• Recreational and Tourism Studies
• Rehabilitation and Human Services

For information about these academic programs, turn to the appropriate sections in this catalog.

Graduate studies

At the graduate level, the College offers advanced programs of preparation for counselors, counseling psychologists, social workers, physical education professionals, teachers, school administrators, and other educational personnel for schools and institutions of higher education.

The M.S. with a major in Physical Education is offered by the faculty in the Department of Kinesiology and Public Health Education. The Department of Counseling Psychology and Community Services offers graduate programs leading to the M.A. with a major in Counseling and to the Ph.D. with a major in Counseling Psychology.

The Department of Educational Leadership offers programs leading to the M.Ed. and M.S., the Educational Specialist (Ed.S.), and the Ed.D. and Ph.D. with a major in Educational Leadership. The Department of Teaching and Learning offers programs leading to the M.S. with majors in Early Childhood Education, and to the M.Ed. and M.S. with majors in Elementary Education, Reading Education, Special Education, Instructional Design and Technology, M.Ed. in English Language Learner Education and, with faculty in the Department of Educational Foundations and Research, programs leading to the M.S. in General Studies in Education and to the Ed.D. and Ph.D. with major in Teaching and Learning. The Department of Educational Foundations and Research also offers a Ph.D.
College of Engineering and Mines

Hesham El-Rewini, Dean

History and Organization

The University charter, in compliance with the Federal Enabling Act of February 22, 1889, which provided a land grant of 40,000 acres for the School of Mines in harmony with the Constitution of North Dakota, located the School of Mines at Grand Forks and made the School of Mines the Engineering College of the University of North Dakota.

The College of Engineering and Mines (CEM) offers programs in Chemical Engineering, Civil Engineering, Electrical Engineering, Environmental Engineering, Environmental Geosciences, Geological Engineering, Geology, Mechanical and Petroleum Engineering. All programs are housed in a central campus location with lecture rooms and laboratories in Upson I and II, Harrington Hall, and Leonard Hall.

Mission

The primary mission of CEM is to provide students a broad general education coupled with strong fundamentals that prepare graduates to successfully fill important positions in professional practice in industry and government. Program graduates will have a solid background in technical subjects, i.e., mathematics, science, engineering science and design, the ability to think and work accurately, breadth and clearness of vision, and high ideals and purposes. CEM’s further mission is to engage in research and scholarly activity that contributes basic and applied discovery to enhance knowledge and student learning while being of benefit to the state, region and nation.

The College of Engineering and Mines further provides engineering programs of equal quality, via distance education, to industry and individuals through the Distance Engineering Degree Program (DEDP). Continuous and ongoing assessment of student learning in accordance with specific program outcomes, including input from program constituents such as students, alumni, employers and industry advisory groups, provides opportunity to measure success and effect program improvement in meeting the mission of the College of Engineering and Mines. The mission of the College includes engineering programs being accredited by the Accreditation Board for Engineering and Technology (ABET).

Accreditation of Engineering Programs

The Engineering Accreditation Commission of ABET has accredited the following University of North Dakota programs: Chemical Engineering, Civil Engineering, Electrical Engineering, Geology, Geological Engineering, Geosciences, Mechanical and Petroleum Engineering. Accreditation identifies professional engineering curricula that provide a solid education upon which to base engineering practice. ABET serves the public through the promotion and advancement of engineering, technology and applied science education.

State Boards of Registration governing the practice of professional engineering allow a student who is completing an ABET-accredited engineering curriculum to take the Fundamentals of Engineering (FE) examination. Engineer-In-Training certification is granted only after graduation from an accredited curriculum and passing the FE examination. Graduates who have earned Engineer-In-Training certification may complete the professional practice examination after four years of engineering experience acceptable to the state board of registration in the state in which they seek registration as professional engineers.

Degrees

The following baccalaureate degrees are conferred upon engineering students who have successfully completed the prescribed courses of study and who have complied with all the other requirements established by the University, including the Essential Studies Requirements for engineering students as listed later in this section: Bachelor of Science in Chemical Engineering, Bachelor of Science in Civil Engineering, Bachelor of Science in Electrical Engineering, Bachelor of Science in Geological Engineering, Bachelor of Science in Mechanical Engineering and Bachelor of Science in Petroleum Engineering. The College of Engineering and Mines also offers a Bachelor of Science in Environmental Geosciences. Bachelor of Science and Bachelor of Arts degrees in Geology are taught in the College, but the degrees are awarded through the College of Arts and Sciences.

An aerospace option/emphasis is offered through both the Electrical Engineering and the Mechanical Engineering programs. The objective of these programs is to prepare graduates for professional engineering practice while simultaneously preparing licensed pilots with an aerospace background.

Graduate Study

Graduate work, offered by departments in the College of Engineering and Mines lead to the degrees of Master of Engineering with majors in Chemical Engineering, Civil Engineering, Electrical Engineering, Environmental Engineering, Mechanical Engineering and Sustainable Energy Engineering; Master of Science with majors in Chemical Engineering, Electrical Engineering, Environmental Engineering, Geology, Geological Engineering, Geosciences, Mechanical Engineering and Sustainable Energy Engineering; and Doctor of Philosophy with majors in Chemical Engineering, Electrical Engineering, Environmental Engineering, and Geology. Admission to graduate work in the various departments may be granted to a student upon the recommendation of the Dean of the School of Graduate Studies and the chair of the department in which the study will be undertaken. For admission to the Doctor of Philosophy with majors in engineering, the recommendation of the Director of the Engineering Graduate Program Committee is required. Prospective graduate students should familiarize themselves with the material listed in the School of Graduate Studies section.

Minor in Engineering Sciences

A minor in engineering sciences is available to non-engineering students, and has a requirement of 20 credit hours as detailed below:

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENGR 201</td>
<td>Statics</td>
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<tr>
<td>EE 206</td>
<td>Circuit Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 202</td>
<td>Dynamics</td>
<td>3</td>
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</table>

or

ENGR 203 Mechanics of Materials 3

Select one of the following: 3

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CE 306</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>ME 306</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>ME 341</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives 8

Any regularly offered course at the 200 or higher level with the prefix Engr, ChE, CE, EE, GE, ME or PtrE may be used as an elective. Further information is available in the Engineering Dean’s Office.

Admission Policy

Admission to the University and the College of Engineering and Mines

Students planning to receive a baccalaureate degree in engineering must be enrolled in the College of Engineering and Mines. They will be admitted to the University and to the College of Engineering and Mines through the Office of Admissions. Application forms and information regarding enrollment and transferring may be obtained from that office. Students transferring to the College of Engineering and Mines from another college within the University or from another institution must have a Grade Point Average (GPA) of at least 2.00. Students planning to seek a baccalaureate degree in a non-engineering topic simply follow campus admission policies.

A student is admitted to a professional engineering degree program through a formal admission process conducted when the student is completing the second year of engineering study and prior to being allowed to take upper division engineering courses. Only students admitted to a professional engineering degree program will be eligible to receive engineering degrees.
Engineering Degree Program Admission Standards

All of the professional engineering degree programs require that the following conditions be met prior to admission:

1. A minimum grade of C must be earned in each of the following foundation courses:
   - **General Chemistry**
     - CHEM 121 & 121L General Chemistry I and General Chemistry I Laboratory
     - or CHEM 221 & 221L Fundamentals of Chemistry - Concepts and Fundamentals of Chemistry Laboratory
   - **English Composition**
     - ENGL 110 College Composition I
     - or ENGL 120 College Composition II
   - **Calculus**
     - MATH 165 Calculus I
     - & MATH 166 Calculus II
     - & MATH 265 Calculus III
   - **General Physics (calculus-based)**
     - PHYS 251 University Physics I
     - & PHYS 252 University Physics II

Additional science and engineering courses which may be prescribed by each admitting department.

2. A GPA of at least 2.00 must be maintained in all engineering courses taken to date.

Engineering Degree Program Application Procedures

Application forms may be obtained directly from the program/department of interest or the Office of Admissions or the Dean’s Office in the College of Engineering and Mines. Application for admission may be made to only one degree program at a time.

Transfer students may apply for admission to an engineering degree program concurrently with application to the University. Any admission to an engineering degree program in such a case will be contingent upon admission to the University. It is advisable for transfer students to contact the engineering department of interest for an evaluation of the comparable and approved coursework from other institutions that will meet the College of Engineering and Mines’ requirements.

Engineering Degree Program Application Deadlines

Students will apply for admission to a professional degree program during the term in which they are completing the foundation coursework (normally the fourth semester). Applications should normally be received by March 1. Applications are usually reviewed once per year, but may be reviewed at other times as positions are available. Notice of admission status will normally be mailed by April 1.

Selection and Admission Process for Engineering Degree Programs

If the number of applications for admission exceed the number of spaces available in a degree program, admission will be on the basis of program criteria that include:

1. the GPA earned in the foundation courses and all other engineering courses completed at the time of application for admission
2. additional admission criteria as specified by each program

Two types of admission will be granted. Those students who are enrolled in the remainder of their foundation courses at the time of application will receive conditional admission. Final admission for those students depends on earning a minimum grade of C in those foundation courses completed during the semester of application. Final admission may be granted directly if the student has completed all the foundation courses satisfactorily and met the degree program’s admission criteria.

Additional students may be admitted to an engineering degree program at other times if positions become available and interim admissions are allowed. Except under special circumstances, these additional students must be enrolled at the University of North Dakota. Only those students who have received final or conditional admission status will be allowed to preregister for upper division engineering courses. Final admission status must be granted for actual enrollment in upper division engineering courses to occur.

Reapplication Procedure

Non-admission to any degree program may be appealed through the College of Engineering and Mines Program Appeals Committee. Reapplication may be made during the next application session.

Academic and Enrollment Policy

General

Students will not be allowed to re-enroll in an engineering course which they have unsuccessfully completed until the second time the course is offered following their first enrollment, unless space is available. Unsuccessful completion is defined as either withdrawal after the last day to add (typically the tenth day of classes) or failure to achieve an acceptable grade.

A minimum 2.00 overall GPA and 2.00 UND GPA in each degree program is required of all students in engineering. If either of these GPAs drop below 2.00, the student is placed on probation for one semester. Upon completion of the probation semester the minimum GPA requirements must be satisfied.

Dismissal

Dismissal from the College of Engineering and Mines will result if the conditions of probation are not met. For a student wishing to return to the College of Engineering and Mines following dismissal, an Application for Reinstatement must be submitted to the appropriate department. A denial of reinstatement may be appealed to the College of Engineering and Mines Program Appeals Committee.

Appeals

Appeals of the Dean’s decisions, and all appeals regarding admission and reinstatement, are heard by the College’s Program Appeals Committee, which is composed of one faculty member from each department and three student representatives.

Graduation Requirement

A student in Engineering must obtain a 2.0 overall Grade Point Average and a 2.0 GPA for engineering courses required in the College of Engineering and Mines to satisfy graduation requirements for a degree from the College of Engineering and Mines. A student who transfers to the University of North Dakota from another college or university must also attain a 2.0 GPA for at least 30 credit hours of approved coursework taken at the University of North Dakota. Some programs have additional course requirements for transfer students.

Cooperative Education

The programs offered by the College of Engineering and Mines prepare students for entry-level professional practice. Since career-related work experience is a valuable adjunct to the academic programs, students are encouraged to participate in the cooperative education program offered through Career Services. Students who participate in the cooperative education program are usually placed in para-professional positions in industry or government, gaining valuable working experience while seeing practical applications of the subjects in their academic studies. In addition, students can increase their understanding of career choices available in their professional fields while gaining valuable experience. Students may be able to earn academic credit for their co-op experience.
General Curriculum in Engineering

First and Second Years

The first year of the general curriculum permits a student to continue in any engineering degree program with little modification to his/her departmental program. Students who complete the third or the fourth semester of the general curriculum are required to modify their programs from those listed by their department but can, by proper scheduling, complete their degree requirements at the end of eight full semesters. Students who have not decided upon an engineering department should take the course of studies outlined in the general curriculum until they have made a departmental choice, at which time they should obtain departmental counseling on their academic program.

Freshman Year

<table>
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<tr>
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<td>ENGR 101</td>
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<td>MATH 165</td>
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Second Semester

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Sophomore Year

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<td>MATH 265</td>
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<td>PHYS 252</td>
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Second Semester

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<th>Credits</th>
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Essential Studies Requirements

The University requires completion of 39 credits of Essential Studies Requirements (see Essential Studies Requirements listing). Students enrolled in all Engineering programs must complete PHIL 250 Ethics in Engineering and Science, or an approved alternative. Most engineering programs require ENGR 460 Engineering Economy. All Engineering students should plan carefully the fulfillment of their university Essential Studies requirements so they are inclusive of these Engineering Program Requirements.

Combined Degree Program

To encourage undergraduate engineering students to extend their studies to include a graduate degree, the College of Engineering and Mines has combined programs in Chemical, Civil, Electrical and Mechanical Engineering which permit students to earn both B.S. and M.S./M.Engr. degrees in an engineering discipline. This program allows students to designate two three-credit hour courses to count for both degrees.

Student Organizations and Projects

Student Societies

There are student chapters of each of the following professional and technical societies: American Institute of Aeronautics and Astronautics, American Institute of Chemical Engineers (AIChE), American Society of Civil Engineers (ASCE), Association of Engineering Geologists (AEG); Society of Energy Alternatives (SEA); American Society of Mechanical Engineers (ASME), Association of Undergraduate Geologists, Society of Exploration Geologists (SEG), American Water Works Association/Water Environment Federation (AWWA/WEF), Institute of Electrical and Electronics Engineers (IEEE), IEEE Computer Society, the Society of Manufacturing Engineers (SME) and the Society of Women Engineers (SWE) and Society of Petroleum Engineers (SPE).

Honors Societies

Eta Kappa Nu, Sigma Gamma Epsilon, and Tau Beta Pi are engineering or geology honor societies whose purpose is to recognize excellence in the scholarship.

Engineers’ Student Council

The Engineers’ Council of the University of North Dakota, founded in 1920, is a student organization representing all departments of the College of Engineering and Mines. Engineers’ Council, as a student chapter of the National Society of Professional Engineers (NSPE), is open to all engineering students. Its membership includes the vice president and one member of the student chapters of AIChE, ASCE, AWWA/WEF, ASME, IEEE and SPE; the vice presidents of Eta Kappa Nu, Sigma Gamma Epsilon, and Tau Beta Pi; and the engineering student senator.

Projects

The College actively encourages students to participate in engineering projects to gain experience in team activities involving students from other disciplines. Examples of typical projects include a steel bridge, the SAE formula car, remote sensing, and UAVs.

Distance Engineering Degree Program

The Distance Engineering Degree Program (DEDP) offers online access to ABET accredited degree programs in Chemical, Civil, Electrical and Mechanical Engineering. The newly started Petroleum Engineering program is also offered through DEDP. The DEDP program includes summer on-campus laboratories and other laboratories via the internet.

On-campus courses are recorded and the files are available shortly thereafter through the internet to each student enrolled in DEDP. Through this program, students are able to complete their degree programs while taking the majority of their courses at their “home site.” Students are required to travel sometime during the summer months to the UND campus to complete the laboratory portions of their programs. Students have opportunities to interact with faculty
through phone, email and internet. For further information please contact UND at 1-800-225-5863.
Office of Extended Learning

Lynette M. Krenelka, Director

History and Mission

An organized program of extension activities was first established at the University of North Dakota in 1910. Dr. Frank L. McVey, then President of the University, provided the initial support of the University of North Dakota providing life-long learning in his inaugural address in the spring of 1910 when he said, “Education neither begins nor ends with the four years of a college course.” To support the mission of life-long learning, the University has been a long-term member of the University Professional & Continuing Education Association. The Association promotes and upholds standards for extension services by imposing strict procedures for the admission of colleges and universities.

In 1968 UND’s General Extension Division was changed to the Division of Continuing Education. A restructuring in 1998 resulted in Continuing Education becoming a member of the newly formed Division of Student and Outreach Services. An additional re-organization in 2012 changed the name to Office of Extended Learning, and the unit became part of the Vice President for Academic Affairs and Provost.

The mission of the Office of Extended Learning is to extend UND’s resources by providing innovative learning opportunities and services to positively impact lives. The vision is to be a provider of choice for creative, customer-focused, and entrepreneurial education and services. The Office of Extended Learning attempts to determine the educational and informational needs of the citizens of North Dakota that cannot be provided through the regular on-campus programs. Once determined, the goal is to serve those needs whenever and wherever possible, providing the activity is consistent with the policies and philosophy of the University. This is accomplished through a cooperative and coordinated effort with the various academic departments by utilizing their research capabilities and available instructional resources.

The manner in which “extension” is provided varies according to situation and need. The Office of Extended Learning administers the following: credit online and correspondence courses, online & distance degree programs, professional development for educator courses, conferences, workshops, certificate programs, and the OSHER Lifelong Learning Institute.

Office of Professional Services

The Office of Professional Services is the “gateway” for conference management and event planning services available through the University of North Dakota. Services available include a state-of-the-art online registration database, budget coordination, event-specific website design, speaker management, CEU application preparation, event marketing, menu planning, creation of participant and exhibitor materials, onsite coordination, fiscal management and event evaluation tabulations. UND Professional Services works closely with business and organizations to create a successful event. Additional information can be obtained by calling 701.777.2663 or emailing und.pst@und.edu. To see our complete list of services available and to request a proposal bid, visit our website at: www.professionalservices.und.edu.

Online & Distance Degree Programs

If you are looking for a degree program that can fit into your busy lifestyle, you can take advantage of the online and distance degree programs available from The University of North Dakota. With a variety of degrees designed for working adults, you can earn your degree without interrupting your career.

UND Online & Distance Education coordinates program offerings with the academic colleges and departments, with programs designed to fit adult learners’ schedules. Courses are semester-based and are offered in the evenings, on weekends, or online anytime. The delivery method varies with each program, but may include Web conferencing, online, and/or at an off-campus site in North Dakota. Undergraduate online/distance degree programs are available in a variety of subject areas including communication, engineering, general studies, nursing, psychology and social science. Graduate online/distance degree programs can be found in the graduate section of this catalog.

Online and distance degree programs follow the same admission standards and academic content as the on-campus programs. Students must be admitted to the University, using the regular admission process in order to take distance courses. The content and rigor of the distance courses is the same as available in on-campus courses.

Additional information can be obtained by calling UND Online & Distance Education: 701.777.3000 or toll-free 1.800.CALL.UND, or by visiting our Website at: http://distance.UND.edu/degrees.

Online & Correspondence Courses

Online and correspondence by mail courses are available from many UND departments. A complete list of online and correspondence courses can be found at http://distance.UND.edu/collegecourses. All online and correspondence courses are taught by UND faculty and appear on a student’s regular UND transcript.

Online semester-based courses allow students to take classes that may not fit into their schedule, or while they are place-bound for reasons involving work or family. Students looking for the flexibility of taking online classes have many options from which to choose. The online semester-based courses are taught within the regular academic semesters, are eligible for financial aid, charge tuition at the North Dakota resident rate (some exceptions apply), and may be taught either in a “live” synchronous environment with set class meeting times or in an asynchronous environment where students can access course materials at the day and time of their choosing.

Correspondence open-enrollment courses allow students to enroll at anytime, work at their own pace, and study in a place of their choosing. Students have nine months from their enrollment date to complete a course. Correspondence open-enrollment courses allow the student to learn and grow while managing family and/or work responsibilities. Correspondence courses are offered online and by mail, but are not eligible for financial aid.

Additional information can be obtained by calling: 701.777.3000 or toll-free 1.800.CALL.UND, or by visiting our Website at: http://distance.UND.edu/collegecourses.

Osher Lifelong Learning Institute (OLLI@UND)

OLLI is UND’s lifelong learning program that offers non-credit courses, special events, lectures and trips for adults 50 years and better. OLLI brings learners together to explore challenging and fascinating topics and in turn, rewards instructors with the opportunity to work with mature and intelligent students drawn from diverse backgrounds and cultures. Their broad range of life experience and independence of thought challenges the instructors and enriches the exchange of ideas.

Based in Grand Forks with a second site in Bismarck, ND, OLLI@UND has over 560 members. Learners from all educational and socio-economic levels and backgrounds are encouraged to enjoy the unique benefits OLLI membership has to offer. Individuals are able to choose from a collection of educational offerings during three semesters a year without the pressure of tests or grades.

OLLI@UND is funded in part by the Bernard Osher Foundation, which was founded in 1977 by Bernard Osher, a respected businessman and community leader in the San Francisco Bay area. The philanthropic organization seeks to improve the quality of life for mature residents through post-secondary student scholarships, as well as art, cultural, and educational grants. The Foundation supports 115 Osher Lifelong Learning Institutes and 113,000 members on university and college campuses in 50 states.

Additional information can be obtained by calling: 701.777.3000 or toll-free 1.800.CALL.UND, by writing: Osher Lifelong Learning Institute, University of North Dakota, 3264 Campus Road, Stop 9021, Grand Forks, ND 58202-9021, or by visiting our website at: http://oll.UND.edu.
Personal & Professional Development

Personal & Professional Development provides distance education for non-academic credit and certification programs. Courses are offered to individuals seeking career, professional or personal development. Enrollment is open, allowing students to enroll at any time and complete within a specified time frame. Course completion is flexible and self-paced. Courses are available online or correspondence by mail. Personal & Professional Development is an Eligible Training Provider for Job Service, ND, SD, MN, and MT. Active duty members of the U.S. Air Force and U.S. Navy are eligible to receive tuition assistance for one certification course during their career. Eligible military spouses may use MyCAA funding for certificate courses.

Courses are offered in the following areas: Test Preparation and Review Courses, Business and Professional, Real Estate Pre-Licensure, Dietary Manager and Nutrition, Healthcare and Fitness, IT and Software Development, Management and Corporate, Media and Design, and Skilled Trades.

A complete course listing can be found online at www.distance.und.edu/certificates. Additional information can be obtained by calling 701.777.3000 or toll-free 1.800.CALL.UND, e-mail to: UND.Info@email.und.edu, Web: www.distance.UND.edu/certificates, or by mail: UND Personal & Professional Development, Gustafson Hall Room 103, 3264 Campus Rd Stop 9021, Grand Forks, ND 58202-9021.

Professional Development for Educators

Professional Development for Educators (PDE) provides continuing education learning events for practicing PreK-12 professional educators to increase their knowledge and develop new skills. Professional development (PD) credit earned through these events, which include face-to face, online or blended workshops, seminars, and conferences, can be used toward renewing a general educator license and as evidence of completion of professional development to apply for school district salary lane changes. The appropriate UND academic departments and colleges review and approve all PDE learning events that are awarded PD credit. The credit approved for these opportunities are 900 level credits and may not be applied toward a graduate degree and are considered non-degree eligible credit.

Additional information can be obtained by calling 701.777.3000, toll free 1.800.CALL.UND, by writing: Professional Development for Educators, University of North Dakota, 3264 Campus Road Stop 9021, Grand Forks, ND 58202-9021, or by visiting our website at: http://educators.UND.edu.

Summer Programs and Events Office

The Summer Programs and Events Office promotes all summer events, programs and courses to the greater Grand Forks community and beyond while providing leadership and logistical support for summer programming on the UND campus. The Office is located in Gustafson Hall, Room 201, 701-777-0841, www.summer.und.edu.
School of Graduate Studies

Wayne Swisher, Dean

Mission

The School of Graduate Studies has responsibility for all graduate work at the University except for that leading to the Doctor of Medicine (M.D.) and Juris Doctorate (J.D.). It is the purpose of the School of Graduate Studies to provide opportunity for advanced study beyond the limits of undergraduate courses, to make available the resources of the University in such combinations as will meet the occupational, intellectual, and cultural needs of qualified post-baccalaureate students, and to encourage original investigation and creative scholarship. The University of North Dakota offers the largest and most diversified graduate school in the region. A number of unique facilities and support resources augment the instructional and research program. In addition, the School of Graduate Studies offers extensive off-campus program offerings through the Division of Continuing Education.

The School of Graduate Studies: General Information

The School of Graduate Studies provides qualified post-baccalaureate students with the opportunity for advanced study toward a graduate degree. The School of Graduate Studies promotes excellence in scholarship and creativity, and encourages original research and competency in technical and professional fields. The School of Graduate Studies is responsible for general supervision of all graduate activity in the departments, schools, and colleges of the University.

Graduate level courses are offered through various delivery modes. Opportunities for on-campus, online, and combinations of on-campus/online study exist for many programs. Students should consult with individual programs or the School of Graduate Studies for information regarding on-campus and online programming. Students wishing to enroll in distance courses and programs must follow all School of Graduate Studies policies and procedures.

The School of Graduate Studies is a member of the Midwest Association of Graduate Schools, the Western Association of Graduate Schools, the American Indian Professional Association, the National Association of Graduate Admissions Professionals, the Center for Academic Integrity, the American Association of Collegiate Registrars and Admissions Officers, and the Midwestern Association of Graduate Admissions Professionals. The School of Graduate Studies is one of the one hundred charter members of the Council of Graduate Schools in the United States.

The Dean is the chief administrative officer of the School of Graduate Studies. School of Graduate Studies policy is set by the Graduate Faculty which is composed of faculty appointed for five-year terms by the Dean of the School of Graduate Studies, and members of the University faculty who have been approved for membership on the Graduate Faculty. The full listing of the Graduate Faculty is available on the School of Graduate Studies website: http://graduateschool.und.edu. Only members of the Graduate Faculty normally may serve on Faculty Advisory Committees and serve as advisors for graduate students.

School of Graduate Studies: Academic Programs

Graduate degrees are offered within seven Colleges or Schools as listed below:


College of Business and Public Administration: Applied Economics (M.S.A.E.), Business Administration (M.B.A.), Public Administration (M.P.A.), and Technology (M.S.).


School of Medicine and Health Sciences: Anatomy & Cell Biology, Biochemistry & Molecular Biology, Pharmacology, Physiology, and Therapeutics, Medical Lab Science, Microbiology & Immunology, Occupational Therapy (M.O.T.), Physical Therapy (D.P.T.), Physician Assistant Studies (M.P.A.S.), Public Health (M.P.H.)

The Graduate Committee

The Graduate Committee is the executive council of the Graduate Faculty. In this capacity it is advisory to the Dean of the School of Graduate Studies and serves as the School of Graduate Studies Curriculum Committee. The Graduate Committee is responsible for hearing appeals of decisions on student academic matters rendered by the Dean of the School of Graduate Studies. The voting membership of the Graduate Committee consists of thirteen full members of the Graduate Faculty. These thirteen members of the Graduate Committee are elected by those members of the Graduate Faculty from each of thirteen academic areas, with each person elected to serve a three-year term. Non-voting ex officio members of the Graduate Committee include the Dean of the School of Graduate Studies, any Associate Dean(s), and the appointed graduate student member. The graduate student member must be enrolled in the School of Graduate Studies and will serve a one-year term. The membership roster of the Graduate Committee is available from the School of Graduate Studies and is posted on the School of Graduate Studies website.

Assessment

As an institution of higher education, the university is committed to ongoing assessment of student learning at all levels and in all programs. The Associate Dean of the School of Graduate Studies reports directly to the Dean and is primarily responsible for all aspects of School of Graduate Studies Assessment. Assessment of student learning is essential in order for the University to improve educational programs and the experiences of students. Students and faculty are encouraged to respond when asked to participate in surveys and other assessment activities. Students are also encouraged to collaborate in the planning and development of assessment activities and to make suggestions for improvements.

Degrees Granted

The degrees conferred for graduate work are the Master of Arts (M.A.), Master of Physician Assistant Studies (M.P.A.S.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Business Administration (M.B.A.), Master of Engineering (M.Engr.), Master of Environmental Management (M.E.M.), Master of Fine Arts (M.F.A.), Master of Music (M.M.), Master of Occupational Therapy (M.O.T.), Master of Public Administration (M.P.A.), Master of Science in Applied Economics (M.S.A.E.), Master of Public Health (M.P.H.), Master of Social Work (M.S.W.), Doctor of Arts (D.A.), Doctor of Education (Ed.D.), Doctor of Philosophy (Ph.D.) and Doctor of Physical Therapy (D.P.T.). The Specialist Diploma is offered in Educational Leadership.
Research and Scholarship at UND

The faculty at the University of North Dakota are committed to the advancement of knowledge through research and creative scholarship. High quality creative efforts are evidenced by a number of indicators including, but not limited to, publications, presentations, books, performances, exhibitions, and peer reviewed grants and contracts.

In addition to providing stipends and tuition waivers to qualified degree seeking students, the School of Graduate Studies supports research with Summer Research Professors, which allow faculty to work with their students on research, and Summer Doctoral Fellowships, which allow Ph.D. candidates to spend full time on their research during the summer.

The annual School of Graduate Studies Scholarly Forum features the research or creative scholarship of students and faculty. The Scholarly Forum is the largest single research event on the UND campus. The School of Graduate Studies has limited resources available to support doctoral student conference travel and dissertation research. Detailed information on these and other programs can be found on the School of Graduate Studies website.

The School of Graduate Studies works closely with the Office of the Vice President for Research and Economic Development to provide opportunities for graduate students. The mission of the Office of the Vice President for Research and Economic Development is to serve the broad research community of the University of North Dakota, a community that is instrumental in meeting the strategic aims of the University which are described in the University of North Dakota’s Exceptional UND Plan. The aim is to expand and strengthen the University’s commitment to research, scholarship, and creative activity as a means of sustaining and extending the knowledge base, enriching the teaching and learning environment, and enhancing economic development in the community, region, state, nation, and across the world. The hallmark of a major research university is its ability to link faculty across all of the institution’s disciplines toward the creation of new ideas and the generation of new technologies. The Office of the Vice President for Research and Economic Development, along with the four research administrative units described below, take a variety of steps designed to create and sustain an environment where faculty and students representing varying disciplines can collaborate in the search for solutions to the world’s major problems. To this end, UND research administration develops resources, both human and technical, to enhance research and creative productivity; disseminates information about research and research opportunities; funds research and creative activities by faculty and graduate students; formulates and administers various policies concerning research to ensure that projects conform both to federal and state guidelines and to the intellectual and academic objectives of the University; stimulates private sector relationships leading to commercial development of the products of the university research enterprise; and manages the intellectual property of the University. The following units report directly to the Vice President for Research.

Office of Research Development and Compliance: Research Development and Compliance provides information and assistance on funding sources and guidelines; UND policies on sponsored programs; forms and applications; regulatory policies, such as those for the Institutional Review Board, Animal Use and Care Committee, Institutional Biosafety Committee, and Conflict of Interest; agreements and contracts, and representations and certifications for proposals to Federal programs and copyright and patents. Its roles and responsibilities are to assist faculty/staff in locating potential funding sources; to provide information regarding sponsor requirements and proposal preparation; to conduct administrative reviews of proposals; to assure compliance with University and sponsor regulations concerning conflict of interest, patents, copyrights, research involving animals, research involving human subjects and misconduct in science or creative activities.

Office of Intellectual Property Commercialization and Economic Development: The newly created Intellectual Property Commercialization and Economic Development (IPCED) unit is responsible for protection and commercialization of University research innovations including: aerospace sciences; computer sciences; marine sciences; medical and health sciences; and engineering and physical sciences. IPCED, having a U.S. Patent and Trademark Office registered personnel, will provide services to draft, file and prosecute patent applications for inventions. IPCED will define and market technology portfolios of inventions to promote new business ventures and build business alliances to accelerate transition of inventions to the marketplace. Services include performing analysis of patentability, value and marketability to identify strategic direction as a licensing, joint venture or spin-off company opportunity. IPCED is also a resource for drafting and negotiating legal agreements, such as confidentiality and licensing agreements, with business partners. In concert with the Center for Innovation, IPCED is seeking funding of entrepreneurial business ventures from corporate, public and private investors and is establishing an integrated vertical process to enhance commercial success.

Grants and Contracts Administration: The mission of Grants & Contracts Administration is to assist faculty and staff with proposal budget preparation, proposal review, award negotiation and financial administration of extramural support according to sponsor regulations. The financial administration of extramural support received by the University for research, service and instructional programs is the responsibility of the Grants and Contracts Administration office. As early as possible in the grant/proposal cycle, a specific grant officer from the Grants & Contracts Administration office staff is assigned to be involved in all aspects of the funding cycle for a particular award, including proposal preparation, award negotiation, monitoring, and reporting. The assignment of a grants officer is made based on the identity of the potential sponsor, i.e., federal, commercial, foundation, and the type of agreement cost reimbursable or fixed price, etc.

Additional Information

For detailed information students should consult the School of Graduate Studies Section of this Catalog or go to the School of Graduate Studies website at: http://graduateschool.und.edu. Address inquiries to the Dean of the School of Graduate Studies, 264 Centennial Drive, Mail Stop 8178, University of North Dakota, Grand Forks, ND 58202; Telephone (701) 777-2784; or 1-800-CALL-UND; or email at: gradschool@mail.und.edu.

Graduate Programs

The School of Graduate Studies offers programs of study leading to the doctoral degree in 26 fields. Fifty-four fields offer work leading to the master’s degree. Many combinations of major and minor or cognate work are available for the degrees mentioned above. Thesis and non-thesis programs are available. Graduate certificate programs are also available in several areas.

For information on graduate courses, prospective students should refer to the departmental statements in other parts of this Catalog. Updates may also be available on the School of Graduate Studies web site. Courses with 500 and 900 series numbers are graduate courses and are normally open only to graduate students. Only courses listed in the School of Graduate Studies section of this catalog carry graduate credit. Courses numbered over 300 in the Undergraduate section of this Catalog may, in certain instances, be included in a cognate area. Exceptions may apply to language courses where lower level courses may be allowed for a cognate.

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<table>
<thead>
<tr>
<th>Field</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Public Discourse</td>
<td>Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>Communication Sciences and Disorders</td>
<td>Master of Sciences (M.S.), Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>Computer Sciences</td>
<td>Master of Sciences (M.S.), B.S./M.S. Combined Program</td>
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<tr>
<td>Scientific Computing</td>
<td>Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>Counseling</td>
<td>Master of Arts (M.A.), B.A./M.A. Combined Degree</td>
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<tr>
<td>Counseling Psychology</td>
<td>Doctor of Philosophy (Ph.D.)</td>
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<tr>
<td>Criminal Justice</td>
<td>Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>Earth System Science and Policy</td>
<td>Master of Science (M.S.), Master of Environmental Management (M.E.M.), Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>Economics (Applied Economics)</td>
<td>Master of Science in Applied Economics (M.S.A.E.)</td>
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<tr>
<td>Education</td>
<td>Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>Educational Foundations</td>
<td>Master of Science (M.S.), Master of Education (M.Ed.), Doctor of Education (Ed.D.), Doctor of Philosophy (Ph.D.), Specialist Diploma (Spec.Dip)</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>Doctor of Education (Ed.D.), Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Master of Science (M.S.)</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Master of Science (M.S.), Master of Education (M.Ed.)</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>Master of Education (M.Ed.)</td>
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<tr>
<td>Education: General Studies</td>
<td>Master of Science (M.S.)</td>
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<tr>
<td>Reading Education</td>
<td>Master of Science (M.S.), Master of Education (M.Ed.)</td>
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<tr>
<td>Special Education</td>
<td>Master of Science (M.S.), Master of Education (M.Ed.)</td>
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<tr>
<td>Instructional Design and Technology</td>
<td>Master of Science (M.S.), Master of Education (M.Ed.)</td>
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<td>Engineering</td>
<td>Doctor of Philosophy (Ph.D.)</td>
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<tr>
<td>Chemical Engineering</td>
<td>Master of Science (M.S.), Master of Engineering (M.Engr.), B.S./M.S./B.S./B.Engr. Combined Program, Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Master of Science (M.S.), Master of Engineering (M.Engr.), B.S./M.S./B.S./B.Engr. Combined Program</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Master of Science (M.S.), Master of Engineering (M.Engr.), B.S./M.S./B.S./B.Engr. Combined Program</td>
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<td>Environmental Engineering</td>
<td>Master of Science (M.S.), Master of Engineering (M.Engr.)</td>
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<td>Geological Engineering</td>
<td>Master of Science (M.S.)</td>
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<tr>
<td>Mechanical Engineering</td>
<td>Master of Science (M.S.), Master of Engineering (M.Engr.), B.S./M.S./B.S./B.Engr. Combined Program</td>
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<tr>
<td>Sustainable Energy Engineering</td>
<td>Master of Science (M.S.), Master of Engineering (M.Engr.)</td>
</tr>
<tr>
<td>English Language and Literature</td>
<td>Master of Arts (M.A.), Doctor of Philosophy (Ph.D.)</td>
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<td>Geography</td>
<td>Master of Science (M.S.), Master of Arts (M.A.)</td>
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<tr>
<td>Geology</td>
<td>Science (M.S.), Master of Arts (M.A.), Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>History</td>
<td>Science (M.S.), Master of Arts (M.A.), Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>Kinesiology</td>
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</tr>
<tr>
<td>Linguistics</td>
<td>Master of Arts (M.A.)</td>
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<tr>
<td>Mathematics</td>
<td>Master of Science (M.S.), Master of Education (M.Ed.)</td>
</tr>
<tr>
<td>Medical Laboratory Science</td>
<td>Master of Science (M.S.)</td>
</tr>
<tr>
<td>Microbiology and Immunology</td>
<td>Master of Science (M.S.), Doctor of Philosophy (Ph.D.), M.D./Ph.D. Combined Program</td>
</tr>
<tr>
<td>Music</td>
<td>Master of Music (M.M.)</td>
</tr>
<tr>
<td>Music Education</td>
<td>Doctor of Education (Ph.D.)</td>
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<tr>
<td>Nursing and Professional Disiplines</td>
<td>Doctor of Nursing Practice (D.N.P.), Doctor of Philosophy (Ph.D.)</td>
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<tr>
<td>Doctoral Programs</td>
<td>Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>Advanced Public Health Nursing</td>
<td>Master of Science (M.S.)</td>
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<tr>
<td>Adult-Gerontology Nursing (CNS or NP)</td>
<td>Master of Science (M.S.)</td>
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<tr>
<td>Family Nurse Practitioner</td>
<td>Master of Science (M.S.)</td>
</tr>
<tr>
<td>Nurse Anesthesia</td>
<td>Master of Science (M.S.)</td>
</tr>
<tr>
<td>Nurse Educator</td>
<td>Master of Science (M.S.)</td>
</tr>
<tr>
<td>Psychiatric Mental Health Nursing</td>
<td>Master of Science (M.S.)</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Master of Occupational Therapy (M.O.T.)</td>
</tr>
<tr>
<td>Pharmacology, Physiology, and Therapeutics</td>
<td>Doctor of Science (M.S.), Doctor of Philosophy (Ph.D.), M.D./Ph.D. Combined Program</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>Doctor of Physical Therapy (D.P.T.)</td>
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<tr>
<td>Physician Assistant Studies</td>
<td>Master of Physician Assistant Studies (M.P.A.S.)</td>
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<tr>
<td>Physics and Astrophysics</td>
<td>Master of Science (M.S.), Doctor of Philosophy (Ph.D.)</td>
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<tr>
<td>Psychology</td>
<td>Doctor of Philosophy (Ph.D.)</td>
</tr>
<tr>
<td>Clinical Psychology</td>
<td>Doctor of Philosophy (Ph.D.)</td>
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<tr>
<td>Forensic Psychology</td>
<td>Master of Science (M.S.), Master of Arts (M.A.)</td>
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<tr>
<td>General/Experimental Psychology</td>
<td>Master of Arts (M.A.), Doctor of Philosophy (Ph.D.)</td>
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<tr>
<td>Public Administration</td>
<td>Master of Public Administration (M.P.A.), Joint M.P.A./J.D. Program</td>
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<tr>
<td>Public Health</td>
<td>Master of Public Health (M.P.H.)</td>
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<tr>
<td>Social Work</td>
<td>Master of Social Work (M.S.W.)</td>
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<td>Sociology</td>
<td>Master of Arts (M.A.)</td>
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<tr>
<td>Space Studies</td>
<td>Master of Science (M.S.)</td>
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<tr>
<td>Speech-Language Pathology</td>
<td>See Communication Sciences and Disorders</td>
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<td>Technology</td>
<td>Master of Science (M.S.)</td>
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<td>Theatre Arts</td>
<td>Master of Arts (M.A.)</td>
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**Post Master’s Certificate Programs**

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<tr>
<th>Program</th>
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<tr>
<td>Education</td>
<td>Certificate for Autism Spectrum Disorders</td>
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<td></td>
<td>Certificate in College Training</td>
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<td></td>
<td>Certificate in ELL Education</td>
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<tr>
<td>Instructional Design and Technology</td>
<td>Certificate in K-12 Technology Integration</td>
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<tr>
<td></td>
<td>Certificate in eLearning</td>
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<tr>
<td></td>
<td>Certificate in Corporate Training and Performance</td>
</tr>
<tr>
<td>Engineering</td>
<td>Certificate in Environmental Engineering</td>
</tr>
<tr>
<td>Geography</td>
<td>Certificate in Geographic Information Science</td>
</tr>
<tr>
<td>Linguistics</td>
<td>Certificate in Community Based Literacy as Applied Linguistics</td>
</tr>
</tbody>
</table>
Nursing
- Certificate in Advanced Public Health Nurse
- Certificate in Family Nurse Practitioner
- Certificate in Nurse Anesthesia
- Certificate in Nurse Educator
- Certificate in Psychiatric Mental Health Nurse Practitioner
- Certificate in Psychiatric Mental Health Clinical Nurse Specialist

Public Administration
- Certificate in Health Administration
- Certificate in Public Administration
- Certificate in Policy Analysis
- Certificate in Social Entrepreneurship
School of Law

Kathryn R.L. Rand, Dean and Floyd B. Sperry Professor

History and Mission

The School of Law, established in 1899, is a graduate professional school of the University which awards the Juris Doctor degree. The curriculum is designed for the full-time student and covers a period of three academic years. The School of Law is a member of the Association of American Law Schools and is accredited by the American Bar Association’s Section of Legal Education and Admissions to the Bar.

The curricular mission of the School of Law is to produce well-rounded legal professionals with the necessary skill set to serve as effective, innovative, and ethical leaders. Our distinct character as one of the smaller public law schools in the nation informs our program of legal education, which is designed to produce competent and ethical lawyers with entry-level proficiency and professional self-sufficiency in any setting and reflects a cooperative and collaborative approach to teaching and learning. Our curricular goals are to facilitate each student’s professional and personal development and to promote the highest professional standards, critical thinking, self- and other-awareness, creative problem-solving skills, life-long learning, and a commitment to serving society. The unique identity and special strengths of the UND School of Law inform the content and delivery of our curriculum. Our educational environment reflects the value we place on practice readiness in a variety of settings, including solo and small-firm practice; open-mindedness and intellectual receptivity; federal Indian and tribal law; international and foreign law, particularly Norwegian and Canadian law; the need to draw upon knowledge from other fields; and our curriculum’s connection to real-world practice. Consistent with our curricular mission and unique identity, the School of Law’s educational objectives cover:

1. foundational knowledge;
2. foundational skills;
3. ethics and professionalism;
4. leadership, collaborative, and adaptive skills; and
5. service to society.

Graduates are entitled to admission to the bar in the jurisdiction of their choice upon successful completion of that jurisdiction’s bar examination.

Pre-Law Studies

There is no prescribed pre-law curriculum. The law school student body typically includes representatives of nearly every undergraduate field of study. The faculty of the School of Law strongly recommends a broad and liberal undergraduate program which combines rigorous and creative thinking, careful and thorough analysis and substantial oral and written communication opportunities. The major should be a subject area which interests and stimulates the student.

Admission

Applicants for admission to the School of Law must be candidates for or have received a bachelor’s degree from an accredited college or university and must have taken the Law School Admission Test. Admission is competitive. Applicants accepted for the 2012-2013 entering class had a median undergraduate Grade Point Average (GPA) of 3.22 and a median LSAT score of 150.

The School of Law has a rolling admissions policy: although the deadline for application and all supporting documentation is April 1 of the spring preceding entry, if the applicant’s file is completed before the deadline, it will be sent to the Admission Committee for consideration. Applications will be accepted after the April 1 deadline, but will be reviewed in the context of the number of students already admitted. Applicants are strongly urged to complete their applications well before the April 1 deadline, and as early as the preceding fall.

Because a diverse student body provides the best medium for education, the School of Law encourages applications from all regions and all economic backgrounds, as well as from women and members of racial, ethnic, and religious minorities.

Students in Other Colleges or Schools Electing Law Courses

The School of Law permits non-Juris Doctor degree candidates to enroll in law school courses on a limited basis. Undergraduate UND students will generally not be permitted to enroll in law school (JD curriculum) courses. UND graduate students may be permitted to enroll in law school courses with the permission of the dean upon appropriate petition. Interested students should contact the School of Law for further information.

Library

The Thormodsgard Law Library provides resources and services to support the curricular, research, and service goals of the faculty and students of the School of Law. It also serves as a source of legal information for the University of North Dakota community, the practicing bar, the bench, and other law-related professionals, government entities, and the general public. The Thormodsgard Law Library is the state’s largest law library, with a collection containing more than 321,000 volumes. The collection reflects the Core Collection as set forth by the American Bar Association and includes such resources as case reporters, statues, constitutions, legislative process materials, administrative materials, restatements, treatises, periodicals, and selected non-legal resources. A variety of electronic databases are available for law student and faculty research.

Additional Information

Additional information for the School of Law describing degree requirements, course offerings, financial aid and scholarships, student organizations and activities, faculty biographies, placement and other miscellaneous information is available on the School of Law’s website at: law.und.edu.
School of Medicine and Health Sciences

Joshua Wynne, M.D., M.B.A., M.P.H.
Vice President for Health Affairs and Dean

History and Mission

The School of Medicine and Health Sciences consists of medical, biomedical research and other health-related academic components which work together to address our mission of educating and preparing North Dakota residents as physicians, medical scientists and other health professionals for service to the people of this region and the nation, and to advance medical and biomedical knowledge through research. These components include:

1. A statewide, four-year curriculum for medical students leading to the M.D. degree
2. Postgraduate medical education (residency) programs of three to five years in duration leading to eligibility for board certification in family medicine, internal medicine, general surgery and psychiatry; a one-year transitional program is also offered
3. A continuing medical education program to address the career-long need of physicians and other health care personnel for continued learning
4. Graduate programs in the biomedical sciences leading to the M.S. degree, Ph.D. degree, and the combined M.D./Ph.D. degree in anatomy and cell biology; biochemistry and molecular biology; microbiology and immunology; and pharmacology, physiology and therapeutics
5. Postdoctoral research training programs in the disciplines noted above
6. Graduate program leading to a doctoral degree in physical therapy
7. Graduate programs leading to master's degrees in medical laboratory science, occupational therapy, physician assistant studies and public health.
8. Undergraduate programs leading to the following degrees: B.S. in athletic training, B.S. in cytotechnology, and B.S. in medical laboratory science
9. Graduate coursework in anatomy and cell biology; biochemistry and molecular biology; microbiology and immunology; and pharmacology, physiology and therapeutics

Each program noted above is fully accredited by its accreditation agency.

The School of Medicine was established in 1905 and offered, until 1973, the first two years of medical education. Students transferred to other medical schools for the last two years of medical education to earn the M.D. (Doctor of Medicine) degree. During that time, the school established a strong reputation across the nation for the quality and professional attitude of its students, who were welcomed enthusiastically by other medical schools. In 1973, state legislative action approved a four-year curriculum and authorized the granting of the M.D. degree. This was accomplished in stages using a 2:1:1 plan by which students transferred to medical schools in Minnesota for their third year and returned to North Dakota to complete their final year before receiving the M.D. degree. In 1981 the third year was established in North Dakota, providing for a complete in-state medical education program.

The School also established a strong reputation during its early years, which continues today, for the quality of education and research in the biomedical sciences. The institution is nationally and internationally respected for its research in neurodegenerative disorders such as Parkinson's and Alzheimer's; cancer; infectious disease; aging; preventive medicine; drug addiction; alcoholism in women; rural health, and eating disorders.

The Physician Assistant Program, established as a certificate program in 1970, is administered by the Department of Family and Community Medicine. In 2003, the Master of Physician Assistant Studies (MPAS) degree was initiated. In 1991, the medical technology program was initiated with a B.A. curriculum, adding a M.S. degree program in 1978. Medical technology is now known as medical laboratory science. The occupational therapy program was initiated in 1956 as a part of the medical school. After being administratively located in the College of Human Development (HRD) for a number of years, the department moved back into the medical school in 1995. The Master of Occupational Therapy (MOT) degree program was initiated in 2002. The physical therapy program was initiated in 1968 and the master's degree in physical therapy was added in 1991. The doctoral program in physical therapy was initiated in 2002. The B.S. in Athletic Training degree was approved in September 1990 by the North Dakota Board of Higher Education and is administered under the Department of Family and Community Medicine through its Division of Sports Medicine.

In 1996, the name of the School of Medicine was changed to the School of Medicine and Health Sciences to reflect the importance of all components of the school in addressing its mission. Departments included are anatomy and cell biology; biochemistry and molecular biology; clinical neuroscience; family and community medicine; internal medicine; microbiology and immunology; neuroscience; obstetrics and gynecology; occupational therapy; pathology; pediatrics; pharmacology, physiology and therapeutics; physical therapy; radiology, and surgery. The statewide educational program of the school is coordinated through clinical campuses based at Bismarck, Fargo, Minot and Grand Forks.

Suggested Undergraduate Courses for Students Planning to Study Medicine

Four years of college preparation are recommended for students wishing to enter the medical education program of the University of North Dakota School of Medicine and Health Sciences, although a degree is not a requirement. The student is free to select a major in any area of interest, but must include the following mandatory credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry, including laboratory</td>
<td>16</td>
</tr>
<tr>
<td>Inorganic and Qualitative</td>
<td>8</td>
</tr>
<tr>
<td>Organic</td>
<td>8</td>
</tr>
<tr>
<td>Biology, including laboratory</td>
<td>8</td>
</tr>
<tr>
<td>Physics, including laboratory</td>
<td>8</td>
</tr>
<tr>
<td>Psychology/Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Language Arts (English, Speech, etc.)</td>
<td>6</td>
</tr>
<tr>
<td>College Algebra or higher math</td>
<td>3</td>
</tr>
</tbody>
</table>

* A student may substitute a semester or quarter of biochemistry for the final semester/quarter of organic chemistry.

The University of North Dakota School of Medicine and Health Sciences recommends that students take elective courses that include subjects of liberal arts value such as humanities, economics, geography, history and philosophy so that the student's educational experience will be broad and well-rounded. Computer literacy also is highly recommended. Students are urged to see their advisers regularly.

Application for admission to the School of Medicine and Health Sciences is available on July 1 and must be received no later than November 1 of the year preceding desired admission.

Undergraduate Programs

The following undergraduate degree programs in health sciences are administered by the School of Medicine and Health Sciences. See also the departmental listings.

Athletic Training

Students can pursue a Bachelor of Science degree in Athletic Training through the Division of Sports Medicine, Department of Family Medicine. This four-year degree is designed to prepare entry-level athletic training professionals. The academic program is accredited by CAATE. Graduates are eligible to take the national certification test administered by the Board of Certification, Inc. Successful completion of this test allows the graduate to be called a "certified athletic trainer." Application information and requirements are available from the Division of Sports Medicine.

Medical Laboratory Science (MLS)

The Department of Pathology offers a four-year academic program leading to the degree of Bachelor of Science in Medical Laboratory Science (formerly clinical laboratory science). The degree includes two years of pre-medical laboratory science education followed by two years of professional
coursework. Students who have previously earned a B.S or B.A. degree may earn an additional degree in medical laboratory science by completing a 4+1 curriculum option. Students may take much of the professional curriculum online through distance learning. Advancement from pre-medical laboratory science to the medical laboratory professional curriculum is based on a competitive application process. Application for advancement to the professional education component can be found online at http://www.med.und.edu/mls. The MLS program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Graduates of the program will be eligible to sit for a national board certification examination.

Medical Laboratory Science Categorical Certificate

The Department of Pathology offers an MLS Categorical Training Certificate which provides advanced skills to baccalaureate-prepared students to become eligible to work in a highly complex clinical laboratory and meet the requirements to take a national certification examination in a specific categorical area. The requirements for entrance include a baccalaureate degree from an accredited college or university and completion of 20 semester hours in biology, chemistry and/or medical sciences (in addition to or part of the baccalaureate degree). The categorical certificate program includes four “category” choices: Immunohematology, Clinical Chemistry/Urinalysis, Microbiology, or Hematology/Hemostasis. The curriculum consists of both lecture courses delivered over the Internet and laboratory experience-based courses. All coursework, whether lecture courses over the Internet or laboratory experience-based courses, are located at a clinical affiliation site.

Cytotechnology

The Department of Pathology offers a four-year, degree-granting program leading to the Bachelor of Science in Cytotechnology. A Certificate in Cytology is available to students who possess a baccalaureate degree with at least 20 semester hours of biosciences and 8 hours of chemistry prior to admission. The program is accredited by the Commission on Accreditation of Allied Health Education Programs. Information about the program is available from the cytotechnology program director in the Department of Pathology (or online at: http://www.pathology.med.und.nodak.edu/cytotech/). Applications must be submitted by January 1 for the senior-year program beginning the following fall semester.

Histotechnician Certificate Program

The Department of Pathology offers a Histotechnician Certificate Program. The certificate requires completion of prerequisite coursework before applications will be accepted. The curriculum consists of both lecture courses delivered over the Internet and laboratory experience-based courses. All coursework, whether lecture courses over the Internet or laboratory experience-based courses, are located at the clinical affiliation site. The Histotechnician Certificate Program is actively seeking accreditation from the National Accrediting Agency for Clinical Laboratory Science (NAACLS).

Graduate Programs

The Ph.D., M.S. and joint M.D./Ph.D. programs are offered in the basic science departments (anatomy and cell biology, biochemistry and molecular biology, microbiology and immunology, and pharmacology, physiology and therapeutics). Professional graduate programs are offered in occupational therapy, physical therapy, physician assistant studies, and medical laboratory science. All of these programs are described in the School of Graduate Studies section of this catalog.

Medical Laboratory Science

The Department of Pathology offers a Master of Science degree program in Medical Laboratory Science. The degree is a non-thesis option that is offered primarily through online distance learning. It provides a broad medical science background as well as experiences in quality management and laboratory finance. The curriculum is designed to prepare students for careers as administrative laboratory directors, clinical laboratory consultants, technical supervisors or laboratory educators. For additional information, visit www.med.und.edu/mls.

Occupational Therapy

The Occupational Therapy Department offers a five-year, entry-level Master of Occupational Therapy (MOT) degree. Occupational therapy as a profession is based on the belief that purposeful activity (occupation), including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and elicit maximum adaptation. For information regarding the program, visit our website at: http://www.ot.und.edu.

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 955-AOTA and its web address is www.acoteonline.org (http://www.acoteonline.org). All basic professional programs must comply with the Standards for an Accredited Educational Program for the Occupational Therapist, 2011. Graduates of the program will be able to sit for the national entry-level certification examination for the occupational therapist, administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT, 800 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4510; phone 301-990-7979). After successful completion of this examination, the graduate will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice; state licenses may be based on the results of the NBCOT certification examination.

A satellite professional-level MOT program, also accredited by ACOTE, is available at Casper College, Casper, WY. Tuition and other information regarding the program are available by contacting the Occupational Therapy Department at Casper College, Casper, WY; telephone 307-268-2613.

Physical Therapy

The physical therapy curriculum is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE). The six-and-one-half-year program leads to the degree of Doctor of Physical Therapy.

Applications for admission to the professional program may be obtained from the Department of Physical Therapy after November 1 and must be returned by February 1 of the calendar year the student wishes to gain entrance into the professional program.

Physician Assistant Program

The Department of Family and Community Medicine offers a Master of Physician Assistant Studies. This 24-month graduate program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Enrollment is limited to licensed healthcare professionals with a minimum of three years professional experience. A minimum of a baccalaureate degree is required. Graduates are eligible to take the national certification test administered by the National Commission on Certification of Physician Assistants, Inc. (NCCPA). For additional information, or to begin the application process, go to our website at: www.med.und.nodak.edu/physicianassistant (http://www.med.und.nodak.edu/physicianassistant).

Public Health

Established in 2012, the Master of Public Health program is offered jointly by the University of North Dakota and North Dakota State University with the goal of producing well-educated graduates who are passionate about health improvement and are able to provide public health expertise and leadership at the local, state, national and international levels. In addition to a core curriculum that is common for both UND and NDSU students, UND offers unique specializations emphasizing rural health that include Health Management and Policy, Population Health Research and Evaluation, Health Communications, and Rural Environmental Health. Admissions and program information can be found at: http://www.med.und.edu/master-of-public-health/.

Other Activities

Laboratory Education from North Dakota

Laboratory Education from North Dakota (LEND), a program in the Department of Pathology, provides distance learning opportunities for laboratory professionals to earn continuing education units (CEUs). The Internet is used
to deliver the courses and programs, with presentations and case studies available 24 hours a day, 7 days a week.

**Indians Into Medicine (INMED) Program**

The INMED Program was adopted in 1973 to serve American Indians who are enrolled members of federally recognized tribes. Through a comprehensive recruitment program, INMED seeks to identify and encourage students with an aptitude for and an interest in health careers. This recruitment begins as early as the middle school level. The program is committed to preparing professionals in all related health care fields. Each year the School of Medicine and Health Sciences allocates places in its first-year medical, physical therapy and occupational therapy classes to qualified American Indian students.

**Facilities**

The School of Medicine and Health Sciences has facilities in Grand Forks (the administrative center of the school), Bismarck, Fargo and Minot. These regional campuses include family medicine centers (in Bismarck and Minot), library facilities, campus offices and a branch of the Center for Rural Health (in Minot). Affiliations with private and public hospitals in the regional campus cities, but also in less populated cities throughout the state, provide the clinical base for the study of medicine and the other health sciences. In Grand Forks the medical school complex includes additions which house the basic sciences departments, the Harley French Library of the Health Sciences, classrooms and offices at the site of the former St. Michael’s Hospital. The additions provide state-of-the-art research laboratories and learning space for programs in the health sciences. In 2000, the Biomedical Research Facility, an ultra-modern animal facility, was completed. In August 2001, the University Health Facility opened at Sixth Avenue North and Hamline Street. It houses the Clinical Education Center, the Evan Lips Auditorium and a dedicated human patient simulation lab with multiple high-tech simulators. In the fall of 2004, the Neuroscience Research Facility opened at Hamline and Fifth Avenue North, immediately west of the medical school complex. It houses laboratories for research investigations into neurodegenerative diseases, such as Parkinson’s and Alzheimer’s, as well as drug addiction. At Minot, in spring 2005, the UND Center for Family Medicine moved into a new building in the northwest area of the city; it also houses the Northwest Campus office and a branch of the Center for Rural Health. At Bismarck, in Fall 2012, the UND Center for Family Medicine moved into a new building; it also houses the southwest campus office.
College of Nursing and Professional Disciplines

Mission and Organization

The mission of the College of Nursing and Professional Disciplines is to educate individuals for professional roles in nursing and nutrition. The College strives to enhance the health of people in the region, nation and across the globe by preparing leaders in nursing and nutrition through innovative, accessible programs, and significant faculty and student scholarship and service.

The College is committed to fostering critical thinking and intellectual inquiry in a caring environment that assumes a positive regard for others and that affirmatively supports and promotes diversity. Students are encouraged to be self-directed and participatory learners and to commit themselves to learning as a life-long process that is essential to meeting the needs of society in a constantly changing environment.

The College of Nursing and Professional Disciplines offers professional programs with a foundation in the liberal arts leading to undergraduate degrees in nursing, community nutrition, and dietetics. Graduates of the baccalaureate nursing program are prepared in all areas of basic clinical nursing practice, have a solid foundation for graduate school, and are eligible to sit for the national licensing examination for registered nurses (NCLEX-RN). The College of Nursing and Professional Disciplines offers the baccalaureate nursing degree through a traditional on-campus option, an accelerated on-campus option, and a distance delivered RN-BSN option. The baccalaureate program in dietetics, offered as a coordinated program, combines academic preparation with supervised practice experiences for students who wish to become registered dietitians (RD). Upon completion of this degree, graduates are eligible to take the examination for professional registration. The major in community nutrition is designed to enable students to develop a thorough understanding of nutrition and the ability to communicate those principles to the public. Graduates are prepared to work cooperatively with other professionals in improving the overall health of individuals and communities.

Graduate tracks within the masters program in nursing include: Nurse Anesthesia, Psychiatric and Mental Health Nursing, Gerontological Nursing, Advanced Public Health Nursing, Nurse Education, and Family Nurse Practitioner. The Ph.D. in Nursing program prepares nurses for research and faculty roles with a research emphasis on care of vulnerable and diverse populations.

The College of Nursing and Professional Disciplines includes two nursing departments: Family and Community Nursing, Practice and Role Development, and the Department of Nutrition and Dietetics. The two departments in nursing jointly administer the undergraduate and graduate nursing programs, while the Department of Nutrition and Dietetics oversees the undergraduate programs in community nutrition and dietetics and a minor in nutrition.

Accreditation

The graduate and undergraduate nursing programs are approved by the North Dakota Board of Nursing and accredited by the Commission on Collegiate Nursing Education. The nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

The Coordinated Program in Dietetics is accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association.

Degrees and Requirements for Graduation

The College of Nursing and Professional Disciplines offers the following degrees to students who successfully complete the prescribed course of study and who fulfill the degree requirements of the University:

- Bachelor of Science in Nursing (B.S.N.)
- Bachelor of Science in Dietetics (B.S.D.)
- Bachelor of Science in Community Nutrition (B.S.C.N.)
- Master of Science (M.S.)
- Doctor of Philosophy (Ph.D.)

All programs within the College of Nursing and Professional Disciplines have minimum grade point averages that must be maintained.

Licensing

Professional programs of nursing and nutrition are accountable to the public through licensure and registration processes. Many nursing and nutrition licensing boards may not grant licensure to practice if one has been convicted of a felony, and in some cases, a misdemeanor. Those with questions related to licensure are encouraged to consult with the regulatory board in the appropriate state prior to applying for admission to a program. Additionally, many field work and clinical facilities are currently requiring proof of immunizations, drug testing, fingerprints, and/or criminal background checks. Students are responsible for any associated costs.

Nursing Program

Admission and Progression Requirements

Students who wish to pursue an undergraduate degree in nursing should first apply to the University to be admitted as pre-nursing majors in the College of Nursing and Professional Disciplines. Once a pre-nursing major has been declared, a nursing advisor will be assigned. Students must complete a formal application to the College of Nursing and Professional Disciplines and be approved for admission by the College before enrolling in the nursing curriculum. See nursing major listing for specific requirements for admission and progression. All persons who wish to apply for admission to the undergraduate nursing major are advised to become informed of all admission requirements and to follow the suggested curriculum leading to the Bachelor of Science in Nursing. All qualified students, whether currently enrolled at or planning to transfer to UND, are considered on merit. Since the College of Nursing and Professional Disciplines strives to reflect current trends in the nursing profession, there may be on-going changes in the curriculum.

Students with Disabilities

The UND College of Nursing and Professional Disciplines is committed to providing equal access to qualified students who experience a disability in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Qualified students with disabilities have the right to request accommodations and will be provided with those accommodations which meet their needs and are appropriate.

Disabilities Covered by the ADA

Students with disabilities who may receive accommodations under the ADA experience learning, physical, sensory, vision, health, or psychological disabilities which substantially affect a major life activity (such as reading, writing, walking, communicating, seeing, hearing.) Some students have “non-apparent” disabilities such as learning, depression, Attention Deficit Disorder, or chronic diseases and may also be covered under ADA.

Student Disclosure

Students who seek reasonable accommodation for a disability should register with UND’s Disability Support Services. This is the office that determines a student’s eligibility for and recommends appropriate accommodations. DSS is located in McCannel Hall #190, 701-777-3425, http://www.und.edu/dept/dss/. If students are not sure they have a disability, but question the functional abilities (common tasks) that may be required to be successful in the nursing program, they should talk with the Director of Student and Alumni Affairs. The director also assists the students with disabilities who have registered with DSS in considering and arranging any recommended accommodations.

Additional information on requesting accommodations in nursing can be accessed on the College of Nursing and Professional Disciplines website at: http://www.nursing.und.edu under “Undergraduate Program” or is available on request.
Scholarships and Financial Aid

Each year, nursing majors may apply for College of Nursing and Professional Disciplines scholarships. Awards and criteria are listed in the College of Nursing and Professional Disciplines Undergraduate Student Handbook, also available on the Nursing Undergraduate web pages. Selection is based on a variety of factors including GPA, financial need, disadvantaged background, interest, and potential nursing ability. Additional information is available from the Undergraduate Nursing Student Handbook. Students in the nursing program are eligible to apply for federal nursing student loans and/or North Dakota Board of Nursing Scholarship/loans and institutional grants. A listing of selected websites which feature scholarships and loans for nursing education is available from the College of Nursing and Professional Disciplines website.

Cooperative Education

Elective Cooperative education experiences are offered to students who have completed two semesters in the nursing program. Students will have the opportunity to increase their understanding of specialty areas within nursing and, additionally, to perform skills learned in prior and concurrent nursing courses while under the guidance of agency staff. Each learning/work experience is individualized according to the student’s prior academic and work experiences and the needs of the employing agency.

Student Organizations

College of Nursing and Professional Disciplines Student Council

The College of Nursing and Professional Disciplines supports a student council that represents the students within the university student governance and serves as an official channel of communication between the student body, the faculty, the administration, the College of Nursing and Professional Disciplines, and the University.

Nursing Student Association

NSA is the nursing student’s pre-professional organization. UND-NSA is affiliated with the North Dakota Student Nurses Association and the National NSA.

Nursing Honor Society

Eta Upsilon Chapter of Sigma Theta Tau International is affiliated with the College of Nursing and Professional Disciplines. Sigma Theta Tau is the only honor society for nursing, and fosters excellence, scholarship, and leadership in nursing to improve health care worldwide.

Graduate Studies

The College of Nursing and Professional Disciplines offers graduate coursework leading to a Master of Science degree with a major in nursing and a Doctor of Philosophy in nursing. Students interested in graduate study may contact the Associate Dean for Graduate Studies in the College of Nursing and Professional Disciplines, consult the School of Graduate Studies section of this catalog for further information or visit our website at http://www.nursing.und.edu/grad.

Nutrition and Dietetics

Academic Advising

Students are assigned to an adviser in the Department of Nutrition and Dietetics at the time of admission to the university if the student has declared a Dietetics or Community Nutrition major. Majors within the department are advised to follow the appropriate curriculum leading to either a Bachelor of Science in Dietetics or a Bachelor of Science in Community Nutrition (see department listing). There may be on-going curricular changes since the Department of Nutrition and Dietetics strives to reflect current trends in the profession.

Coordinated Program in Dietetics

The baccalaureate program in dietetics, offered as a coordinated program, combines academic preparation with supervised practice experiences for students who wish to become registered dietitians (RD). Upon completion of this degree, graduates are eligible to take the examination for professional registration.

Admission to the professional phase of the Coordinated Program in Dietetics

Application to the professional phase of dietetics occurs annually in the spring semester for admission in the following fall semester. The application deadline is the last class day on the academic calendar prior to the break for spring semester recess. To be considered a candidate for admission, the student must have completed, be currently enrolled in, or plan completion through summer school enrollment of all pre-professional courses (see department listing). Criteria for admission include a demonstrated interest in the field of dietetics, a minimum GPA of 2.6, and a grade of “C” or better in all nutrition, foods, and science courses.

To be eligible for consideration, the student must complete an application and submit it with a letter outlining professional goals and describing personal qualities that would assist in attaining these goals. Each candidate requests references from two individuals and completes a personal interview with each selection committee member. After all applicants have completed the steps in the admission procedure, the selection committee determines the members of the class entering in the fall. The number of students admitted is determined by the availability of faculty and clinical facilities.

Admission of transfer students to the Coordinated Program in Dietetics

Transfer students seeking admission to the professional phase of dietetics must fulfill the same prerequisite requirements as students who complete the preprofessional courses at the University of North Dakota. Students planning to transfer from another accredited institution to UND are advised to contact the Department of Nutrition and Dietetics to verify equivalency of courses on other campuses with those offered at UND prior to applying for admission. All qualified students, whether currently enrolled at or planning to transfer to UND, are considered on merit.

Progression requirements

Students in the professional component of the Coordinated Program in Dietetics will be placed on probation if performance evaluations are unsatisfactory, if the grade point average drops below 2.6, or if a grade of less than a “C” is earned in any course. Dietetic program faculty will meet with the student to discuss the probationary status and develop plans to correct the deficiency. All deficiencies must be removed before advancing to the next semester of the program. If deficiencies remain more than one year, the student must complete a re-acceptance application. Re-acceptance into the program will be on the basis of space available.

Additional expenses

The professional phase of the program has additional expenses due to supervised practice experiences, travel, and professional activities. Additionally, the schedule of classes and supervised practice experiences must have precedence in planning other time commitments, thus limiting employment opportunities. Definite plans for financing the costs of the two years of the professional phase should be arranged prior to application. An estimate of expenses is available from the Department of Nutrition and Dietetics. Financial aid and scholarships are available from various sources. The UND Financial Aid Office can assist in determining which resources are available to individual students.

Community Nutrition

The community nutrition curriculum is designed to allow students to develop an in-depth understanding of nutrition based on the biological and social sciences; the ability to communicate nutrition principles effectively and accurately to the public; and the ability to participate as a team member with other community and health care professionals. Through coursework and supervised practice experiences, graduates will be skilled in conducting community nutrition assessments, identifying problems, developing and conducting effective interventions, and collaborating with other professionals involved to improve the overall health of individuals and communities. A Community Nutrition graduate is eligible to become a licensed nutritionist (L.N.) in the state of North Dakota.
Graduation requirements
The student must earn a grade of "C" or better in all nutrition, foods, and science courses taken to fulfill requirements of the community nutrition major and must attain an overall grade point average of at least 2.2.

Minor in Nutrition
Students in other majors may elect to earn a minor in nutrition. The requirements of the minor are the completion of 20 semester hours of credit in nutrition-related courses. To develop the program of study, students must consult an adviser in the Department of Nutrition and Dietetics.

Scholarships
Students may apply annually for awards and scholarships offered within the Department of Nutrition and Dietetics. Various professional organizations also offer competitive scholarships. Information regarding eligibility and application guidelines may be obtained from the department.

Student Organizations
Student Association of Nutrition and Dietetics (SAND)
SAND is the student association for all majors within the Department of Nutrition and Dietetics. Information regarding SAND may be obtained from its officers or from the faculty or staff in the department.

College of Nursing and Professional Disciplines
Student Council
The College of Nursing and Professional Disciplines supports a student council that represents the students within the UND student government, including students with majors in the Department of Nutrition and Dietetics.
Student Success Center

History and Scope
The Student Success Center was created in the fall of 2007 as a result of combining the Adult Re-entry Center, Student Academic Services, and the University Learning Center, to provide comprehensive programs and services to students to aid in the development and implementation of their educational plans and goals. Through the Center’s programs and services, students are empowered to develop the skills and abilities to make a positive adjustment within the campus community. The Student Success Center focuses on three areas – advising, learning services, and programming.

Advising
The Student Success Center provides quality academic advising for all undergraduate students deciding on a major – new freshmen, transfer, current, and re-entering students. Professional advisers provide academic and referral services to students until a major is declared.

Learning Services
Services and instruction are provided to assist students in successful academic achievement. These services include: drop-in tutoring, student success classes, and individual assistance and support for students with academic concerns.

Drop-in tutoring, available to all UND students, is based on student demand and includes many 100 and 200 level courses, such as accounting, economics, foreign languages, mathematics, biology, chemistry, and physics. A complete listing of subjects and times for drop-in tutoring may be found at http://ssc.und.edu.

The Student Success Center offers the following success classes: UNIV 101 Introduction to University Life, UNIV 125 Introduction to Effective Study Skills, UNIV 126 College Reading, and UNIV 127 Critical Thinking Strategies for College. All classes are offered during the fall and spring semesters.

Individual assistance and assessment for students with academic concerns such as test-taking strategies, learning styles, study skills, and time management issues are offered through the Student Success Center. Workshop presentations are provided throughout the year to address similar issues.

Programming
The Student Success Center provides a variety of programs designed to enhance student success from entrance to the University and throughout a student’s undergraduate experience. They include: Freshman and Transfer Orientation (early registration programs), Keep Going (an academic advising informational session to help facilitate the transition for new students from the first to second semester), Staying on Track (a program designed to take a holistic approach to student learning), and Adult Re-entry programs and services developed intentionally for the nontraditional/adult learner.

Freshman Orientation
The Student Success Center conducts a special summer advisement and registration program to provide incoming freshman students the opportunity to arrange their fall semester class schedules and learn about the University. Students receive individual attention from academic advisers, along with obtaining information from areas such as Housing and Dining Service, Student Account Services, and Student Financial Aid. The intent of the program is to provide an environment that is welcoming and comfortable for students and families to ask questions and gather information to fully prepare for entering UND in the fall semester. Students accepted for admission to the University are invited to participate in Freshman Orientation.

Transfer Orientation
The Student Success Center facilitates a one-day advisement and registration program for admitted transfer students who will be entering UND for the summer or fall semester. Transfer students are able to meet with an advisor from their respective program of study, learn more about UND programs and services, and acclimate to the campus environment.

Staying on Track
In an effort to reach out to students and provide information to enrich their academic lives, Staying on Track takes place in early October – strategically at a time in the semester when students begin to find college life a bit more challenging. The program incorporates a holistic approach to student learning and student success. Presentations provided cover a wide range of topics such as time management, test taking tips, stress management, reading a college textbook, note taking, money management, and living a healthy lifestyle.

Keep Going
This program was developed to answer the questions freshman and transfer students face as they approach the advising process for the second semester of enrollment. The program is designed to provide concrete information to students to prepare them to meet with their assigned academic adviser within their respective department, refresh their knowledge of the Campus Connection system, and exposure to the Essential Studies program in relation to their overall educational experience at UND.

Adult Re-Entry
The Student Success Center is a place where non-traditional/adult learners are provided assistance as they navigate the many challenges of college life. Current and prospective non-traditional/adult learners will find a supportive atmosphere for gathering information and gaining re-entry assistance. Programs and services are delivered throughout the year to meet the unique needs of the nontraditional/adult learner.

Awards/Recognition

D.J. Robertson Award
The D.J. Robertson Academic Award is presented each fall and spring in recognition of academic excellence by freshman students. These students must achieve a 4.00 grade point average and have completed a minimum of 12 semester hours of traditionally graded coursework.

Thomas J. Clifford Outstanding Freshman Award
The Thomas J. Clifford Outstanding Freshman Award recognizes a sophomore student who, in his or her freshman year, best exemplified the highest academic standards and leadership through participation in University extra-curricular activities and/or community service.

To qualify for the Thomas J. Clifford Outstanding Freshman Award, the student must have completed a minimum of 24 semester hours in two semesters preceding the award. Also, the student must not have completed more than 40 semester hours. This excludes credit earned while in high school and/or credit established through other special examinations. The student must be a present and/or previous recipient of the D.J. Robertson Academic Award.
Summer Session

Scope

Summer Session is an integral part of the academic program at the University of North Dakota. Both undergraduate and graduate courses are taught during the twelve-week Summer Session. In addition to regular classes, special classes, programs, field trips, workshops, conferences, and other short-term activities are conducted.

More than 300 faculty, as well as distinguished visitors, contribute to a quality educational program during the Summer Session. All facilities of the UND campus — including libraries, galleries, music facilities, theatres, lecture halls, dining rooms, and residence halls — are utilized by students attending the Summer Session.

Summer Session Student Body

Typical groups of students found on campus during the summer include: teachers and administrators working toward advanced degrees, students from other colleges, freshman students beginning their academic courses, adults updating their educational backgrounds, professionals wishing to work toward certification, and students wishing to accelerate completion of their degree programs.

Summer Session Schedule

The twelve-week Summer Session allows students to register for a wide variety of courses which meet for various lengths of time during the Summer Session. Most courses are offered on a six-week session. In some instances courses may be taught in sequence.

Classification of Summer Session Students

Full-Time Undergraduate Student

A full-time Summer Session undergraduate student is one who has been admitted to the University and is enrolled in a minimum of nine credit hours during the twelve-week Summer Session.

Part-Time Undergraduate Student

A part-time Summer Session undergraduate student is one who has been admitted to the University and is enrolled for fewer than nine hours of credit during the twelve-week Summer Session. A student must be enrolled in a minimum of one semester hour to be within this part-time classification.

Additional Information

For detailed information on the summer program, students should consult the Summer Sessions web site at: www.und.edu/summer-sessions, or contact the Summer Session Office, University of North Dakota, P.O. Box 8375, Grand Forks, ND 58202-8375.

Summer Programs and Events Office

The Summer Programs and Events Office coordinates summer activities, both credit and non-credit, and promotes and markets them to the Greater Grand Forks community and beyond. Additionally, the personnel provide administrative support to the Summer Programs and Events Council. The office is located in Gustafson Hall, 701-777-0841, http://www.summer.und.edu.
Administration and Faculty

State Board of Higher Education

The University of North Dakota is a part of the North Dakota University System consisting of ten publicly supported colleges and universities and one branch campus. The State Board of Higher Education is constitutionally responsible for the management of the University and is final authority in all matters affecting the University, exercising jurisdiction over its financial, educational, and other policies, and its relations with the state and federal governments. Certain administrative responsibilities of the Board have been delegated to the Chancellor of Higher Education. The Board entrusts the execution of its plans and policies, together with the internal governance and administration of the University, to the President and the faculty and such other officers as it may select. Board members are appointed for four-year terms.

Board Members
Diederich, Kristen, Fargo, term expires June 30, 2014
Espegard, Duaine, Grand Forks, term expires June 30, 2014
Morton, Don, Fargo, term expires June 30, 2016
Hjelmsstad, Terry, Minot, term expires June 30, 2015
Reichert, Kari, Bismarck, term expires June 30, 2013
Shaft, Grant, Grand Forks, term expires June 30, 2015
Neset, Kathleen, Tioga, term expires June 30, 2013
Non-Voting Faculty Member, named annually to one-year terms

Non-Voting Staff Member, annually to one-year term

Shirvani, Hamid A., Chancellor, North Dakota University System

Administration
Kelley, Robert, Ph.D., President
Bohnet, Patricia, Executive Assistant to the President
Evans, Julie, J.D., General Counsel; Interim Affirmative Action Officer
Faison, Brian, B.A., Director, Athletics
Groenewold, Gerald H., Ph.D., Director, Energy and Environmental Research Center
Johnson, Peter, B.A., B.S.Ed., Executive Associate Vice President for University Relations
O’Keefe, Tim, B.S.Ed., Executive Vice President, UND Alumni Association Foundation
Renick, Timothy, B.S.B.A., Internal Auditor
Walton, Susan B., M.A., APR, Vice President for University Public Affairs
Dillorenzo, Thomas, Ph.D., Provost and Vice President for Academic Affairs

Deans reporting to the Provost
Elbert, Dennis, Ph.D., Dean, College of Business and Public Administration
El-rewine, Hesham, Ph.D., Dean, College of Engineering and Mines
Hill, Robert, Ph.D., Dean, College of Education and Human Development
Korniewicz, Denise, Ph.D., Dean, College of Nursing and Professional Disciplines
Rand, Kathryn, J.D., Dean, School of Law
Smith, Bruce, Ph.D., Dean, John D. Oddearg School of Aerospace Sciences
Swisher, Wayne, Ph.D., Dean, School of Graduate Studies
Tiemann, Kathleen, Ph.D., Dean, College of Arts and Sciences

Other administrators reporting to the provost
Anderson, Suzanne, Ph.D., University Registrar
Gagelin, Connie, B.G.S., Director, Academic Affairs Budget and Finance
Hadden, Diane, Director, Academic Affairs Personnel and Programs
Hawthorne, Joan, Ph.D., Director, Assessment and Regional Accreditation
Kelsch, Anne, Ph.D., Director, Instructional Development
Krenelka, Lynette, Ph.D., Director, Office of Extended Learning
Lagasse, Ray, STB, Director, International Programs
Light, Steven, Ph.D., Associate Vice President for Academic Affairs
Paranica, Kristine, J.D., Director, Conflict Resolution Center
Pyle, Sally, Ph.D., Coordinator, Honors Program
Sleen, Thomas, Ph.D., Director, Essential Studies
Stolt, Wilbur, M.L.S., Director of Libraries
Swinney, Lori, Ph.D., Director, Center for Instructional and Learning Technologies
Williams, Carmen, M.S., Director, Institutional Research
Wynne, Joshua, M.D., M.B.A., M.P.H., Vice President for Health Affairs and Dean, School of Medicine and Health Sciences
Bleh, Julie A., M.D., Associate Dean, Southeast Campus, Fargo
Carr, Patrick, Ph.D., Assistant Dean for Faculty Development
Christensen, Steffen P., M.D., Assistant Dean for Students, Southeast Campus, Fargo
Christianson, Charles, M.D., Associate Dean for Clinical Education
Delorme, Eugene L., J.D., Director, Indians Into Medicine (INMED)
Dorscher, Joycelyn, M.D., Associate Dean for Student Affairs and Admissions
Eken, Randy S., M.P.A., Associate Dean, Administration and Finance
Halas, Gwen WAGSTROM, M.D., M.B.A., Senior Associate Dean, Academic and Faculty Affairs
Hamman, Nasser, M.S., Chief Information Officer
Hart, Gary, Ph.D., Director, Center for Rural Health
Hill, Thomas, Ph.D., Assistant Dean for Pre-Clinical Medical Education and Director of Medical Education
Kotb, Malak, Ph.D., Founding Chair, Basic Sciences
Miedema, Dave, Director of Development, School of Medicine and Health Sciences
Neumann, Nicholas H., M.D., Associate Dean, Southwest Campus, Bismarck, Newman, William P., M.D., Assistant Dean for Veterans Affairs
Pedersen, Lila, M.A.L.S., Director, Harley French Library of the Health Sciences
Rothberg, Martin L., M.D., Assistant Dean, Northwest Campus, Minot
Ruit, Kenneth, Ph.D., Assistant Dean for Undergraduate and Graduate Education
Solobik, Jessica, Director, Alumni and Community Relations
Solberg, Judy, M.P.A., Chief of Staff, Office of the Dean
Theige, David, M.D., Assistant Dean, Graduate Medical Education
Vogelanz-holm, Nancy, Ph.D., Director of the Center for Health Promotion and Prevention Research
Zelewski, Susan, M.D., Assistant Dean, Northeast Campus, Grand Forks
Brekke, Alice, M.Acc., CMA, CRA, Vice President for Finance Operations
Fetsch, Cindy, B.S., Budget Manager
Fuqua, Odella, B.Acc., Relations and Operations
Hanson, Pat, B.S.B.A., Director, Human Resources and Payroll Services
Lefever, Mike, Ph.D., Project Manager
Lucke, Peggy, B.S.B.A., Associate Vice President
Miller, John, J.D., Special Assistant and Export Control Officer
Myers, Margaret, B.S.B.A., Associate Vice President
Pladson, Dawn, B.S., CPA, Cost Manager
Plummer, Eric, B.A., M.A., Director of Public Safety, University Police Chief
Riedy, Josh, B.S., M.Ed., Ed.D., CIO
Rogers, Jen, B.A., Special Projects Assistant to the Vice President for Finance and Operations
Tonder, Rick, B.F.A., Director, Campus Capital Projects and Planning
Zitzow, Larry, Director, Facilities Management
Reese, Lori, Ph.D., Vice President for Student Affairs
Betting, Laurie, D.P.T., Associate Vice President for Health Wellness
Burger, Lisa, M.A., Assistant Vice President for Student Academic Services
Carpenter, Angie, M.A., Interim Director, Student Success Center
Carter, Malika, M.S., Director, Multicultural Student Services
Croeker, Jane, B.S., Health Wellness Promotions Specialist
Eislinger, Michelle, M.B.A., Director, Student Health Services
Gerhardt, Cassie, Ph.D., Assistant Dean of Student Involvement Leadership
Glenen, Deb, M.Ed., Director, Disability Services for Students
Halgren, Cara, Ed.D., Associate Vice President and Dean of Students
Jeanotte, Leigh, Ed.D., Director, American Indian Student Services
Jensen, Sol, M.Ed., Assistant Vice President for Admissions and Financial Aid
Kilgore, Janelle, M.S., Director, Financial Aid
Lien, Mark, B.S., Director, Finance Technology, Housing
Mendick, Kay, Director, Women’s Center
Metcalf, Elaine, M.A., Director, TRIO Programs
Novotny, Jill, B.S., Administrative Officer, Vice President for Student Affairs Office
Odegaard, Ilene, M.A, Interim Director, Career Services
Rakoczy, Michelle, M.S., Director, Student Affairs Technology Services
Rosaasen, Orlynn, B.S., Director, Dining Services
Sargent, Judy, M.S., Director, Residence Services
Spencer, Cindy, M.S., Director, Residence Life and Education
Trimaco, Tony, M.S., Director, Memorial Union
Veenstra, Myron, Ph.D., Director, Counseling Center
Yearwood, Jo-anne, M.S., Director, University Children’s Center
Johnson, Phyllis E., Ph.D., Vice President for Research Economic Development
Aubol, Terry, Assistant to the Vice President for Research Economic Development
Bowie, Michelle, M.P.A., Coordinator, Institutional Review Board
Hoffmann, Mark, Ph.D., Associate Vice President for Research Capacity Building; Director, Computational Research Center; ND EPSCoR Co-Project Director
Hurst-torgerson, Linda, B.Acc., Program Manager, Grand Forks Human Nutrition Research Center
Lee, Kap J., DVM, M.S., DACLAM, Director, Center for Biomedical Research
Milavetz, Barry, Ph.D, Associate Vice President for Research Economic Development, Research Development & Compliance
Miller, John, J.D., Export Control Officer
Moore, Michael, M.S., Associate Vice President for Intellectual Property Commercialization Economic Development
Schmidt, David, B.S.B.A., Assistant Vice President for Research Economic Development, Grants & Contracts Administration

Faculty

This list is intended for general public information purposes only and must not be construed as an official definitive list of faculty members and their tenure or other status. Also, because the number and location of clinical faculty in the School of Medicine vary with the departmental appointments, only full-time medical faculty are listed. A listing of clinical faculty may be obtained from the school on request.

* associate graduate faculty status
** full graduate faculty status
*** assistant graduate faculty status
# adjunct graduate faculty status

** Abrahamson, Harmon B., Ph.D., Massachusetts Institute of Technology, Professor of Chemistry
* Abrahamson, Julie, Ph.D., University of Oklahoma, Assistant Professor of Chemistry
* Adams, Darla, Ph.D., University of North Dakota, Associate Dean of Graduate Studies and Clinical Associate Professor of Anesthesia
* Adams Larsen, Margo, Ph.D., Western Michigan University, Assistant Professor of Psychology
Adkins, Mary, M.A., Seattle University, Clinical Assistant Professor of Nursing
# Ahlering, Marissa A., Ph.D., University of Missouri, Adjunct Professor of English
* Albers, Crystal, Ph.D., Washington University, St. Louis, Assistant Professor of English
Allen, Jon W., M.D, University of North Dakota, Director of N.D. Start Simulation Center and Associate Professor of Internal Medicine
Alleva, Patti A., J.D., Hofstra University School of Law, Professor of Law
Elepeter, Sheri, B.S.N., University of North Dakota, Clinical Instructor of Nursing
** Ames, Forrest E., Ph.D., Stanford University, Professor of Mechanical Engineering
Amundson, Mary, M.A., University of North Dakota, Assistant Research Professor of Family and Community Medicine
*** Anderson, Cindy, Ph.D., University of North Dakota, Associate Dean of Research, Professor of Nursing and Adjunct Assistant Professor of Pharmacology, Physiology and Therapeutics
* Anderson, Ernest, J.D., Hamline University School of Law, Associate Professor of Aviation
*** Andersson, Julie A., University of North Dakota, Assistant Professor of Family and Community Medicine, PA-C
** Anderson, Julie, Ph.D., University of North Dakota, Associate Professor of Nursing
* Anderson, Rilla, Ph.D., University of North Dakota, Assistant Professor of Educational Foundations and Research
Anderson, Tina, M.S., University of North Dakota, Associate Professor of Aviation
* Angelone, Alison, M.F.A, Virginia Commonwealth University, Assistant Professor of Theatre Arts
** Antonova, Slavka, Ph.D., Concordia University, Montreal, Associate Professor of Communication Sciences and Disorders
Anegood, Richard, Ph.D., Rutgers University, Associate Professor of Communication Sciences and Disorders
** Askelson, Mark, Ph.D., University of Oklahoma, Associate Professor of Atmospheric Sciences
** Askim-loveseth, Mary Kay, Ph.D., Purdue University, Professor of Marketing
* Atkinson, Christopher, Ph.D., University of Kansas, Assistant Professor of Geography
# Baart, Joan, Ph.D., Leiden University, The Netherlands, Adjunct Professor of Linguistics
* Badahdah, Abdallah, Ph.D., Iowa State University, Associate Professor of Sociology
** Bagheri, Fathollah, Ph.D., University of Pennsylvania, Professor of Economics
# Baker, T. Adam, Ph.D., University of Arizona, Adjunct Professor of Linguistics
* Baker, Brent, Ph.D., University of South Florida, Assistant Professor of Marketing
* Baker, Mary Elizabeth, Ph.D., University of North Dakota, Associate Professor of Teaching and Learning
** Bandypadhyay, Biswanath P., Ph.D., People, Professor of Mechanical Engineering
* Barbu, Simona, D.M.A., University of Memphis, Assistant Professor of Music
* Barkdull, Carenlee, Ph.D., University of Utah, Associate Professor of Social Work
** Barkhouse, Wayne, Ph.D., University of Toronto, Associate Professor of Physics
Barrentine, Carl D.A., Idaho State University, Associate Professor of Humanities and Integrated Studies
** Barrentine, Shelby, Ed.D., University of California-Los Angeles, Professor of Teaching and Learning
Barry, Scott, Ph.D., Arizona School of Health Sciences, Assistant Professor of Family and Community Medicine/Physician Assistant Program
** Bass, Gail S., Ph.D., University of North Dakota, Associate Professor of Occupational Therapy
* Bateman, Connie Rae, D.B.A., University of North Dakota, Professor of Nursing
Beal, James R., Ph.D., University of North Dakota, Associate Professor of Family and Community Medicine
** Beard, Michael, Ph.D., Indiana University, Chester Fritz Distinguished Professor of English
** Beard, Victoria, Ph.D., University of North Dakota, Professor of Accountancy
Beattie, Robert, M.D., University of North Dakota, Veril J. and Ruth Fischer Clinical Professor and Chair of Family and Community Medicine
** Beck, Pamela, M.Ed., University of North Dakota, Assistant Professor of Teaching and Learning
Becker, William K., Ph.D., M.D., University of Minnesota, Professor of Surgery
* Benedita, Nancy L., Ph.D., St. Louis University, Professor of Finance
* Benoit, Virgil, Ph.D., University of Minnesota, Professor of Languages
** Benson, Steve, Ph.D., Pennsylvania State University, Professor of Chemical Engineering
Berg, Frances M., M.S., University of Minnesota, Adjunct Professor of Family and Community Medicine
Berg Burin, Nikki, Ph.D., University of North Dakota, Assistant Professor of History
* Berg, Justin, Ph.D., Washington State University, Assistant Professor of Sociology
** Berger, Albert, Ph.D., Northern Illinois University, Associate Professor of History
* Berne, Jane, Ph.D., University of Illinois at Urbana-Champaign, Professor of Languages
* Berry, Colleen, Ph.D., Indiana University, Associate Professor of Languages
* Bevelacqua, Anthony, Ph.D., University of Kentucky, Professor of Mathematics
** Bibel, George, Ph.D., Case Western Reserve University-Cleveland, Professor of Mechanical Engineering
Bibendtort, Peggy, M.S., Minot State University, Clinical Instructor of Communication Sciences and Disorders
# Bickford, J. Albert, Ph.D., University of California, San Diego, Adjunct Professor of Linguistics
* Biederman, Daniel, Ph.D., University of Kansas, Professor of Economics
Birger, C. Judith, M.S., University of North Dakota, Clinical Instructor of Statewide Psychiatric Nursing Education Program at Jamestown, College of Nursing and Professional Disciplines
Birkhofer, Melissa, M.A., Chapel Hill, Assistant Professor of Languages
* Bjerve, Elizabeth I., Ph.D., University of North Dakota, Associate Professor of Aviation
Dauksavage, Rachel, M.S., University of North Dakota, Clinical Instructor of Nursing
Davidson, Michelle, MFA, University of South Dakota, Assistant Professor of Theatre Arts
** Deard, Bruce G., Ph.D., Washington State University, Professor of Mathematics
* Decker, Schawnn, D.T., University of North Dakota, Assistant Professor of Physical Therapy
** Delene, David, Ph.D., University of Wyoming-Laramie, Associate Research Professor of Atmospheric Sciences
* Delhomme, Jerome, Ph.D., University of Paris-France, Associate Professor of Chemistry
* Delong, Loretta, Ed.D., University of North Dakota, Assistant Professor of Educational Leadership and Administration
Delorme, Eugene J.D., University of North Dakota, Director of Indians into Medicine Program (INMED), and Assistant Professor of Family Medicine
* De Magalhaes, Roberto, Ph.D., University of Mississippi, Assistant Professor of Accountancy
** Dennis, Steven, Ph.D., University of Kentucky, Professor of Finance
** Derenne, Adam, Ph.D., University of Wisconsin, Madison, Associate Professor of Psychology
* Desell, Travis, Ph.D., Rensselaer Polytechnic, Assistant Professor of Computer Science
Devine-roberts, Jacqueline, M.S., University of North Dakota, Clinical Assistant Professor of Nursing
Devlin, Kwanza, M.D., University of Nebraska Medical Center, Assistant Professor of Family and Community Medicine
** Dewar, Graeme, Ph.D., Simon Fraser University, Professor of Physics
* De Young, Kyle, M.A., University of Albany, Assistant Professor of Psychology
* Dhasarathy, Archana, Ph.D., Texas A & M Health Sciences Center, Assistant Professor of Biochemistry and Molecular Biology
* Dicristina, Bruce, Ph.D., State University of New York-Albany, Professor of Criminal Justice
** Dixon, Kathleen, Ph.D., University of Michigan, Professor of English
* Donehower-steinert, Kimberly, Ph.D., University of Minnesota-Twin Cities, Associate Professor of English
* Dong, Xiquan, Ph.D., Pennsylvania State University, Professor of Atmospheric Sciences
Dorsher, Joycelyn, M.D., University of Minnesota School of Medicine, Associate Dean of Student Affairs and Admissions and Associate Professor of Family and Community Medicine
* Dosch, Robert, Ph.D., University of Iowa, Associate Professor of Accountancy
** Doze, Ana, Ph.D., Stanford University, Associate Professor of Pharmacology, Physiology and Therapeutics
* Drago, Alejando, D.M.A., University of Southern Mississippi, Assistant Professor of Music
** Drechsel, Paul, M.S., University of North Dakota, Associate Professor of Aviation
* Du, Goudong, Ph.D., Iowa State University, Assistant Professor of Chemistry
* Dubois, Gene W., Ph.D., University of California, Associate Professor of Languages-Spanish
** Dunlevy, Jane R., Ph.D., University of Alabama at Birmingham, Associate Professor of Anatomy and Cell Biology
* Dunnigan, Gerri, Ph.D., Iowa State University, Associate Professor of Mathematics
Dusenberg, Mark, M.S., University of North Dakota, Assistant Professor of Aviation
Dye, Sara K., M.D., Dartmouth Medical School, Adjunct Assistant Professor of Rural Health
* Edwards, Sarah, M.S., North Dakota State University, Assistant Professor of Counseling Psychology and Community Services
** Elbert, Dennis, Ph.D., University of Missouri-Columbia, Dean, College of Business and Public Administration and Professor of Marketing
* Ellington, Dee Ann, Ph.D., Virginia Polytechnic Institute and State University, Associate Professor of Accountancy
** Ellis-felege, Susan, Ph.D., University of Georgia, Assistant Professor of Biology
** El-rewini, Hesham, Ph.D., Oregon State University, Dean, College of Engineering Mines and Professor of Computer Science
Enger, Tracy Jo, M.S.N., University of North Dakota, Clinical Instructor of Nursing
Ernst, Julia, J.D., University of Michigan, Assistant Professor of Law
Evans, Julie, J.D., University of North Dakota, Adjunct Assistant Professor of Family and Community Medicine
** Evanson, Tracy, Ph.D., University of Minnesota, Director, APHN and Associate Professor of Nursing
** Faruque, Saleh Muhammad, Ph.D., University of Waterloo-Ontario, Associate Professor of Electrical Engineering
** Fazel-rezaei, Reza, Ph.D., University of Manitoba, Assistant Professor of Electrical Engineering
Felege, Christopher, M.Ed., University of Georgia, Instructor of Biology
** Ferraro, F. Richard, Ph.D., University of Kansas, Chester Fritz Distinguished Professor of Psychology
** Fevig, Ronald, Ph.D., University of Arizona, Assistant Professor of Space Studies
Fiala, Amy, B.S.N., University of North Dakota, RAIN Mentor and Clinical Instructor of Nursing
** Fink, Kim W., M.F.A., Tyler School of Art, Temple University, Professor of Art and Design
Finstad, Alison, Ph.D., University of North Dakota, Assistant Professor of Psychology
** Fiordo, Richard, Ph.D., University of Illinois-Urbana, Professor of Communication
* Flanagan, Kenneth, Ph.D., Ohio State University, Assistant Professor of Social Work
Flatt, John, M.S., ATC, North Dakota State University, Instructor of Family and Community Medicine-Sport Medicine
* Fleshman, Sherrie, Ph.D., University of Oregon, Associate Professor of Languages-French
* Flom-meland, Cynthia, Ph.D., University of North Dakota, Associate Professor of Physical Therapy
** Flower, Ann, Ph.D., University of Colorado Health Sciences Center, Associate Professor of Microbiology and Immunology
** Flynn, David T., Ph.D., Indiana University, Professor of Economics
* Flynn, Michael, Ph.D., Washington University, St. Louis, Associate Professor of English
Fogarty III, Edward F., M.D., University of Nebraska-Omaha, Clinical Assistant Professor and Chair of Radiology
Foltz, Kenneth, M.S., Central Missouri State University, Assistant Professor of Aviation
Fontaine, Cordell, M.A., University of North Dakota, Director of Social Science Research Institute
** Forsman, Nels F., Ph.D., University of North Dakota, Assistant Professor of Geology and Geographical Engineering
* Foster, James D., Ph.D., University of North Dakota, Assistant Professor of Biochemistry and Molecular Biology
* Fox, Lorraine, Ph.D., University of North Dakota, Associate Professor of Occupational Therapy
** Francis, Clare, Ph.D., Indiana University, Associate Professor of Management
Frazier, Alan, M.P.A., University of Southern California, Assistant Professor of Aviation
Fritze, Christine, J.D., University of Oklahoma, Assistant Professor of Law
Fugere, Robert M., B.A., University of North Dakota, CPT, United States Army and Assistant Professor of Military Science and Leadership
** Fugere, Scott, Ph.D., Massachusetts Institute of Technology, Professor of Space Studies
Gaines-stoner, Kelly, J.D., University of Oklahoma, Clinical Instructor of Law
*** Gallo, Michael, M.S., Minnesota State University, Moorhead, Assistant Professor of Teaching and Learning
** Ganje, Lucy A., M.F.A., Academy of Art College-San Francisco, Professor of Art and Design
** Garrett, Scott, Ph.D., University of South Dakota, Associate Professor of Pathology
Gasevic, Enej, M.D., University of North Dakota, Assistant Professor of Surgery
* Gedafa, Daba, Ph.D., Kansas State University, Assistant Professor of Civil Engineering
** Geiger, Jonathan, Ph.D., University of North Dakota, Chester Fritz Distinguished Professor and Chair of Pharmacology, Physiology and Therapeutics and Interim Chair of Anatomy and Cell Biology
* Gerla, Philip, Ph.D., University of Arizona, Associate Professor of Geology and Geological Engineering
** Gershman, Kathleen, Ed.D., Harvard University, Professor of Teaching and Learning and Educational Foundations and Research
** Ghribi, Othman, Ph.D., Rene Descartes University, Associate Professor of Pharmacology, Physiology Therapeutics
Gibbens, Brad, M.P.A., University of North Dakota, Assistant Research Professor of Family and Community Medicine, Associate Director, Center for Rural Health
** Gilmore, Matthew, Ph.D., Texas AM University, Associate Professor of Atmospheric Sciences**
** Gilstdorf, Thomas, Ph.D., Washington State University, Professor of Mathematics**
* Gjelstad, Melissa, Ph.D., University of Washington, Assistant Professor of Languages**
** Geenner, Cullen, Ph.D., University of Wisconsin, Professor of Economics**
** Goldstein, Raymond, D.P.H., Columbia University, Director of Master of Public Health and Professor of Family and Community Medicine**
* Golovko, Mikhail, Ph.D., Tver State University, Assistant Professor of Pharmacology, Physiology and Therapeutics**
** Gonzalez-smith, Suzanne, M.F.A., University of Kentucky, Assistant Professor of Art and Design**
* Goodwin, Brett, Ph.D., Carleton University, Ottawa, Associate Professor of Biology**
* Goodwin, Janice K., Ph.D., Iowa State University, Associate Professor of Nutrition and Dietetics

Gordon, Gregory, J.D., University of California, Associate Professor of Law**
** Gosnold, William D., Ph.D., Southern Methodist University, J.R., Chester Fritz Distinguished Professor of Geology and Geological Engineering**
** Gottschalk, Martin, Ph.D., State University of New York-Albany, Associate Professor of Criminal Justice**
* Gourneau, Bonni, Ed.D., University of North Dakota, Associate Professor of Teaching and Learning**
** Grabe, Mark, Ph.D., Iowa State University, Professor of Psychology**
** Grainger, Cedric A.tony, Ph.D., State University of New York, Professor of Atmospheric Sciences**
Grandbois, Donna, M.S., University of North Dakota, Clinical Instructor of Nursing**
** Grant, Emanuel, Ph.D., Colorado State University, Associate Professor of Computer Science**
* Gray, Jacqueline, Ph.D., Oklahoma State University, Associate Research Professor of Pathology**
** Grave, Shannon, M.Ed., University of North Dakota, Instructor of Teaching and Learning**
** Grewal, Nanak S., Ph.D., University of Illinois-Chicago, Professor of Mechanical Engineering**
* Griffin, Michelle, Ph.D., University of North Dakota, Clinical Supervisor, Teaching and Learning**
Grijalva, James, J.D., Northwestern School of Law, Professor of Law**
** Groenewold, Gerald H., Ph.D., University of Illinois-Chicago, Director of the Energy and Environmental Research Center and Associate Professor of Geology and Geological Engineering**
** Grove, Bryon D., Ph.D., Clemson University, Associate Professor of Anatomy and Cell Biology**
* Gullicks, Harvey, Ph.D., Iowa State University, Associate Professor of Civil Engineering**
** Gupta, Surojit, Ph.D., Drexell University, Assistant Professor of Mechanical Engineering**
** Guy, Mark, Ph.D., University of Georgia, Professor of Teaching and Learning**
* Halaas, Gwen, M.D., M.B.A., Harvard Medical School, Senior Associate Dean of Academic and Faculty Affairs and Associate Professor of Family and Community Medicine**
** Halcrow, Cheryl Lynn, Ph.D., University of North Dakota, Associate Professor of Mathematics**
Hammami, Nasser, M.S., University of North Dakota, CIO, Information Resources and Assistant Professor of Family and Community Medicine**
** Hans, Birgit, Ph.D., University of Arizona, Professor of Indian Studies**
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** Hansen, Kenneth, J.D., Indiana University of Law, Professor of Accountancy**
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* Yang, Crystal, Ph.D., University of Georgia, Associate Professor of Art Design
** Yarbrough, Lance, Ph.D., University of Mississippi, Assistant Professor of Geology
** Yearwood, David, Ph.D., University of North Dakota, Professor of Technology
** Young, Timothy R., Ph.D., University of Oklahoma, Associate Professor of Physics
Youngs, Linda F., M.A., University of North Dakota, Clinical Instructor of Nursing
** Yurkonis, Kathryn, Ph.D., Iowa State University, Associate Professor of Biology
** Zahl, Marcellin, Ph.D., Western Michigan University, Associate Professor of Mechanical Engineering
Zeldik, Thomas, M.S., University of North Dakota, Associate Professor of Aviation
Zelewski, Susan, M.D., Baylor College of Medicine, Assistant Dean for Medical School, Northeast Campus at Grand Forks, Clinical Associate Professor of Pediatrics
** Zerr, Ryan J., Ph.D., Iowa State University, Professor of Mathematics
* Zhang, Kurt, Ph.D., Kansas State University, Assistant Professor of Pathology
** Zhang, Xiaodong, Ph.D., Dalhousie University, Canada, Associate Professor, Earth System Science and Policy
Zhu, Weizhu, M.D., Zunyi Medical College, Research Assistant Professor, Research Affairs
** Zidon, Margaret, Ph.D., University of North Dakota, Associate Professor of Teaching and Learning
Ziegler, Cathy, B.S., South Dakota State University and B.S. in Physical Therapy, University of Oklahoma Health Sciences Center, Instructor of Family and Community Medicine
Ziejelewski, Mariusz, Ph.D., North Dakota State University, Adjunct Associate Professor of Clinical Neuroscience
** Zimmerman, Sonia, Ph.D., North Dakota State University, Associate Professor of Occupational Therapy
** Zuo, Yanjun, Ph.D., University of Arkansas, Associate Professor of Information Systems Business Education
Guggenheimer, Joshua, Assistant Professor of Physical Education, Exercise Science and Wellness
Hung, Hsin-Ling (Sonya), Ph.D., The Ohio State University, Associate Professor of Educational Foundations and Research
Mabey, Renee R., Ph.D., University of North Dakota, Professor of Physical Therapy
Minnotte, Michael, Ph.D., Rice University, Professor of Mathematics
Ozaki, Caroline (Casey), Ph.D., Michigan State University East Lansing, Assistant Professor of Teaching and Learning
Sharma, Jyotika , Assistant Professor of Microbiology and Immunology
Zhang, Jiacheng, Ph.D., University of Alabama, Associate Professor of Atmospheric Sciences
Zheng, Yun (Lucy), M.D., Luzhou Medical College, Assistant Professor of Pathology

** Faculty Emeriti**
Diederich, Kristen, Fargo, term expires June 30, 2014
Espegard, Duaine, Grand Forks, term expires June 30, 2014
Morton, Don, Fargo, term expires June 30, 2016
Hjelmstad, Terry, Minot, term expires June 30, 2015
Reichert, Kari, Bismarck, term expires June 30, 2013
Shaft, Grant, Grand Forks, term expires June 30, 2015
Neset, Kathleen, Tioga, term expires June 30, 2013
Student Member, named annually to one-year term
Non-Voting Faculty Member, named annually to one-year term
Non-Voting Staff Member, annually to one-year term
Shirvani, Hamid A., Chancellor, North Dakota University System

Other Professionals

Ahelegbe, Gameli, Assistant Men’s Basketball Coach
Albrecht, Dexter, Director of Ticket Sales and Promotions
Ayers, Elaine M., Director, Central Legal Research, School of Law
Baukol, Nathan, Head Strength and Conditioning Coach
Berry, Brad, Assistant Men’s Hockey Coach
Bjorlie, Stacy, Athletics Academic Services Coordinator
Boyd, Benny, Assistant Football Coach
Breitbach, Greg, Assistant Football Coach
Brewster, J. Travis, Head Women’s Basketball Coach
Brode, Barry, Director, UND Television/Radio
Brown, Dan, Associate Head Coach, Volleyball
Clay, Richard D., Head Coach, Cross Country
Dodson, Jeffrey, Head Baseball Coach
Doperański, Kyle, Associate Athletics Director
Elander, Peter, Associate Head Coach, Women’s Hockey
Fabian, Erik, Assistant Women’s Hockey Coach
Faison, Brian, Director of Athletics
Field, Justin C., Assistant Baseball Coach
Fontaine, Cordell, Director, Social Science Research Institute
Freund, Danny, Assistant Football Coach
Galbraith, Kevin, Head Coach, Track and Field
Goebert, Tanya, Assistant Tennis Coach
Hahn, Bryan, Research Associate, Regional Weather Information Center
Hajdu, Amanda, Assistant Athletics Director, Academic Services
Hajdu, Jayson, Assistant Director of Athletics
Hakstol, Dave, Head Men’s Hockey Coach
Hardee, William A., Head Volleyball Coach
Harris, Anthony, Assistant Swimming and Diving Coach
Helbig, Kara, Assistant Director of Athletics
Idalski, Brian, Head Women’s Hockey Coach
Irle, Daniella, Senior Associate Athletics Director/SA
Jackson, Dane, Assistant Men’s Hockey Coach
Jones, B.J., Director, Northern Plains Tribal Judicial Training Institute, School of Law
Jones, Brian, Head Men’s Basketball Coach
Kellogg, Matthew, Head Soccer Coach
Kotelnicki, Joshua, Assistant Football Coach
Kroeker, Scott, Research Assistant, Regional Weather Information Center
Magill, Randall, Associate Athletics Director
Martinson, Natalie, Head Golf Coach
Miller, Peter, Assistant Track and Field Coach
Mussman, Christopher, Head Football Coach
Nicholson, Megan, Athletics Compliance Coordinator
Nordlie, John, Research Associate, Regional Weather Information Center
Nurse, C. Wesley, Assistant Football Coach
Oakley, Eric, Head Softball Coach
Oliver, Dean, Assistant Men’s Basketball Coach
Primes, David, Director of Athletics Marketing
Sayavongchach, Linda, Assistant Women’s Basketball Coach
Schwenzfeifer, Aaron, Assistant Strength and Conditioning Coach
Silvers, Joseph, Assistant Track and Field Coach
Srom, Brian, Director of Aquatics, Assistant Swimming and Diving Coach
Toom, Dennis, Research Archaeologist, Anthropology
Wilson, Brett, Assistant Men’s Basketball Coach
Woods, Andrew, Assistant Women’s Basketball Coach
Wynne, Thomas, Head Tennis Coach
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