



HASKELL INDIAN NATIONS UNIVERSITY



Academic Catalog
2026-2027

TABLE OF CONTENTS

ACADEMIC CALENDAR.....	1
ABOUT HASKELL	2
ADMISSIONS	3
FINANCIAL AID	4
RESIDENTIAL SERVICES	4
REGISTRATION AND ENROLLMENT.....	5
FEES AND PAYMENT	5
ACADEMIC AFFAIRS.....	6
GENERAL EDUCATION	6
GENERAL EDUCATION LEARNING OUTCOMES	6
COLLEGES AND PROGRAMS.....	7
COLLEGE OF HUMANITIES AND THE ARTS.....	7
<i>English Courses</i>	7
<i>Fine Arts Courses</i>	7
<i>Communication Studies (A.A.)</i>	8
<i>Liberal Arts (A.A.)</i>	8
<i>Media Communications (A.A.)</i>	8
COLLEGE OF NATURAL AND SOCIAL SCIENCES	8
<i>Mathematics Courses</i>	9
<i>Geographic Information Systems (certificate)</i>	9
<i>Natural Science (A.S.)</i>	9
<i>Social Work (A.A.)</i>	9
<i>Environmental Science (B.S.)</i>	9
<i>Indigenous and American Indian Studies (B.A.)</i>	10
COLLEGE OF BUSINESS	11
<i>Records and Information Management (certificate)</i>	11
<i>Business Administration (B.S.)</i>	12
COLLEGE OF EDUCATION AND HEALTH SCIENCES.....	12
<i>Health, Sports, and Exercise Science Programs</i>	12
<i>Elementary Teacher Education Program (A.A. & B.S.)</i> ...	13
ACADEMIC SUPPORT	15
STUDENT SERVICES & ATHLETICS	16
FACULTY	17
COURSE DESCRIPTIONS	19
ACADEMIC POLICIES	60
OTHER POLICIES (SELECTED)	68
HASKELL: THE POWER OF PLACE.....	70

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

Haskell is a member of the American Indian Higher Education Consortium (AIHEC).

Haskell Indian Nations University is an equal opportunity institution.

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

A Note about the *Catalog*: The Haskell *Academic Catalog* is published by the Office of the Vice President of Academics in conjunction with the Center for Institutional Effectiveness. This catalog supersedes all previously published volumes.

The Academic Catalog is published for informational purposes and is not a contract between a student and Haskell Indian Nations University. Every effort is made to provide information that is accurate at the time the Catalog is prepared.

However, information concerning regulations, policies, fees, curricula, courses and other matters contained in the Catalog is subject to change at any time during the period for which the Catalog is in effect. Haskell reserves the right at all times to discontinue, modify, or otherwise change its degree programs when it determines it is in the best interest of the University to carry out its mission. Changes will be posted on the Haskell website: <https://haskell.edu/registrar/>.

ACADEMIC CALENDAR

FALL SEMESTER 2026

August 31	First day of classes
August 31	First day of Add/Drop
September 4	Last day of Add/Drop
September 7	No classes / federal holiday
September 18	Last day to change math or English
October 9	Last day for Change of Grade or Incomplete
October 12	No classes / federal holiday
October 30	Last day to withdraw
November 11	No classes / federal holiday
November 25-27	Fall Break
December 4	Last day of classes
December 7	First day of finals
December 10	Last day of finals
December 11	Commencement

SPRING SEMESTER 2026

January 19	First day of classes
January 19	First day of Add/Drop
January 22	Last day of Add/Drop
February 5	Last day to change math or English
February 15	No classes / federal holiday
February 26	Last day for Change of Grade or Incomplete
March 15-19	Spring Break
March 26	Last day to withdraw
April 30	Last day of classes
May 3	First day of finals
May 6	Last day of finals
May 7	Commencement

SUMMER SEMESTER 2027

June 1	First day of classes
June 1	First day of Add/Drop
June 4	Last day of Add/Drop
June 7	Last day to change math or English
July 9	Last day to withdraw
July 23	Last day of classes

ABOUT HASKELL

Haskell Indian Nations University is an accredited institution of higher education located in Lawrence, Kansas. The University sits near the confluence of the Kaw and Wakarusa Rivers and along over nine hundred acres of wetlands.

Haskell is operated by the Bureau of Indian Education, a unit of the U.S. Department of the Interior, in partial fulfillment of Federal Indian Trust Responsibility. All students are enrolled members of federally recognized American Indian Tribes or Alaska Native villages, or their eligible descendants.

Ours is a uniquely Indigenous learning environment, a gathering place for scholars from across Indian country and beyond. The curriculum emphasizes issues and perspectives of Indigenous peoples, communities, and Nations.

Onward Haskell!

Haskell opened in 1884 as the United States Indian Industrial Training School (renamed Haskell Institute in 1887), with an enrollment of 22 American Indian children. In keeping with assimilationist practices of the day, the children were trained in non-Native methods of agriculture and in trades such as blacksmithing and sewing. Early instruction focused on teacher training and commercial touch-typing programs. The first issue of the Institute's *Indian Leader*, now heralded as the "oldest Native American student newspaper," appeared in 1897.

Throughout the early twentieth century, Haskell's legendary football program included Jim Thorpe (Sac and Fox, Potawatomi) and John Levi (Arapaho), among others. The Stadium and Memorial Arch were dedicated in October of 1926, in honor of Indigenous soldiers of the First World War, including over 400 from Haskell.

Industrial training became an important part of the curriculum in the early 1930s, and by 1935 Haskell began to evolve into a post-secondary vocational-technical institution. The last high school class graduated in 1965.

In 1970, Haskell was accredited as Haskell Indian Junior College. Offerings included associate degrees in American Indian Studies, business, nursing, and printing along with continued vocational training in fields such as carpentry and auto mechanics. As part of the vision to expand access and opportunity into the twenty-first century, Haskell Indian Junior College became Haskell Indian Nations University in 1993.

Today, Haskell offers baccalaureate degrees in Indigenous and American Indian Studies, business administration, elementary education and environmental science, along with associate degrees and certificates. Students can access an array of academic and support services, on-campus housing and competitive athletics programs as they prepare for employment, graduate school, and family and community life.

The Haskell Circle

Haskell's mission and vision statements emphasize longstanding commitments and aspirations.

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

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

Our Values: As we honor similarities between and distinctions among Indigenous populations, our CIRCLE values highlight our aspirations and guide our daily practice.

Communication: To successfully convey ideas, opinion, information, results, or creative expression using multiple strategies.

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

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

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

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

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

Accreditation

Haskell Indian Nations University is accredited by the [Higher Learning Commission](#), an institutional accreditor recognized by the U.S. Department of Education.

The Elementary Education program is accredited by the [Council for the Accreditation of Educator Preparation](#) (CAEP).

ADMISSIONS

Office of Admissions, Pushmataha Hall.

Director: Dorothy D. Stites (Kiowa Indian Tribe of Oklahoma)

Phone: (785) 749-8454. Email: admissions@haskell.edu

Web: www.haskell.edu/admissions

Haskell Indian Nations University welcomes applications from eligible individuals who are interested in pursuing post-secondary education.

Application Materials

All application materials must be mailed or hand-delivered by the deadline: **June 1** for fall semester, **November 15** for spring, and **April 15** for summer. (If the date falls on a weekend, the deadline will be the following Monday.)

Mailing Address:	Haskell Indian Nations University Office of Admissions 155 Indian Avenue, Box 5031 Lawrence, KS 66046
Hand Delivery:	Pushmataha Hall

Late applications and/or materials are not accepted.

Photocopied or faxed applications are not accepted.

Applicant Types: Applicants fall into one of three categories:

New Student Applicants: Degree-seeking applicants who will attend college for the first time (or whose only post-secondary experience was through dual enrollment in high school).

Transfer Student Applicants: Degree-seeking applicants who have attended a post-secondary institution, whether or not they completed for credit. This category also includes individuals who enrolled and then withdrew from an institution, as well as students who attended Haskell and then another institution after Haskell.

Applicants for Readmission: Applicants who have attended Haskell previously who want to return to continue their education. *Note:* Files are archived periodically; applicants who have not attended Haskell within the past three years may be asked to rebuild their file.

Required application materials vary by applicant type:

	<u>New</u>	<u>Transfer</u>	<u>Readmit</u>
Application	yes	yes	yes
Tribal Verification	yes	yes	yes
High School Transcript	yes	no	no
College Transcript(s)	note 4	yes	yes
Essay	no	no	note 5
Proof of Immunization	yes	yes	yes

1. Application: All applicants must submit an [application](#). The application must contain the student's full legal name. Application materials that show a different name must be accompanied by legal documentation of the change.

2. Tribal Verification: All applicants must be either an enrolled or official member of a federally recognized tribe eligible for education benefits from the Bureau of Indian Affairs (BIA), or at least one-fourth total degree Indian direct descendant of an enrolled member of a tribe eligible for BIA education benefits.

Provide official documentation regarding tribal recognition signed by the appropriate BIA agency or tribe. This documentation can be presented in either of the following two methods:

- Enrolled member of a federally recognized tribe.** Provide an official Certificate of Degree of Indian Blood (CDIB) card or other official tribal enrollment information with the student's name, date of birth or social security number; and an enrollment (membership) number from the BIA agency or federally recognized tribe.
- Direct descendant of enrolled member of a tribe eligible for BIA education benefits:** Provide official documentation of at least one-fourth degree Indian direct descendant status of an enrolled member of a federally recognized tribe eligible for BIA education benefits, signed by the appropriate BIA agency or federally recognized tribe.

Information about recognition or eligibility status is published in the *Federal Register* ([here](#); or superseding publications). The University does not research or obtain membership verification on behalf of applicants.

3. High school transcript or GED certificate with scores: Required for new-student applicants. Official forms only (no faxed transcripts). Electronic transcripts are acceptable.

4. Official College Transcript(s): Required for: (1) transfer-student applicants; and (2) new-student applicants who have taken college classes while in high school. Submit official transcripts from each post-secondary institution attended or, if a transcript was not generated, a confirmation to that effect from the institution's Registrar.

Failure to disclose transcripts and/or academic records as described above is grounds for disqualification of application and/or suspension from the University.

5. Essay: Required *only* for applicants for readmission who left on Academic Suspension. The typed essay must address the following: (1) What circumstances led to the suspension? (2) How have you addressed those circumstances? (3) What is your plan for academic success moving forward?

6. Proof of Immunization: All students must submit either documentation of current Measles, Mumps, and Rubella (MMR I and II) immunizations or a signed exemption form.

Admissions Standards

New student applicants: High school GPA of 2.0 on a 4.0 scale, along with completion of all required application materials.

Standards for transfer student applicants: GPA of at least 2.0 on a 4.0 scale at their previous college, along with completion of all required application materials.

Standards for applicants for readmission: Eligibility for acceptance as a readmitted student requires a Haskell transcript GPA of at least 2.0 on a 4.0 scale, along with completion of required application materials.

Readmitted students will, upon a favorable admissions decision, be subject to the successful resolution of outstanding financial holds and/or unresolved issues from the Office of Student Rights and Conduct before continuing with orientation, registration, or enrollment.

Decisions and Appeals

All applicants who submit a complete packet (*i.e.*, all required materials) will receive a decision of “Accepted,” “Accepted on Probation,” or “Denied.” *Denied* applicants can appeal the decision by sending a letter to the Admissions Office that includes reasons for additional consideration by the Division of Academic Affairs. Appeal letters should be submitted promptly as the appeals process may take up to three weeks.

Application packets that are not repaired by the deadline are classified as “Incomplete/No Decision,” a status that cannot be appealed. Applicants can continue to assemble materials for subsequent cycles. Materials are kept on file for 3 years.

Admission to Four-Year Programs

Transfer students who seek admission directly to a four-year program must have an associate degree or 45 college credit hours including English I, English II, and College Algebra (or their equivalent) with a minimum grade of C. Applying to a four-year program is a separate process and while the University and program applications can be submitted at the same time, University admission will, in this case, be contingent program acceptance. Areas of study are: Business Administration, Elementary Education, Environmental Science, and Indigenous and American Indian Studies.

Notice of Rights

All official documents become the property of Haskell Indian Nations University and cannot be returned to applicants. Haskell reserves the right to verify official tribal enrollment documents with the BIA agency or federally recognized tribe. Haskell reserves the right to deny or cancel the acceptance or admission of any student whose attendance at the University would not be mutually beneficial.

FINANCIAL AID

Financial Aid Office, Stidham Union. Interim Financial Aid Officer: Mona R. Gonzales (Hunkpapa Lakota). Phone: (785) 749-8468. Fax: (785) 832-6617. Email: faoffice@haskell.edu

****Haskell's School Code on the FAFSA: 010438**

Haskell's [Financial Aid Office](#) administers federal aid programs such as the Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG) and Federal Work-Study. Office staff are focused on helping students access financial support as they pursue their education. The office also manages merit-based awards, including scholarships from the American Indian College Fund's Tribal College and University scholarship programs. Workshops help students navigate the process. Confidentiality measures are strictly enforced.

Students are encouraged to apply for financial aid as soon as possible after October 1 of each year. Interested students must reapply for federal student aid every year. The Free Application for Federal Student Aid (FAFSA) is available [online](#).

Applicants may be asked to supply additional materials during processing. Once corrections are received and the file is verified for completeness, information on eligibility will be posted in the Financial Aid module of the [student portal](#).

Return to Title IV: A call for the return of funds to Title IV occurs when funds received exceeds funds earned, including in cases of withdrawal from a course or courses before completing the required 60 percent of an enrollment period (9 weeks for courses on a traditional calendar). Affected students will receive notification about the amount to be returned.

RESIDENTIAL SERVICES

Department of Residential Services, Oceola-Keokuk (OK) Hall
Director: Paul Sulongteh. Phone: (785) 749-8460. Fax: (785) 832-6617. Email: haskell.housing@haskell.edu

Most Haskell students live on campus in one of six residential halls (women's, men's, or co-ed). Halls have laundry facilities and are close to on-campus dining. Video tours are available on the [website](#).

The Department of Residential Services fosters a safe, inclusive living-learning environment that supports academic excellence, strengthens community, emphasizes collective responsibility, and celebrates Native culture. Through respectful relationships, cultural engagement, and student-centered support, we empower residents to grow as scholars, leaders, and proud members of their communities.

The housing application will be emailed to all accepted students who have requested on-campus housing. Students

must be registered for classes in order to receive a housing assignment. Assignments will be posted in the student portal.

REGISTRATION AND ENROLLMENT

Office of the Registrar, Navarre Hall, Room 111E

Registrar: Lou Hara, Phone: (785) 749-8440.

Fax: (785) 832- 6617. Email: registrar@haskell.edu

Accepted applicants can proceed to registration, enrollment, and orientation. At these on-campus events, students will enroll in classes and get mailboxes, email addresses, and parking stickers. Contact the [Registrar](#) and/or check the website and other social media for information about these events.

FEES AND PAYMENT

Bursar's Office, Navarre Hall, Room 101.

Acting Chief Finance Officer: Jeri Johnson. Phone: (785) 749-8460. Fax: (785) 832- 6617 Email: bursar@haskell.edu.

Haskell Indian Nations University provides a tuition-free education for American Indians and Alaska Natives from federally-recognized tribes and their eligible descendants. Certain fees are assessed according to residency status after a student enrolls. Check the [website](#) for updated information about fees, including information about summer school.

TUITION AND FEES, 2026-2027 (see website for updated information)		
	<u>On-Campus Residents</u>	<u>Commuter Students</u>
<u>Tuition</u>	\$0	\$0
<u>Fees</u>		
Food Service Fee	\$245	\$0
Library Fee	\$100	\$100
Housing Fee	\$180	\$0
Little Nations Academic Center Fee	\$5	\$5
Activity Fee	\$35	\$35
Technology Fee	\$50	\$50
Athletic Events	\$25	\$25
Thorpe Fitness Center Fee	\$25	\$25
Laundry Usage Fee	\$50	\$0
TOTAL	\$715	\$240

Payment Policies

In-Person Financial Transactions: All in-person financial transactions require a valid Haskell Student ID (for current students) or a valid picture ID (for all others). No exceptions can be made to this requirement.

Due Date: Full fee payment is due on the first day of classes.

Late Registration Fee: A late registration fee of \$30 will be assessed for students who are not registered as of the first day of classes. Students with financial aid awards will receive a 30-day extension from the date of disbursement, after which the late fee will apply. Balances will be credited for students with a Pell Grant award in hand. (If a Pell award letter is still pending, students are responsible for the fees. If this poses a hardship, see information below on the payment plan.)

Enrollment Holds: Students cannot enroll if there is a prior balance on their account.

Payment Methods: *Activity Fee:* The activity fee payment of \$35 must be paid at the Student Bank. *Other Fees:* Payment for all fees except the activity fee can be made in one of two ways: (1) In person: At the Business Office in Navarre Hall (cash or money order only); or (2) [Online](#): (American Express, Discover, Mastercard, or Visa): Click "Fees/Fines/Transcripts." Reference the semester and/or charges in the comment box.

Fee Payment Plan: Students who cannot pay fees by the first day of classes must sign up for the Fee Payment Plan. The Fee Payment Plan is for current semester fees only. Visit the Bursar's Office to discuss the Fee Payment Plan. The deadline for applying for the Fee Payment Plan is the first day of classes.

The Fee Payment Plan (FPP) can be applied to all fees except the Activity Fee, which must be paid at the Student Bank before the FPP is established. The FPP requires ten weekly payments. Late payments will be assessed a \$5 penalty. No refund of any fees or payments will be granted under this plan.

Refund Policy: All payments made to the Bursar's Office are non-refundable. In case of extenuating circumstances, it may be possible (with written approval) to apply the fees to a subsequent semester.

Disbursement of Funding: The Bursar's Office notifies students about scholarship refund availability via Haskell email. Students must be clear from the Financial Aid Office before any scholarship refund is given. Scholarships will not be posted before the end of the add/drop period of the current semester. Pell awards are disbursed according to the Financial Aid schedule.

Complex transactions such as multi-listed checks and scholarship refunds paid against current balances general take ten additional 10 working days as they run through the federal Financial and Business Management System (FBMS).

Student Bank: The Student Bank provides free, secure and convenient on-site financial services to all Haskell students, clubs, organizations and committees.

ACADEMIC AFFAIRS

Office of Academics, Navarre Hall, Room 121

Vice President: Milford Muskett, Ph.D. (Navajo), Phone: (785) 830-2770. Fax: (785) 749-8408.

The mission of the [Office of Academics](#) is to educate native students with the breadth of knowledge and training necessary to meet the challenges of personal, community and tribal endeavors in the coming decades.

The academic curriculum at Haskell enables students to pursue their professional aspirations within a culturally relevant context that considers American Indian and Alaska Native worldviews, philosophies, cultures and contemporary experiences.

Faculty, programs, and courses are divided into four colleges, each overseen by a dean.

All degree programs build on a general education program. Students complete general education courses in a variety of areas in addition to those in their major field of study.

Academic support and other resources are provided for students at all stages of study. Professionals are available to assist with advising, career development, tutoring, and various campus activities.

Courses: Credentialed faculty teach courses in a variety of fields of study. Courses are available in:

Accounting	History
American Indian Studies	Management
Art	Mathematics
Biology	Media communications
Business	Music
Chemistry	Natural resources
Communication studies	Physical science
Economics	Physics
Elementary education	Psychology
English	Sociology
Entrepreneurship	Social work
Environmental science	Theatre
Geography	Tribal management
Health, sports, and exercise science	University studies

The final section of the catalog contains a list of courses and descriptions along with credit value and pre- or co-requisites.

Certificates: Certificates are short programs that focus on a single area of study. Haskell offers two certificates:

- Geographic Information Science
- Records and Information Management

Associate Degrees: The associate degree is designed to be completed in two years of full-time study. Haskell offers an Associate of Arts (A.A.) degree and an Associate of Science (A.S.). There are nine emphasis areas:

- Communication Studies (A.A.)
- Community Health
- Health, Sports, and Exercise Science (A.S.)
- Liberal Arts (A.A.)
- Media Communication (A.A.)
- Natural Sciences (A.S.)
- Paraprofessional Education (A.A.)
- Recreation and Fitness Management (A.S.)
- Social Work (A.S.)

Applicants declare a major during admissions; students can submit a Change of Major form to the Registrar's Office.

Baccalaureate Degrees: The baccalaureate (or, bachelor's) degree is designed for four years of full-time study. Haskell's offerings include the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.). There are four majors at this level:

- Business (B.S.)
- Elementary Education (B.S.)
- Environmental Studies (B.S.)
- Indigenous and American Indian Studies (B.A.)

Bachelor's degree programs have separate admissions requirements and processes. (See individual programs below.)

Degree Checklists, Degree Check, and Petition to Graduate:

The Registrar maintains the official list of requirements for each degree and certificate program at <https://haskell.edu/registrar/degree-checklist/>.

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

GENERAL EDUCATION

The Haskell General Education program provides the foundational basis for every degree. The curriculum is the integrated expression of Haskell's mission, vision, and institutional values.

Nine General Education Program Outcomes (arranged under four broader themes) identify the core set of knowledge and skills every Haskell graduate should have.

General Education Learning Outcomes

Theme 1: Communication: Students develop skills in speaking, listening, reading and writing. Topics and activities: information literacy, research, composition, public speaking.

Outcomes:

- **Written Communication:** Create and interpret written texts with technical and rhetorical proficiency.

- **Oral Communication:** Present or interpret ideas and information demonstrating awareness or concepts of the oral tradition.

Theme 2: Reasoning, Evaluation, and Problem Solving:

Students develop skills in quantitative and qualitative information and reasoning, engaging in ethical and responsible problem-solving and critical thinking skills. Topics and activities: creative expression, mathematics, and life and physical sciences.

Outcomes:

- **Humanities and Arts:** Interpret and analyze creative or technical processes as modes of self-expression.
- **Quantitative Analysis:** Interpret and evaluate quantitative information using fundamental principles of mathematics.
- **Laboratory Sciences:** Investigate and describe natural phenomena using scientific principles.

Theme 3: Historical and Cultural Interpretation: Students

identify, analyze, and evaluate historical and cultural forces and their implications. Topics and activities: historical analysis, social science research, evaluating ideas from multiple perspectives.

Outcomes:

- **Historical and Contemporary Indigenous Issues:** Identify and evaluate historical and contemporary issues important to Indigenous peoples.
- **Multicultural, Comparative, or World Issues:** Interpret world views, beliefs, and values that apply to historical and contemporary social issues.
- **Human Behavior:** Describe and analyze human interactions in communities and nations.

Theme 4: Wellness: Students develop healthy habits for study, work, family, and life. Topics and activities: health, nutrition, kinesiology, individual and team sports.

Outcome:

- **Wellness:** Identify and apply fundamental principles of wellness.

Notes and Other Considerations

See the [Degree and Certificate Checklists](#) for lists of courses that satisfy requirements in each outcome category. **NOTE:** Some degree programs recommend or require specific courses to satisfy certain requirements. Be sure to meet with an advisor as you make your selections.

Placement in initial English and math courses is based on transcript review, SAT/ACT scores, and/or placement testing.

Students whose placement falls below the required level are required to complete preparatory courses before enrolling in required General Education courses in these subjects.

A single course cannot be used to fulfill more than one General Education program requirement.

A single course cannot be used to fulfill both a General Education requirement and a major or elective requirement.

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

COLLEGES AND PROGRAMS

College of Humanities and the Arts

Ross Hall, Room 127. Dean: Rhonda LeValdo (Acoma Pueblo). Phone: (785) 832-6678.

The [College of Humanities and the Arts](#) provides courses and programs that focus on students' knowledge of written and spoken communication, research skills, and creative abilities, and which provide culturally relevant and diverse student experiences.

Courses: art, communication, English, media communications, music, and theatre.

Degree programs:

Communication Studies (A.A.)
Liberal Arts (A.A.)
Media Communications (A.A.)

The [Degree and Certificate Checklists](#) contain requirements for each program.

English Courses

[English](#) courses cover a wide range of material, including Indigenous and non-Indigenous authors, creative writing, film, and the graphic novel. We ask questions about Indigeneity, race and ethnicity, gender, sexualities, artistic forms and genres, techniques of writing, visual expression, and the contemporary world, among others. Learn more about our classes in the Course Description section of this Catalog.

Fine Arts Courses

Art courses include art appreciation and history as well as studio classes in drawing, painting, and ceramics. Courses include specialized studies of Tribal art forms.

The music program includes courses on history and technique. Students can enroll in private lessons, develop keyboarding skills, and sing in the Haskell chorus.

The theatre courses include acting and improvisation as well as studies of dramatic literature.

Communication Studies (A.A.)

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

Human communication is a fascinating and relevant field of study drawing on historical roots and cutting-edge futuristic technology moving us into the global age.

Coursework in this area prepares students to be successful in the classroom, the courtroom, or the boardroom with historical, cultural, and contemporary skills and perspectives.

Program Learning Outcomes:

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

The Associate of Arts degree in Communication Studies consists of 62 credit hours including general education requirements (36-38), emphasis requirements (12), and electives. The emphasis requirements are chosen from Communication Studies courses numbered 200 and above, which students must pass with a grade of C or better.

[Degree Checklist](#) for Communication Studies.

Liberal Arts (A.A.)

The [Liberal Arts](#) degree is based on the general education program and aims to graduate students who are well-rounded individuals, prepared for the professional world or for further academic study. This degree allows students to work with an advisor to align the educational experience with specific academic interests and future professional plans. Students who enter with no declared major will automatically be placed into this degree program. See the section on general education for this program's learning outcomes.

[Degree Checklist](#) for Liberal Arts

Media Communications (A.A.)

The [Media Communications](#) degree introduces various forms of media production. From writing to digital photography to video production, students will learn hands-on techniques used by media professionals. The program will also prepare interested students to go into a journalism program or broadcast internship.

Through hands-on training on video equipment, non-linear editing classes, photography and/or writing for the school newspaper, students learn all aspects of mass communications

in various media. Program alumni go on to work in news production departments, newspapers and filmmaking.

Program Learning Outcomes:

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

The Associate of Arts degree in Media Communications consists of 62 credit hours including general education requirements (36-38), emphasis requirements (15), and electives.

The emphasis requirements include three common courses and two additional selections:

- MCOM 115 Video Production
- MCOM 150 News Writing I
- MCOM 231 Introduction to Mass Communication
- Either MCOM 131 Digital Photography; OR MCOM141 Graphic Communication
- One of: MCOM 116 Video Production; MCOM 212 Television News Production; MCOM 215 Internship

[Degree Checklist](#) for Media Communications (A.A.)

College of Natural and Social Sciences

Sequoyah Hall, Room 129. Dean: Cody Marshall (Saltwater Pima-Maricopa). Phone: (785) 832-6611

Ever learning. Always empowering. Forever Indigenizing.

The [College of Natural and Social Sciences](#) offers programs that provide a strong foundation for further graduate or professional studies and for employment in a wide variety of endeavors. Our College is strongly focused on serving Indigenous cultures. We seek to instill Native traditions, philosophies, and values in all of our courses.

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

Courses: American Indian Studies, biology, chemistry, environmental studies mathematics, natural resources, physical science, physics, psychology, social work, sociology.

Degree programs:

- Natural Sciences (A.S.)
- Social Work (A.S.)
- Environmental Science (B.S.)
- Indigenous and American Indian Studies (B.A)

The [Degree and Certificate Checklists](#) contain requirements for each program.

Mathematics Courses

Haskell's approach to math instruction focuses on empowerment: Math courses at all levels develop higher-order thinking and problem-solving skills Indigenous graduates will need as they contribute to communities and Nations in constructive, concerned, and reflective ways.

Offerings include preparatory courses, algebra, trigonometry, statistics, calculus, and differential equations. Initial placement is determined through a review of test scores and/or transcripts.

Geographic Information Systems (certificate)

The certificate in Geographic Information Science prepares students for careers in geographic information systems (GIS), planning, environmental analysis and administration, as well as related fields in tribal government, private industry, nongovernmental agencies, or the civil service. In combination with an appropriate baccalaureate degree, it also prepares students for pursuing graduate degrees in geography, planning, environmental science, or related programs.

The certificate requires a minimum of 14 credit hours of approved coursework: two common courses (3 credit hours each) and three courses chosen from a list of four:

- GEOG 250 Introduction to GIS
- GEOG 330 Advanced GIS and GPS
- Three of the following: GEOG 210 Cartography (3); GEOG 320 Applications of ArcGIS (2); GEOG 340 Remote Sensing for Spatial Analysis (3); GEOG 350 Advanced GIS and GPS II (3)

Students must earn a grade of a C or higher, and have a GPA of at least 3.00/4.00 in GIS courses.

[Certificate Checklist](#) for Geographic Information Systems.

Natural Science (A.S.)

The A.S. Degree in Natural Science provides an introduction to basic science and math, which lays the foundation for later coursework in more advanced scientific topics.

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

Program Learning Outcomes:

1. Examine concepts of sustainability and biodiversity to meet environmental challenges and maintain quality of life.
2. Use scientific methods of inquiry to investigate, measure, and analyze environments.

3. Apply mathematical and statistical applications to understand, communicate, and solve environmental problems.
4. Communicate scientific ideas, theories, and observations in oral and written forms.
5. Students will be able to use the scientific literature to answer questions about the natural world.

The Natural Science degree is 60 credit hours in total; it requires three 5-hour laboratory/lecture courses (15 hours of lab science) as well as the general education requirements.

In addition to College Algebra, completion of either trigonometry or any of the calculus courses will satisfy the math requirements of the A.S. Please carefully consult the checklist for more information. Consult with a science or writing tutor if you are having difficulty in your science classes or with your research papers.

[Degree Checklist](#) for Natural Sciences (A.S.)

Social Work (A.A.)

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

Program Learning Outcomes:

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

The A.A. in social work requires General Education (36-38 credit hours), emphasis hours, and electives. Required emphasis hours are (all 3 credit hours):

- SW 101 Introduction to Social Work
- SW 201 Social Welfare
- SW 110 Chemical Dependency and the Native American

[Degree Checklist](#) for Social Work (A.A.)

Environmental Science (B.S.)

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

We provide a comprehensive curriculum that explores the interconnected living and non-living components of the natural world (our environment). Environmental Science is a relatively young scientific field of study that combines tools and knowledge from traditional scientific fields such as biology, physics, and chemistry to investigate the components and processes that make up complicated environmental systems like prairies and wetlands.

Our program strives to provide this foundational knowledge in biology, chemistry, physics and applied scientific fields that will enable students to understand what is required to sustain these ecosystems upon which we depend. The maintenance of healthy ecosystems supports the ability of Indigenous peoples to sustain healthy communities on tribal lands.

Admission Requirements: Students who wish to declare a major in Environmental Science must complete an application packet, available [online](#) or at the Office of the Dean of Natural and Social Sciences.

Program Learning Outcomes

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

Graduates will be prepared to address the environmental needs of their communities and/or pursue professional or graduate education in environmental science or a related field.

The degree requires 120-124 credit hours and includes General Education requirements (31-33 credit hours), Environmental Science Foundations Requirements (29-31 credit hours), Environmental Science Major Requirements (9 credit hours), and Environmental Science Major Electives (31 credit hours).

Foundation requirements in Environmental Science (all required; credit hours shown after each):

- BIOL 121 Principles of Molecular and Cellular Biology (5)
- BIOL 122 Organismal Biology (5)
- CHEM 101 General Chemistry I (5)
- CHEM 102 General Chemistry II (5)
- CHEM 201 Organic Chemistry (3)
- PHYS 211 College Physics I (5)
- PHYS 212 College Physics II (5)
- MATH 103 College Trigonometry (or equivalent) (3)
- Either MATH 215 Applied Calculus I (3)
OR MATH 221 Calculus and Applied Geometry (5)

Major Requirements:

- BIOL 385 Biostatistics or MATH 207 Statistics (3)
- ENVS 330 Principles of Ecology (5)
- ENVS 415 Environmental Science Seminar (1)

In addition, students are required to take a minimum of 31 credit hours from 300- to 400-level courses in course codes beginning with the following: BIOL, CHEM, ENVS, GEOG, NATRS, PHYS. (Up to 9 GEOG hours accepted as credits in major.)

[Degree Checklist](#) for Environmental Science

Indigenous and American Indian Studies (B.A.)

Our program's mission is to prepare Indigenous, American Indian and Alaska Native students for advocacy and leadership positions that promote and protect the sovereignty and self-determination of those nations.

Vision: Affirming sovereignty through action.

[Indigenous and American Indian Studies](#) at Haskell offers American Indian/Alaska Native undergraduates the opportunity to become immersed within a critically engaged and socially relevant academic experience at the oldest Tribal college in the country. Students explore a range of topics that include treaties, historical figures, policies, law and legislation, films, Tribal identities, and more. We hope to provide you with a comprehensive foundation in the study and practice of Tribal Nation sovereignty while assisting you in articulating your vision of Tribal advocacy and leadership.

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

Admission Requirements: Students who wish to declare a major in Indigenous and American Indian Studies must complete an application packet, available at the Office of the Dean of Natural and Social Sciences.

Program Learning Outcomes:

1. Identify and describe Indigenous, American Indian, and Alaskan Native treaties, policies, histories, sovereignty and self-determination.
2. Demonstrate proficiency in effective oral, written, and visual communications.
3. Recognize and apply Indigenous-based ethical concepts and practices.
4. Demonstrate proficiency in critical and logical reasoning.
5. Identify and analyze challenges to Native Peoples, and to promote relevant and community-based

opportunities and solutions that contribute to the well-being of Indigenous Nations and American Indian and Alaskan Native communities.

6. Demonstrate proficiency in and understanding of the history and practical applications of the Indigenous and American Indian Studies discipline.

The degree is 122 credit hours and includes General Education requirements (36-38 credit hours), Indigenous and American Indian Studies Foundation requirements (12 credit hours), Indigenous and American Indian Studies Major requirements (45 credit hours), and electives.

Foundation requirements in Indigenous and American Indian Studies (3 credit hours each; 12 hours total):

- AIS 102 American Indian Issues ^a
- Either AIS 110 History of North American Indian Tribes ^a
OR SW 101 Introduction to Social Work ^a
- Either TMGMT 101 Introduction to Tribal Management
OR SOC 101 Introduction to Sociology ^a
- Either TMGMT 201 Tribal/Federal Government Relations ^a OR SW 110 Chemical Dependency and the Native American ^a

Indigenous and American Indian Studies Major requirements (3 credit hours each; 45 hours total; *courses require a grade of C or higher):

- AIS 311 Introduction to American Indian Studies I: American Indian Issues *
- AIS 322 Introduction to Research Methods in American Indian Studies *
- AIS 349 Law and American Indian Religious Freedoms *
- AIS 350 Foundations of Indigenous Philosophy *
- AIS 397 Internship I *
- AIS 402 American Indian Treaties and Agreements *
- AIS 497 Internship II *
- AIS 499 American Indian Studies Senior Capstone *
- Four AIS courses (selected with an IAIS advisor)
- Three courses at the 300 or 400 level.

Students may meet emphasis requirements with an equivalent course approved by the IAIS advisor and IAIS program.

[Degree Checklist](#) for Indigenous and American Indian Studies

College of Business

Blue Eagle Hall. Dean: Mackie Moore (Cherokee Nation of Oklahoma). Phone: (785) 832-6663

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

Overview: The College offers courses in accounting, business, computer information systems, economics, management, Tribal Management; a certificate in Records Management; and a bachelor's degree program: Business Administration (B.S.), with emphasis areas in Management, Records and Information Management, and Tribal Management.

Values:

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

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

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

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

Records and Information Management (certificate)

Records management is the creation and organization of records for a department, company or other organization. As a records manager, you oversee the processes involved with the storage and retrieval of records and work to create efficiency and reliability in storage and filing systems.

Organizational records typically go through a life cycle: they are created, maintained for a certain period of time, and eventually destroyed. Thus, as a records manager, you might also be responsible for designing processes for the orderly creation, maintenance, storage, and destruction of business records. The records you deal with could include physical paper, electronic files, website content, and database information.

The certificate program is 15 credit hours and includes the following required courses, each of which must be completed with a grade of C or higher.

- AIS 331/MGMT 331
Records and Information Management I
- AIS 332/MGMT 332
Records and Information Management II
- MGMT 333 Records and Information Management III
- MGMT 334 Management and Preservation of
Archival Material
- BUS 232 Business/Technical Writing

[Certificate Checklist](#) for Records and Information Management

Business Administration (B.S.)

The business curriculum provides a comprehensive introduction to general principles and practices for students considering a career in management.

Program Learning Outcomes:

1. Understand business and/or tribal organizational goal setting and development.
2. Enhance the capacity to organize community resources to meet economic and business needs in ethical, sustainable, and creative ways.
3. Develop leadership utilizing various culturally sensitive, collaborative, and innovative techniques.

The degree is 120 credit hours and includes General Education requirements (36-38 credit hours), Business Foundation requirements (21 credit hours), Business concentration area requirements (42 credit hours), and electives.

All students who want to pursue a Bachelor of Science degree in Business Administration are encouraged to complete the optional elective Introduction to Business (BUS 111) and the business foundation courses listed below in their first 2 years.

Foundation requirements in Business Administration (3 credit hours each; 21 hours total):

- ACCT 203 Financial Accounting
- ACCT 204 Managerial Accounting
- BUS 212 Math for Business Decisions
- BUS 232 Business/Technical Writing
- CIS 205 Information Processing Systems
- ECON 201 Principles of Microeconomics
- ECON 202 Principles of Macroeconomics

The degree program has three tracks:

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

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

Records and Information Management: see information above.

See the degree checklists for additional requirements for each track.

Graduation Requirements To be eligible to graduate with a business baccalaureate degree, students must complete all concentration area courses and BUS 451 with a grade of "C" or better. Students are required to maintain a cumulative 2.00 GPA for continued study and graduation. Failure to maintain the minimum grade point average may result in dismissal from

the business baccalaureate program. Students must be in good standing with the University to be eligible to graduate.

[Degree Checklist](#) for Business Administration

College of Education and Health Sciences

Parker Hall, Room 103A

Dean: Jacqueline Boyd (Ohkay Owingeh, San Felipe Pueblo, Diné). Phone: (785) 749-8426

The College of Education and Health Sciences is committed to supporting the Haskell mission by ensuring the degree programs meet the needs of Indigenous communities, and students, faculty, and staff, while supporting student persistence, retention and graduation.

Courses: elementary education, health, physical education, recreation.

The College offers three associate degree programs and a bachelor's degree program:

- Community Health (A.S.)
- Health, Sports, and Exercise Science (A.S.)
- Paraprofessional Education (A.S.)
- Recreation and Fitness Management (A.S.)
- Elementary Education (B.S.)

The [Degree Checklists](#) contain requirements for each program.

Health, Sports, and Exercise Science Programs

The Health, Sports, and Exercise Science (HSES) programs provide American Indian and Alaska Native students with opportunities to enhance their understanding of human movement. HSES faculty are dedicated to enhancing students' educational journeys while promoting a commitment to a healthy lifestyle. The department offers three Associate of Science degrees in the following emphasis areas: community health; recreation and fitness management; and health, sports, and exercise science.

With emphasis on experiential learning and active engagement, HSES degrees prepare graduates for the workforce or for continued study in the fields of health and human performance.

Foundation requirements (credit hours shown after each):

- HSES 112 Introduction to Health, Sports and Exercise Science (3)
- HSES 204 First Aid (2)
- HSES 226 Kinesiology (3)
- HSES 244 Stress Management (3)

Program Learning Outcomes:

1. Identify and select a health, sports, and exercise science career.

2. Gain a well-rounded foundation in the discipline of study.
3. Develop and strengthen skills, assessment strategies, and critical thinking and decision making within the discipline of study.

The HSES degrees include 11 credit hours of HSES Foundation Requirements, along with additional requirements for each emphasis area.

[Degree Checklists](#) for HSES emphasis areas

Elementary Teacher Education Program (A.A. & B.S.)

Program Description

Interested in making a difference in someone's life or inspiring the love of learning? Then we have a career path ready for you! Teaching is a noble profession that helps children foster crucial life and social skills, prepares students for future careers, and instills qualities of compassion, confidence, creativity, and resilience. Come and be part of a rewarding profession by joining our robust and unique program.

Our Unique Components

Cohort Model: Teacher candidates enter the program as a cohort and remain in the cohort until graduation, creating a lifetime bond with cohort members.

Theory to Practice: The program places emphasis on research-based and theoretical frameworks that pertain to authentic real-world and hands-on applications of content and pedagogical knowledge, skills, and dispositions.

A one-year clinical residency experience in your home community: Placement is tailored to meet the needs of the teacher candidate and the partnering school. Each teacher candidate will be mentored by a local veteran teacher and university supervisor from the SOE.

Career Opportunities: Para-Professional Educator Teacher (PreK-6th grade)

Degree Planning: In preparation for these degrees, a high school student must complete high school, take the ACT or SAT, and demonstrate a passion for learning by serving as a tutor or teacher's aide. The student will begin his or her college educational journey by first seeking an Associate of Arts degree in Para-Professional Education.

An Associate of Arts degree requires each of the following:

- Completion of the General Education Program Requirements (37 credit hours) with a "C" or higher;
- Completion of the Emphasis Requirements (23 credit hours) with a "C" or higher;
- Cumulative GPA of 2.8 or higher.

Upon completion of the A.A. degree in Para-Professional Education, the student will be eligible to apply to the School of Education and must provide documentation of competencies in Reading, Writing, and Mathematics through required cut scores in either the ACT/SAT or ETS Praxis CORE Academic Skills for Educators: Combined Test * (5713, 5723, 5733). Once accepted, the student will transition to the teacher candidate role and can enroll in junior and senior level courses.

The Bachelor of Science degree requires each of the following:

- Successful completion of the ETS Praxis Elementary Education: Multiple Subjects Exam ~ (7001) prior to the start of senior year – Entry to Clinical Residency Experience.
- Cumulative GPA of 3.0 or higher at Entry to Clinical Residency Experience.
- Completion of Major Requirements (62 credit hours) with a "C" or higher.
- Completion of Kansas Teacher Work Sample with a 2.5 or higher score on each of the four Tasks.

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

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

Program Objectives/Candidate Proficiencies: To fulfill and support the SOE Mission Statement and Vision through extensive knowledge-based research and current best practices, the SOE Advisory Board and SOE faculty have embraced the adoption and use of the ten Kansas Professional Education Standards as the Program Objectives. The Kansas State Board of Education (KSBE) adopted these revised standards in January 2015, as they were created to align closely with the ten InTASC Model Core Teaching Standards (April 2011). Small edits were made to the standards to include ESOL and virtual learning in April 2016. The Kansas Professional Education Standards are clearly divided and connected to the four categories: the learner and learning, content, instructional practice, and professional responsibility.

Teacher candidates are expected to demonstrate target level performance of these candidate proficiencies in the process of becoming Native Leaders who are critical thinkers, high achievers, reflective practitioners and caring leaders for tomorrow's learners. Teacher candidates will demonstrate these candidate proficiencies in both content knowledge and professional skills for each program objective.

The Learner and Learning

The teacher candidate:

1. Understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences. (Standard 1)
2. Uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards. (Standard 2)
3. Works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interactions, active engagement in learning and self-motivation. (Standard 3)

Content

The teacher candidate:

4. Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content. (Standard 4)
5. Understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking. (Standard 5)

Instructional Practice

The teacher candidate:

6. Understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions. (Standard 6)
7. Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Standard 7)
8. Understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways. (Standard 8)

Professional Responsibility

The teacher candidate:

9. Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner. (Standard 9)
10. Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth and to advance the profession. (Standard 10)

Institutional Core Values

The teacher candidate:

11. Displays the ability to demonstrate confidence, pride, and commitment to the education profession by exhibiting the six Leadership Qualities identified in the ETEP.
12. Displays the ability to develop Native leadership and service to sovereign First Nations and the world through the integration of Native and cultural perspectives.

Professional Leadership Qualities – CIRCLE (Dispositions)

Haskell Indian Nations University's ETEP believes essential leadership qualities are associated with becoming a Native Leader who is a critical thinker, high achiever, reflective practitioner, and a caring leader for tomorrow's learners. These qualities are a combination of personal and professional skills as identified by the faculty and Haskell's SOE Advisory Board as important teacher candidate dispositions.

The identification of these Professional Leadership Qualities is based on the university's Institutional Core values (CIRCLE) which were adopted in 2014 by the Board of Regents. The circle philosophy is symbolic of the medicine wheel, used to represent a range of tribal teachings, including concepts of balance, the sacredness of power in the universe and the spirituality and cultures of Native peoples. The School of Education used the University's CIRCLE concept to develop dispositions expected from graduates. (The CIRCLE values are outlined at the beginning of the catalog.)

Admissions Process

All applicants are advised to begin the application process in December. The ETEP Application Form can be requested by contacting SOE faculty/Dean. Incomplete and/or late application forms may delay the process or may not be considered.

All applicants must meet the following admissions requirements:

1. Complete an Associate of Arts or Science Degree with an emphasis in education fields such as Para-Professional Education, Early Childhood, or Pre-Teacher Education with a cumulative GPA of 2.8 or higher, and a “C” or better in all required courses.
2. Complete the Praxis Core Academic Skills for Educators: Combined Test (Reading, Writing, and Mathematics) successfully, prior to program application. This exam measures academic skills and readiness in content areas of reading, writing, and mathematics. This is a proprietary exam developed by the Educational Testing Service (ETS) and should be scheduled through www.ets.org. The required cut scores are: Reading (5713): 156; Writing (5723): 162; Math (5733): 150. Applicants are encouraged to take the Praxis Core Exam between November and February to ensure test scores are received and recorded in the ETEP Application Form. The deadline for Praxis CORE retake and successful completion is April 30. If potential teacher candidates have taken and achieved high scores on the Reading, Writing, and Math portion of the ACT (Reading: 21; Writing: 6.6; Math: 21) or SAT (Reading: 543; Writing: 5.3; Math: 532). These scores can be utilized in place of the CORE scores.
3. Complete thirty documented classroom observation hours. (Completed in EED 102 Explorations in Elementary Education via verification sheet.)
4. Submit two letters of recommendation that address applicant’s academic success, skills, personal characteristics, and potential and ability to be an educator.
5. Submit the application form and required documents by the first Friday in March.

The SOE Admission Committee of three individuals (Haskell faculty or staff member, school principal, classroom teacher, or program graduate) will review and recommend applicants based on the following criteria – Completion of AA or AS degree in education fields (para-professional, early childhood, or pre-teacher education), cumulative GPA, ETS Praxis CORE or ACT/SAT scores in all three content areas – Reading, Writing and Math, completion of observation hours, two letters of recommendation, and personal statement embedded in the application.

Applicants will receive an official notification of their status within ten working days following the application deadline. The recommendations are as follows:

- Full Acceptance: All criteria successfully met: 8 points.
- Provisional Acceptance: Most criteria are met: 7 points. An applicant will be placed on a Candidate Support Plan (CSP)

which identifies the area(s) needing improvement and monitored for progress. See Transition Point I for specific details regarding CSP.

- No Acceptance: Limited to no criteria successfully met: 0-6 points.

Full acceptance moves the applicant to candidate status and eligible for enrolling in junior level courses.

[Degree Checklists](#) for Elementary Education and Paraprofessional Education

ACADEMIC SUPPORT

Tommaney Library

Director: Carrie Cornelius. Phone: (785) 749-8470

Email: library@haskell.edu

The Tommaney Library is located on the west side of campus and provides access to course materials, including no-cost textbooks for all courses, and other academic resources. The library is a cultural hub for intellectual and cultural engagement, regularly hosting collaborative events, readings, panel discussions and workshops featuring Indigenous scholars, artists, activists and media creators.

Haskell Cultural Center and Museum

Director: Travis Campbell. Phone: (785) 832-6686.

Email: museum@haskell.edu

The Haskell Cultural Center and Museum serves as a steward of living tribal materials, traditions and cultural arts, conveying remarkable history of Haskell Indian Nations University. Exhibits and projects celebrate the living heritage and culture of all tribal peoples and strives to continue the legacy of education.

Student Success Center

Tommaney Library. Director: Melissa Holder, Ph.D.

(Winnebago), Phone: (785) 749-8404, extension 277.

Email: studentsuccess@haskell.edu

Located in the library building, the Student Success Center provides peer tutoring, study skills workshops, and other resources to assist students both in and out of the classroom.

The Student Success Center (SSC) is a cornerstone of support for all Haskell students, offering personalized academic advising of first-year and second year students, tutoring, and a variety of other services. It serves as both a transitional resource for new students and a community space for continuing students to seek guidance on academic or personal challenges. The SSC connects students with appropriate university resources and provides referrals to community services when needed.

TRIO: Student Support Services

Sequoyah Hall, room 103. Phone: (785) 749-8403.

TRIO programs at Haskell offer targeted support to first-generation college students, low-income individuals and students with disabilities. These federally funded programs aim to provide comprehensive services, including academic advising, tutoring, mentoring, financial literacy education and graduate school preparation. By focusing on retention, academic success and graduation, TRIO ensures that students facing educational barriers have the support needed to reach their educational and professional

Tutoring Services

Haskell provides multiple tutoring resources across campus to support student academic success, with four dedicated tutoring sites: (1) the Student Success Center (SSC); (2) TRIO Center; (3) the Writing Center; and (4) the Math Lab. The university also offers 24/7 virtual tutoring through Tutor.com.

Student Accessibility Support Services

Tommaney Library, Room 111. Student Accessibility Support Coordinator: Lara Mann, Ph.D. Phone: (785) 832-6607. Email: adasupport@haskell.edu.

Haskell is committed to promoting equal access and full participation for students with disabilities in all areas of university life. Working in collaboration with faculty and staff, the Student Accessibility Coordinator ensures that students with disabilities receive appropriate accessibility services in both academic and extracurricular activities. The office's efforts ensure that students have access to the resources they need to succeed in their academic endeavors and engage fully in the university experience.

STUDENT SERVICES & ATHLETICS

Dean of Students, Navarre Hall, Room 112A
Marisa Mendoza, Phone: (785) 749-8415

The Office of the Dean of Students provides services designed to enhance students' academic and personal success. Staff members are a resource for and partner with other campus departments, recognizing that students benefit from a collaborative network of resources. Additionally, the Office is responsible for maintaining and communicating the *Code of Student Conduct* and the *Code of Students Rights and Responsibilities*.

The Dean directly oversees key student affairs operations, ensuring that services, policies and programs align with the university's mission to support students' holistic growth and development.

Campus Advocate Coordinator

Interim Sexual Misconduct Response & Prevention Coordinator: Kylee Fielder. Phone: (785) 749-8478. Cell phone: (785) 813-8088. Email: Campusadvocate@haskell.edu

The Campus Advocate Coordinator serves as a key resource for students by providing confidential support and guidance in areas such as sexual harassment, interpersonal violence and other sensitive issues. This role is designed to connect students with appropriate resources, both on campus and in the community, while ensuring that their rights and well-being are prioritized. The coordinator will also collaborate with faculty, staff and external agencies to enhance the university's response to student safety and advocacy needs.

Community Standards

Student Rights Specialist: Danielle C. Crawford McKinney (Sisseton-Wahpeton Oyate). Navarre Hall, Room 112. Phone: (785) 749-8415. Cell phone: (785) 813-5801. Email: dmckinney@haskell.edu.

The Office of Community Standards supports student success through teachings of kinship, equality, and honesty. The office oversees the Native Integrity Character and Ethics (NICE) program to honor students who make positive choices.

Through the Student Code of Conduct, the office upholds cultural values and helps students learn from experiences, repair harm, and contribute positively to campus life.

Recreation and Student Activities

The Department of Recreation and Student Activities is dedicated to the growth, engagement, and development of the Haskell student. Staff provide activities that support an active and healthy, holistic lifestyle: emotionally, physically, and spiritually.

Types of activities include: Welcome Back Pow-Wow, Haskell Highlight Night, Homecoming, Halloween Carnival, Spring Fling, Easter egg hunts, KC Royals and KU Jayhawks sporting events, and trips to the movies and the Kansas City Zoo.

Intramural sports are also available: men's, women's, and co-ed basketball; and co-ed softball, bowling, and flag football leagues.

Student Clubs

The Student Government Association (SGA) encourages the development of clubs based on student interest. Each club has a faculty sponsor and receives a small amount of funding.

Counseling Center

General: Services are designed for students who can benefit from short-term counseling and referrals to community resources. Staff foster a safe, drug and alcohol-free environment that promotes personal growth, resilience, and a community connection.

Career services staff engage students and alumni to expand their current networks and gain valuable professional skills. The office sponsors workshops, career fairs, and related activities as students consider post-graduate study and/or employment.

Haskell Athletics

Interim Athletic Director: Zach Wilkerson, Ph.D.

www.haskellathletics.com

Haskell Athletics oversees men's teams (basketball, cross country, golf, and track & field), women's teams (basketball, cross country, softball, track & field, and volleyball), and an Esports club team.

Coaches and staff are dedicated to helping student-athletes grow in:

- Leadership
- Character development
- Positive intercollegiate athletics experiences
- Mental & physical performance development

The department participates in NAIA Champions of Character initiatives. Student-athletes embody Haskell ideals and proudly represent Native American communities throughout the United States.

-School Song-

*Onward Haskell, Onward Haskell: This is our war cry!
Keep the good old name before you; Never let it die!
(Rah! Rah! Rah!)*

*Onward Haskell, Onward Haskell:
Fight for the dear old school!
Fight Indians, fight for Haskell's dear old name!*

FACULTY

Nana Allison-Brewer
Navajo
Mathematics
M.A., University of Kansas

Eric Anderson
Citizen Band Potawatomi
Indigenous and American Indian Studies
Ph.D., University of Kansas

Jimmy Beason II
Osage Nation
Indigenous and American Indian Studies
M.S.W., University of Kansas

Gabriel Begaye
Navajo
Mathematics
M.A., University of Kansas

Joseph Bointy
Comanche Nation, Kiowa & Arapaho
Health, Sports, and Exercise Science
M.S., University of Central Oklahoma

Michelle Byington
Spirit Lake Tribe and Hidatsa
Education
M.S., University of Kansas

Jacqueline Boyd
Ohkay Owingeh, San Felipe Pueblo, Diné
Dean, College of Education and Health Sciences
M.S., University of Kansas

Rachel Linnea Brown
English
Ph.D., University of Kansas
M.F.A., Colorado State University

Jessica Burghart
Prairie Band Potawatomi Nation
Management
Ph.D., Walden University

Bridgett Chapin
Environmental Science
Ph.D., University of Kansas

Christie Cooke
Navajo Nation
English
M.F.A., University of Arizona

Lancen Duncan
Navajo
Health, Sports, and Exercise Science
M.S., A. T. Still University

Kristyn Fish
Cherokee Nation of Oklahoma
Education
M.S., Emporia State University

Ben Furnish
Theatre
Ph.D., University of Kansas

Christopher Gayler
Mathematics
M.S., University of Kansas

Freda J Gipp
 Apache Tribe of Oklahoma
 Management
 Ed.D., Baker University

Judith Gipp
 Hunkpapa Lakota
 Health, Sports, and Exercise Science
 M.S., University of New Mexico

Roberta Golliher
 English
 M.A., Iowa State University
 M.A., University of Iowa

Robert Hicks Jr
 Pyramid Lake Paiute
 Media Communications
 M.A., University of Kansas

Joel Hill
 Seneca Tribe, Iroquois Nation
 Communication Studies
 M.A., Michigan State University

Amy Hume
 English
 M.A., Ohio University

Rhonda LeValdo
 Acoma Pueblo
 Dean, College of Humanities & the Arts
 M.S., University of Kansas

Shane Lynch
 Gila River Pima-Maricopa
 Indigenous and American Indian Studies
 M.A., University of Kansas

Alexia Machina
 Mathematics
 M.S., Kansas State University

Phillip (Cody) Marshall
 Salt River Pima-Maricopa
 Dean, College of Natural and Social Sciences
 M.A., Villanova University

Randall McCoy
 Cherokee Nation
 Accounting
 M.S.A., University of Phoenix

Kinis Meyer
 Business Administration
 M.S., Louisiana State University

Mackie Moore
 Cherokee Nation
 Dean, College of Business
 M.B.A., Northeastern State University

Brandy Pollicita
 Health, Sports, and Exercise Science
 M.S., Arizona State University

Britney Rice
 Music
 D.M.A., Conservatory of the University of Missouri-Kansas City

Joseph Rodriguez
 English
 Ph.D., University of Iowa
 M.A., University of Iowa

Matthew Rosenthal
 Indigenous and American Indian Studies
 Ph.D., University of Nevada, Las Vegas

David Sicilian
 Mathematics
 M.S., University of Kansas

Ian Stand
 Sac and Fox
 Health, Sports, and Exercise Science
 M.S., University of Kansas

Michael Stewart
 Choctaw
 Indigenous and American Indian Studies
 M.S., University of Kansas

Michelle Sturges-Brown
 Northern Paiute and Blackfeet
 English
 M.A., University of Montana

David Titterington
 Art
 M.F.A., University of Kansas

Tina Tourtillott
 Kāēyas Mamāceqtawak
 Management
 M.B.A., Southeastern Oklahoma State University

Sierra Two Bulls
 Oglala Lakota
 Indigenous and American Indian Studies
 M.S.W., University of Kansas

Rajneesh Verma
 Environmental Science
 Ph.D., University of Texas

Daniel Wildcat
 Yuchee/Creek
 Indigenous and American Indian Studies
 Ph.D., University of Missouri-Kansas City

COURSE DESCRIPTIONS

How to read the course descriptions:

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

For example, in the first course listed, “ACCT” stands for accounting, and “203” indicates the level of the course. Courses that are 100 are designed for first-year students, 200 courses are designed for sophomore, 300 courses are designed for juniors, and 400 are designed for seniors.

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

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

Course offerings for upcoming semesters are available from the Haskell Registrar’s office, online, and in the Student Portal. The most common course types are LEC (lecture), LAB (laboratory), ACT (activity), FLD (field), IND (independent study or internship). Below, these and other course types are explained. See “credit hours” and “credit hour summary chart” in the *Academic Policies* section for more details on the minimum time that average students can expect to spend, both in class and out of class, working toward the course outcomes for each type of course.

Course types:

Activity: Health, Sports and Exercise Science activities conducted by faculty designed for the development of skill proficiencies. Students should plan for one hour of preparation per credit hour each week of the semester.

Field Experience: A field experience is work that is done outside of the classroom or lab but is supervised by the instructor of record for the course. Students should plan for one hour of preparation per credit hour each week of the semester.

Individual and Independent Study: Student learning experiences structured and supervised by a faculty member. Prior approval to assure that the independent project is commensurate with the number of credits will be given by the respective instructor, department chair/area coordinator and dean.

Internship: An internship provides students the opportunity to gain practical, hands-on experience and valuable workplace skills while exploring a particular career and developing professional connections. Students work directly with a supervisor at the location of the internship, and the supervisor reports back to the faculty member on the student’s progress. Students apply for an internship using a departmental internship application form. For credit bearing internships, the internship form should list the learning outcomes for the internship, the types of activities the student will perform, the skills required to perform them, and the

major assessments that will be used to evaluate student performance. Hours may be divided equally each week during the semester or may be more concentrated as the workplace requires. A student’s final grade will be assigned by the professor and based on feedback provided by the site supervisor.

Lecture: Formal presentation/communication by faculty. Students should plan for [at least] two hours of preparation per credit hour each week of the semester.

Laboratory: Instructional activities conducted by faculty requiring student participation, experimentation, observation, or practice in a field of study. Students should plan for one hour of preparation per credit hour each week of the semester.

Private Instruction (Music): Formal presentation in a one-to-one relationship between student and instructor. One credit hour of private instruction represents a half hour of direct faculty instruction and three hours of practice each week, on average.

School-Based Field Experience: Students involved in faculty-assigned school-based teaching activities under the guidance of highly qualified professional educators. Students should plan for an hour of preparation each week for each credit hour in the course.

Student Teaching: If a student’s academic activity is essentially full-time (as in student teaching or in a clinical placement), at least one full-time, eight hour per day, 40-hour, five-day week of such experience will be required for one credit. Specific curriculum/programs may require more than one week in order to award one credit hour. Credit for these experiences may be determined in accordance with recommendations of a program’s specific accreditor or applicable state regulation.

Abbreviations for course titles:

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

ACCT 203 Financial Accounting (3 credit hours). The study of the theories of accounting valuation, their effect on the financial condition of a business and the analysis and presentation of the financial data in the journal, ledger and financial statements according to GAAP (Generally Accepted Accounting Principles). Prerequisite(s): MATH101 AND ENGL101.

ACCT 204 Managerial Accounting (3 credit hours). A study of partnership and corporate capital structures and related reporting requirements. This course also develops a framework for the decision-making processes of management by presenting cash flow statements, the ratios used in the analysis of financial statements, and the basic principles of accounting in manufacturing. Prerequisite(s): MATH101 AND ENGL101 AND ACCT203.

ACCT 302 Cost Accounting (3 credit hours). The study of an accountant's role in an organization and of the manager's decisions based on cost accounting systems. Topics include cost-volume-profit relationships, job and process-based costing, standard costs, master and flexible budgets, performance evaluation, and differential and capital investment analysis. Prerequisite(s): MATH101 AND ENGL101 AND ACCT203 AND ACCT204.

AIS 102 American Indian Issues I (3 credit hours). An overview of current and historical issues which have resulted in policies and regulations affecting American Indians and Alaska Natives. The issues include: education, treaties, sovereignty and self-determination, religions, natural resources, legislation, jurisdiction, reservation and/or urban status, federal trust relationship, tribal economics and enterprises, American Indian policy, federal recognition, and current issues both regional and local. Fulfills the Native citizenship requirement.

AIS 110 History of North American Indian Tribes (3 credit hours). Introductory survey of the origin, evolution, and distribution of Indians throughout North America, location of tribes in historic times, their relationships to one another, and their responses to white penetration of the continent. Emphasis on American Indian leadership and major contributions of American Indian people to American society. Fulfills a history requirement. Fulfills the Native citizenship requirement.

AIS 240 The Boarding-School Experience (3 credit hours). Surveys the origin and impact of the boarding schools established for Native youth beginning by the 17th century. Explores colonial influences, federal Indian policies, traditional education, student experiences and other key factors. Prerequisite(s): AIS102 OR AIS110.

AIS 270 American Southwest (3 credit hours). The course examine the interactions between Indigenous peoples, Spaniards, Mexicans, and Euro-Americans, and it will emphasize themes and issues concerning colonialism, race and

ethnicity, gender, economics, the natural environment, and violence. Prerequisite(s): AIS110 OR HIST101 OR HIST102.

AIS 280 Summer Internship in Climate Sciences of Coastal Regions (3 credit hours). Learn about climate impacts in Indigenous Coastal Regions of Hawai'i, Alaska, Louisiana, and Puerto Rico. Hone your skills (academic and community) better to understand the challenges faced by Indigenous coastal communities as the people most impacted by climate changes but contribute the least to those changes. Learn from elders, practitioners, and scholars about the best way to address these impacts from a community point of view. This internship opportunity is open to physical science, social science, education, business, geography, humanities/arts, math, and communication majors. An application process is necessary in addition to your class enrollment.

AIS 291 Vine Deloria, Jr.: Indigenous Iconoclast (3 credit hours). This course will offer a critical survey of the major of arguably the most significant American Indian thinker in the 20th century. The course will challenge students to understand, analyze and critically explore Deloria's key ideas. Prerequisite(s): ENGL101.

AIS 293 Coastal Climate Change Internship (2 credit hours). Learn about climate impacts in Indigenous Coastal Regions of Hawai'i, Alaska, Louisiana, and Puerto Rico. Hone your skills (academic and community) better to understand the challenges faced by Indigenous coastal communities as the people most impacted by climate changes but contribute the least to those changes. Learn from elders, practitioners, and scholars on the best way to address these impacts from a community point of view. This internship opportunity is open to physical science, social science, education, business, geography, humanities/arts, math and communication majors. An application process is necessary in addition to your class enrollment. Prerequisite(s): (ENGL101 AND ENGL102).

AIS 294 Academic Internship in Climate Sciences of Coastal Regions (2 credit hours). This is a sister course to AIS 293. Learn about Climate Impacts in Indigenous Coastal Regions of Hawai'i, Alaska, Louisiana, and Puerto Rico. Hone your skills (academic and community) to better understand the challenges faced by Indigenous coastal communities; people most impacted by climate changes but who contribute the least to those changes. Learn from elders, practitioners, and scholars on the best way to address these impacts from a community point of view. This internship opportunity is open to physical science, social science, education, geography, humanities/art, math and communication majors. An application process is necessary in addition to your class enrollment. Prerequisite(s): ENGL101 AND ENGL102.

AIS 301 Native and Western Views of Nature (3 credit hours). Native and Western Views of Nature examines the convergences and divergences between Western and

Indigenous North American perceptions, attitudes and practices with respect to the natural world. The course consists of a comparative examination of the institution of modern Western Science and what scholars today recognize as traditional ecological or environmental knowledge (TEK). The course suggests that some viable and reliable knowledge can be gained by serious examination of the practices and methods of knowledge acquisition of native peoples. It also suggests Native peoples may be less at odds with some developments in contemporary Western science, than Western scientists trained a generation or two ago. Prerequisite(s): BIOL103.

AIS 311 Introduction to American Indian Studies: Amer Indian Issues (3 credit hours). Introduces students to the American Indian studies (AIS) discipline, but also challenges the standard assumptions and practice the discipline has about research, academic writing, education, and critical thinking. Students will look at a) what has gone on before and is currently happening in AIS; b) what can happen (posing questions and alternatives to standard academic and AIS approaches and practices); and c) what should happen (individual/student responsibility and action). By developing an understanding of the historical context that has produced the modern day AIS discipline, students will be able to develop skills and knowledge in critical thinking and writing that will enable them to address current issues facing the AIS discipline and any American Indian pursuing an academic degree. Prerequisite(s): (AIS102 OR AIS110) AND Major=Indigenous and American Indian Studies.

AIS 312 American Indian Experience in the 20th Century (3 credit hours). A sophomore/junior level course providing students with the opportunity to experience history as told by American Indian elders representing diverse geographic regions and tribal traditions. This course provides for an extended study of American Indians in the twentieth century using a "contextualized chronology" approach in which a rigorous analysis of early 20th century government policy and history is paralleled with oral history interviews from the Haskell Indian Nations Oral History Project. Prerequisite(s): AIS110.

AIS 313 Indigenous American Experience Since 1890 (3 credit hours). This course provides for an extended study of North American Indigenous peoples in the post-1890 era. The course will explore the social/cultural experience of Indigenous peoples through their own histories, government policy, economics, and tribal sovereignty perspectives. Prerequisite(s): AIS110.

AIS 320 Environmental Protection in Indian Country (3 credit hours). Examines the nature and scope of tribal sovereignty and the interplay between tribal sovereignty, environmental protection, and tribal culture. Criteria to consider when developing tribal environmental protection programs and key environmental issues facing tribes will be studied throughout

the semester. Prerequisite(s): (College Level=Junior OR College Level=Senior) AND Major=Indigenous and American Indian Studies.

AIS 321 Human Behavior in American Indian Communities (3 credit hours). Course examines human behavior issues within American Indian communities using a social system approach. The course will provide students with a frame of reference for understanding the effect of social, political and cultural dynamics on the behavior of Indigenous people and the overall functioning of social structures within First Nations communities. This course will increase student's understanding of human behavior and provide a base for effective social work practice. Prerequisite(s): SW101 AND SW110 OR SW201.

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

AIS 331 Records and Information Management I (3 credit hours). Methods for developing and controlling an office records management program will be discussed in this class. Selection of supplies and equipment for active and inactive records will be covered along with procedures for document and electronic records storage, retention, and transfer. Upon successful completion of this course, the student should be able to file documents using the Association of Records Managers and Administrators (ARMA) rules for alphabetic, subject, numeric, and geographic filing utilizing requisition, charge-out, and transfer procedures. The student should be able to create a simple database and maintain records electronically. The course will include the identification of staff and program standards that result in a records and information management setting that is successful. Prerequisite(s): College Level=Sophomore OR College Level=Junior OR College Level=Senior.

AIS 332 Records and Information Management II (3 credit hours). This course offers an opportunity to examine the concepts, components, and functions of records and information management (RIM) from both the business and the federal government perspectives. Included in the class will

be training by the National Archives and Records Administration in Basic Records Operations (KA1) with the opportunity to earn a certificate. The Office of Trust Records will provide Indian Affairs Records Contact Training with the opportunity to earn a certificate. Guest speakers will be utilized as appropriate to provide opportunities for students to learn about the various aspects of RIM from experts in the RIM field. Discussion and hands-on activities will be used throughout the class. Prerequisite(s): AIS331.

AIS 340 American Indian Poetry (3 credit hours). A junior/senior level class exploring the continuity between traditional verse forms (traditional songs and ceremonies; narrative verse) and contemporary songs and poetry (peyote songs, literary poetry). Students learn major contemporary American Indian poets and their themes. Attention will be paid to bilingual poets such as Ray Young Bear, Luci Tapahonso and L. Henson. The course includes some analysis of English-language poetics and its influence on the hybridized forms of contemporary writers as well as tribal traditions. Prerequisite(s): College Level=Junior OR College Level=Senior AND ENGL212.

AIS 341 American Indian Narratives (3 credit hours). This course explores the continuity between traditional oral narratives and literary prose, including novels, short fiction, essays and memoirs. Themes such as twins, geographic sites, renewal, healing and elements of nature are followed through a variety of histories and genres, including film. Attention will be paid to the author-function as its shifts from members of an oral tradition to specific writers of contemporary texts. Prerequisite(s): College Level=Junior OR College Level=Senior AND ENGL212.

AIS 342 American Indian Music (3 credit hours). This course will examine the diversity of Native Peoples throughout the historical, sociological, philosophical and spiritual lives through music. We will examine the integral relationship of music in the spiritual and social lives by examining music from various sections of the nation: the impact of Native Peoples and Euro-Americans music in boarding schools and Indian lives during the reservation period. Prerequisite(s): AIS310.

AIS 343 American Indian Film (3 credit hours). Film has become an important medium for literature in the Twentieth Century. This course surveys images of American Indians and Alaska Natives in film. Critical analysis of social roles of Indian characters is included as well as literary critique of plot, character development, setting, and imagery. Techniques of the film director are also considered. Prerequisite(s): (College Level=Junior OR College Level=Senior) AND (ENGL210 OR ENGL212).

AIS 346 Philosophy in Indigenous Literature (3 credit hours). A junior/senior-level class that explores literary works of Native writers and the worldviews, implicit and explicit, that

informs the texts. This course explores the indigenous concepts that arise from poetry, fiction, drama, autobiography, film, photography, and/or other print/performance media. Ideas from outside commentators will be considered, such as colonial discourse, Marxism, modernism and postmodernism, feminism, ecological critique, and western philosophical categories of cosmology, ontology, epistemology, psychology. 8/2000 Prerequisite(s): ENGL210 OR ENGL212.

AIS 348 The Sacred: American Indian Religious Freedom (3 credit hours). This course examines the sacred ways of life of selected American Indian tribal groups and the general impact of Christianity following Indian-white contact. The course also examines federal law and legislation that affects American Indian religious freedom. Prerequisite(s): College Level=Junior OR College Level=Senior.

AIS 349 Law and American Indian Religious Freedoms (3 credit hours). This course examines the impact of federal laws and policies and U. S. Supreme court decisions on the sacred ways of life of American Indian tribal groups. It also examines the legislative and legal history of the First Amendment's "Free Exercise" clause and "Establishment" clause as they apply to American Indian Religious Freedoms. Topics covered will include sacred lands, sacred practices, NAGPRA and repatriation, and environmental colonialism, from the first perspective of legal guarantees under the First Amendment as well as Treaties. Prerequisite(s): AIS311 AND (College Level=Junior OR College Level=Senior).

AIS 350 Foundations of Indigenous Philosophy (3 credit hours). Introduces the philosophies of specific Meso-American and North American indigenous peoples. The relationship of the land and culture and its connection to indigenous worldviews will be explored. Specific cultures of the Huron, Iroquois, Maya and the mound builders will be examined. Prerequisite(s): AIS311 AND (HIST110 OR HIST112 OR HIST222).

AIS 352 American Indian Drama (3 credit hours). Survey of plays from contemporary American Indian/Alaska Native playwrights. Prerequisite(s): (College Level=Junior OR College Level=Senior) AND (ENGL102 OR ENGL212).

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

that Indigenous Peoples confront locally and globally. Prerequisite(s): College Level=Junior OR College Level=Senior.

AIS 375 History of American Indians in Kansas (3 credit hours). This course surveys the history of Indian groups indigenous to Kansas, as well as those who arrived later, and examines relationships both among tribes and with non-natives in the region. Major topics include native social complexity, warfare and dispossession, treaties, removal and relocation, and the impact of re-education efforts through missions and boarding schools. Designed as an upper-division offering, students will be exposed to a range of source materials, including both primary and secondary readings, films, and oral presentations meant to cultivate deeper contemplation of the area and its peoples. Prerequisite(s): (AIS102 OR AIS110).

AIS 390 Environmental-Community Health and Climate Change (3 credit hours). Environmental and Community Health is the study of the relationship between environmental quality and public health. Based upon the concept that everything people interact with on a daily basis plays a role in determining our state of health, the course aims to identify environmental risks in order to promote traditional, healthy ways of life for American Indian/Alaska Native communities. Areas of major emphasis include a review of climate change and ecosystem degradation, air and water quality, waste water treatment and municipal solid/hazardous waste management, environmental toxins, vector control, radiation, occupational health and safety, and nutritional health and food safety. Prerequisite(s): AIS311.

AIS 397 Internship I (3 credit hours). The student should contact the AIS faculty member in charge of internships before enrolling in this course.

AIS 402 American Indian Treaties and Agreements (3 credit hours). A senior-level course introducing students to the scholarship of examining American Indian Treaties and Agreements through cross disciplinary approaches, including law, written and oral history, and geography. The specific nature of various First Nations' documents as well as the importance of these treaties in both national and international law today will be examined. Prerequisite(s): AIS311 AND (College Level=Junior OR College Level=Senior).

AIS 410 American Indian Literature Seminar I (3 credit hours). This is a senior-level class in a selected American Indigenous literary topic, genre, time period, or author(s). The course focus will change from semester to semester, and may be repeated for credit as AIS 411. Students will be expected to participate as readers, as researchers, and also as presenters. A substantial research project from each student will be presented and critiqued within the forum of the seminar. Prerequisite(s): College Level=Junior OR College Level=Senior
AND 3 Credits From List

[AIS301,AIS310,AIS312,AIS320,AIS321,AIS322,AIS331,AIS332, AIS340,AIS341,AIS342,AIS343,AIS344,AIS345,AIS346,AIS348,A IS349,AIS350,AIS351,AIS352,AIS360,AIS397,AIS402,AIS421,AIS 422,AIS423,AIS.

AIS 411 American Indian Literature Seminar II (3 credit hours). A senior-level seminar class in American Indian literature. Students may repeat AIS 410 for credit using this number. Prerequisite(s): AIS410.

AIS 421 Community Health Social Work with Indigenous Peoples (3 credit hours). This course offers a broad and in-depth examination of critical, social, cultural and political variables important to improving the health of First Nations Peoples and their communities. These variables are presented within macro, mezzo, and micro frameworks and are linked to strengthening traditional culture, empowering the community, and contending with historical and contemporary oppression. A major goal of the course will be (1) to assist students to become familiar with how various critical variables affect the well being of First Nations and (2) how to employ various radically progressive social work approaches to decolonize and empower First Nations communities. Prerequisite(s): AIS321.

AIS 423 Biography of Amer Indian Ldrs: Past & Present (3 credit hours). This course will address American Indian leadership issues both past and present. We will seek to clarify and understand the motivations that inspired or forced tribal members to assume leadership roles in tribal communities. We will analyze and compare the social, cultural, and political (economic) differences between the European views of cultural management as compared with how the many tribes viewed life. We will review the conditions and consequences of abrupt social and cultural change and the impact this change brought for Indian people. Sometimes tribes sought to negotiate a peaceful relationship to avoid warfare, other times, warfare became the first option to force a more amenable negotiation. Prerequisite(s): AIS101 AND AIS110 AND AIS312LE.

AIS 424 Concepts of Indigenous Leadership (3 credit hours). This course will address concepts of Indigenous leadership and how these concepts contrast and relate to Eurocentric styles of leadership. We will seek to clarify and understand leadership roles and responsibilities in Indigenous communities past and present within the colonial borders of North America as well as globally. We will analyze the social, cultural and political differences between Indigenous communities and critique various leadership responses to colonization historically and contemporarily. Prerequisite(s): (AIS102 OR AIS110).

AIS 446 Introduction to Tribal Museum Management (3 credit hours). An introduction to the basics of the museum profession, including museum administration, professional

positions within a museum, a discussion of the various types and histories of museums that exist, and issues museums must deal with such as multiculturalism and interpretation through exhibits and public education programs as well as museum security and disaster planning. This course will focus on developing a community-base model for native museum that will include oral histories, traditional care of sacred and ceremonial objects, providing elder access to sacred and ceremonial objects, educating the public about living native culture. Prerequisite(s): AIS311 OR (College Level=Junior OR College Level=Senior).

AIS 490 Directed Study (3 credit hours). Directed study opportunities are used by Haskell students requiring courses for their major fields of study not offered in any given semester, or for individuals who show academic promise and/or interest in a certain discipline. The latter is offered at the discretion of the instructor. A student is eligible for directed study if the following conditions are met: good academic standing and currently enrolled; supervision by Haskell faculty; complete course syllabus is on file with the chair of the instructional area and the registrar; course content does not duplicate a regular course offering at Haskell; review and approval of student's enrollment and credit hours for directed study by chair of the instructional area and dean of instruction; course counts only as an elective and may be transferable; enrollment occurs during an established enrollment period; and the directed study agreement, official syllabus, and enrollment form are hand-delivered to the Haskell registrar's office before the last day of the add/drop period. Directed study instruction is considered an addition to the instructor's regular workload and does not preclude regularly-assigned teaching responsibilities.

AIS 497 Internship (3 credit hours). The student should contact the AIS faculty member in charge of Internships before enrolling in this course.

AIS 499 American Indian Studies Senior Capstone (3 credit hours). A senior level class in a selected American Indian topic, genre, time period, or author(s). The course will change each semester. The seminar allows for in-depth exploration of a single topic. Students will be expected to participate as readers, as researchers, and also as presenters. A substantial research project from each student will be presented and critiqued within the forum of the seminar. Prerequisite(s): Major=Indigenous and American Indian Studies AND College Level=Senior.

ART 100 Art Appreciation (3 credit hours). A beginning course in the study of art with relation to the nature of art, art expressions, experiences and creativity. The course will examine the visual communication of art forms as related to cultural heritage. This course is also a foundation for developing critical thinking by observation, evaluation, interpretation, and criticism.

ART 110 Drawing I (3 credit hours). An introduction to the principles of freehand drawing, the materials and techniques for visual expression, and the expression of cultural heritage.

ART 111 Drawing II (3 credit hours). This course provides for the continued utilization of drawing principles with a focus on additional skill development in the use of value and line. There is also an emphasis on exploring the picture plane, texture, composition and thematic development. Prerequisite(s): ART110.

ART 112 Figure Drawing (3 credit hours). This course is designed for students with some drawing experience. It provides an opportunity to draw from a live model so that students can continue to refine skills and study representation of the human form. Concentration will be on traditional naturalistic depictions of the figure with emphasis on process and conceptual aspects of drawing. Contemporary trends and expressions of the human form will be examined to promote personal expression. Prerequisite(s): ART110 AND ART111.

ART 120 Design I (3 credit hours). Introduction to concepts of two-dimensional design using various media and processes including an introduction to color study.

ART 121 Design II (3 credit hours). Exploration of three-dimensional design concepts in regard to space, form and vision. Prerequisite(s): ART120.

ART 130 Painting I (3 credit hours). Basic instruction in materials and techniques of acrylic painting. Prerequisite(s): ART110 AND ART120.

ART 131 Painting II (3 credit hours). Basic instruction in materials and techniques in oil painting. Prerequisite(s): ART110 AND ART120.

ART 150 Great Lakes Silverworking Techniques (3 credit hours). Common hand tools will be used to produce traditional silver jewelry of the eastern woodland peoples. History of trade silver will be taught as well as studio techniques.

ART 160 Ceramics I (3 credit hours). This course presents an introduction to the art of ceramics within an overview that examines the relationship between Native American culture and potter. It will provide information regarding the properties and preparation of clay and methods for forming and firing clay. Aspects of form, design and decoration will also be presented.

ART 161 Ceramics II (3 credit hours). This course presents a continuation of practice experiences in the art of ceramics, providing an emphasis on wheel technique, specific examination of traditional Native American forms and firing techniques and contemporary sculptural forms. Prerequisite(s): ART160.

ART 240 Art History I (3 credit hours). A survey of the history of art from the prehistoric to the Renaissance.

ART 241 Art History II (3 credit hours). A survey of the history of art from the Renaissance to modern times.

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

ART 254 Indian Painting II (3 credit hours). The second course of Indian painting with emphasis on composition, design, and artistic development. Prerequisite(s): ART253.

ART 255 Tribal Art Forms (3 credit hours). The history and construction of Native American tribal art forms.

ART 270 Sculpture (3 credit hours). Introduction to three-dimensional art form through a variety of materials. Prerequisite(s): ART112 AND ART121 AND ART160.

ASTR 101 Astronomy (3 credit hours). The course is an introduction to astronomy. Topics include the location and motions of Earth and their effect on what, when, and how we can view objects and events beyond earth; the structure, formation, and description of the Solar System; stellar evolution; the description of galaxies, galaxy clusters, and superclusters; and a general discussion of cosmology.

BIOL 103 General Biology and Lab (5 credit hours). Intended for non-science majors, General Biology is a one semester introduction to the principles of biology, designed for students with little or no formal background in the biological sciences. The course includes an overview of cell biology, genetics, evolution, organismal diversity, animal physiology, populations, and ecology. Not intended for students expecting to major in biology or planning to enter certain health fields. BIOL 101 is not applicable towards a biology major. Prerequisite(s): MATH100.

BIOL 121 Principles of Molecular and Cellular Biology (5 credit hours). First semester of a two-semester general biology course for science majors. This course covers fundamental principles of biochemistry, cell biology, genetics, and molecular biology. Prerequisite(s): MATH101. Corequisite(s): CHEM101.

BIOL 122 Principles of Organismal Biology (5 credit hours). This course is for biology majors, premed students, and students planning to take additional courses in biology and covers basic plant and animal (invertebrate and vertebrate) morphology and physiology, principles of evolution, organismal diversity and phylogeny, population biology, population genetics, ecology, and behavior. Prerequisite(s): MATH101.

BIOL 220 General Botany (5 credit hours). Introduction or the study of plants, their diversity, structure, function, and ecology. Includes the study of Native American contributions to biology and botany, including the use of plants as food and medicine. Prerequisite(s): BIOL103.

BIOL 251 Human Anatomy & Physiology I (4 credit hours). Study of the structural and functional relationships of the human body systems, emphasizing concepts of the regulatory processes that integrate body cells, tissues, and organs. Topics include: organization of the body; development of the tissues; the integumentary, skeletal, muscular, and nervous systems; and the senses. Students will perform selected laboratory exercises in correlation with the lecture material. Prerequisite(s): BIOL103 GPA 2.0.

BIOL 252 Human Anatomy & Physiology II (4 credit hours). Study of the structural and functional relationships and homeostatic mechanisms of various human systems in their normal physiological states. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Students will perform selected laboratory exercises in correlation with the lecture material. Prerequisite(s): BIOL251 GPA 2.0.

BIOL 310 Vertebrate Zoology (4 credit hours). Presents an overview of the major features of vertebrate animals in relation to environmental change throughout geologic time. The lecture presents a survey of vertebrate diversity with topics that cover morphology, physiology and zoogeography. Designed to introduce students to the basic facts of evolutionary biology, relationships and classification. Laboratory focuses on analysis of locomotion related to skeletal morphology. Prerequisite(s): BIOL121 AND BIOL122.

BIOL 325 History and Diversity of Organisms (5 credit hours). This course provides an overview of the variety and diversity of species and ancestry of life on earth. Emphasis is on coverage of: prokaryotes, protists, fungi, and animals; the principles of phylogenetic reconstruction; evolutionary trends in life history; functional morphology; and structural complexity of extant and extinct organisms. Prerequisite(s): BIOL121 AND BIOL122.

BIOL 360 Evolutionary Biology (3 credit hours). This course explores the fundamental principles of evolutionary biology, examining the mechanisms that drive genetic and phenotypic change over time. Emphasis will include natural selection, genetic drift, mutation, gene flow, and speciation, as well as molecular evolution, phylogenetics, and fossil records. Students will analyze evolutionary theory's applications in environmental science, conservation, and biotechnology. Through a combination of lectures, discussions, and other activities, students will gain a deeper understanding of how evolution shapes the diversity of life on Earth. Prerequisite(s): BIOL121 AND BIOL122.

BIOL 380 Ecology of Infectious Diseases (3 credit hours). This course focuses on the interactions between host and pathogen populations with the environment that result in infectious disease. Potential consequences at the individual and population levels are examined. Major pathogen groups are

surveyed along with in-depth case studies of some of the diseases they cause in plant and animal (including human) hosts. Emphasis is placed on understanding the variables that influence patterns of disease. Students will learn to evaluate the implications of different routes of transmission for implementation of control strategies, examine the effects of genetics and evolution on disease patterns and understand how ecosystems change can affect disease.

BIOL 385 Biostatistics (3 credit hours). Biostatistics is an introduction to probability and common statistical methods used in the natural sciences (and many other fields). The course will cover such topics as sampling design, measures of variability, probability, hypothesis testing, and use of computer statistical packages. Emphasis will be on an applied statistical foundation, which will involve the analysis of biological data sets, and interpretation and communication of statistical results. Prerequisite(s): BIOL121 OR BIOL122 AND MATH101.

BIOL 400 Ethnobiology (5 credit hours). Integrates Native American traditional knowledge of ecology and biology with modern Western science. One purpose of this course is to preserve the unique knowledge and varied cultural traditions relating to the life sciences that are possessed by indigenous peoples of the Americas. Prerequisite(s): BIOL101 OR BIOL121.

BIOL 440 Comparative Vertebrate Anatomy & Physiology (5 credit hours). Structure, function, and evolution of the vertebrates with a focus on understanding major events in the history of vertebrate evolution and the integration of morphology with ecology, behavior and physiology. Overviews of major organs systems (bones, muscles, nervous, sensory and endocrine systems) and phenomena distinct to vertebrates are covered, including the water-to-land transition and tetrapod locomotion, feeding, communication, and reproduction. Detailed laboratory dissections using shark and cat. Prerequisite(s): BIOL121 AND BIOL122 AND CHEM101 AND PHYS211.

BIOL 460 Introduction to Genetics (3 credit hours). Principles of genetic inheritance are examined with emphasis on populations, development, human genetics, and molecular processes. The course will cover natural selection and adaptation processes in populations and species and focus on the origin and mechanisms of genetic variation and the processes of co evolution. Other topics include genetic mechanisms of development, quantitative traits, fitness, and molecular expression of the genes. Prerequisite(s): BIOL121 AND BIOL122.

BIOL 465 Research in Animal Behavior (2 credit hours). Students develop and collect data on an independent research project of their choosing. Training in the methods of behavioral research precedes the initiation of the research projects. Students analyze and interpret data, and present

their findings orally or in poster form, as well as in written form, at the end of class. A major emphasis is placed on an individual project and understanding and evaluating behavioral studies and the methodologies and lab techniques used to study behavior. Prerequisite(s): BIOL121 AND BIOL122 AND (MATH215 OR MATH221).

BIOL 470 Animal Behavior (3 credit hours). This course provides an introduction to the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis for behavior, foraging behavior, kin selection, mating systems, and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques. Prerequisite(s): BIOL121 AND BIOL122 AND MATH215.

BIOL 480 Plants of Kansas (5 credit hours). Plants of Kansas is an introduction to the basic principles and procedures in systematics and taxonomy, nomenclature, and classification of common and native Kansas with a special emphasis on the plant ecology of the state of Kansas; climatic, physiography, and vegetation of the central prairies and plains; poisonous, edible and medicinal plants used by indigenous peoples of the region; methods of phylogenetic systematics including the application of morphological and molecular data; and learning to identify plant families by means of classification keys and field manuals. The course will provide an overview of plant associations and communities and their adaptations found in floodplains and riverine wetlands, prairie uplands (Flint Hills, High Plains and Smoky Hills) lowlands, playa lakes, and glaciated regions. Prerequisite(s): BIOL121 AND BIOL122.

BUS 103 Intro Entrepreneurship (3 credit hours). This introductory course examines the basic concepts of success factors in entrepreneurship and develops a fundamental understanding of the basic skill set required to manage his/her own business. Learning will be achieved by studying and discussing key entrepreneurial business issues and creating sustainable business ideas and market opportunities. Readings on entrepreneurship and case studies, as well as video presentations, will be used to illustrate the essential entrepreneurial management issues.

BUS 111 Introduction to Business (3 credit hours). Offers a comprehensive overview of modern business philosophy, principles, practice, and structure. Contemporary reading and decision-making exercises are included. Subjects covered include the business and economic system, forms of business ownership, managing a business, products and services, financial operations including the stock market and insurance, accounting systems and international trade.

BUS 114 Start A Small Business (3 credit hours). This course builds upon the objectives created by the Introduction to Entrepreneurship course. It will provide the student with two

learning opportunities: first, it details the factors of starting a new venture, growing it through financial opportunities, and creating profitability; second, the development of a complete business plan. The culmination of the course will be the development of a presentation of an individual or team business plan. Prerequisite(s): (BUS103 AND BUS111).

BUS 115 Start A Small Business (3 credit hours). This course builds upon the objectives created by the Introduction to Entrepreneurship course. It will provide the student with two learning opportunities: first, it details the factors of starting a new venture, growing it through financial opportunities, and creating profitability; second, the development of a complete business plan. The culmination of the course will be the development of a presentation of an individual or team business plan.

BUS 210 Business Calculus (5 credit hours). This is a one-semester course covering techniques, methods and applications of differential and integral calculus. This course deals with calculus and its applications, especially those applications concerned with business and social sciences. Topics to be discussed will include: differentiation and anti-differentiation of algebraic, exponential, and logarithmic functions; applications of differentiation and integration; and functions of two variables. Topics will be approached using the "rule of four" (algebraically, numerically, graphically, words) Prerequisite(s): MATH101.

BUS 212 Mathematics for Business Decisions (3 credit hours). This course is a broad-based approach to mathematical applications encountered in the business environment. This course will equip the student with the mathematical skills to make good business decisions. Prerequisite(s): MATH101 GPA 2.00.

BUS 223 Technology for Small Business (3 credit hours). This course provides an overview of how to understand, analyze, and design a technology plan that suits a small business's daily operations. This course will explore how apps and computer technology can help support business needs. Prerequisite(s): BUS114 AND TMGMT221.

BUS 224 Technology for Small Business (3 credit hours). This course provides an overview of how to understand, analyze, and design a technology plan that suits a small business's daily operations. This course will explore how apps and computer technology can help support business needs, the importance of database systems, using the Cloud, cybersecurity, and how financial software helps small business owners with finances. Prerequisite(s): BUS114.

BUS 232 Business/Technical Writing (3 credit hours). Provides an opportunity to improve written business and technical writing. Practice will be given in creating letters, proposals, memorandums, and related technical documents. Prerequisite(s): ENGL101 AND ENGL102 AND CIS205.

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

BUS 301 Legal Environment of Business I (3 credit hours). This introduces students to the law and its sources, business ethics and corporate social responsibility, contract and tort law, and other general legal principles applicable in a business environment. Prerequisite(s): College Level=Junior OR College Level=Senior.

BUS 311 Legal Environment of Business II (3 credit hours). This course interfaces with materials covered in Legal Environment of Business I. The student will learn to integrate laws and regulation with their knowledge of business management and practices. Emphasis will be placed on commercial transactions, including secured transactions in native communities. Student will learn to analyze marketing strategies and legal risk in Indian, national, and global business environments. Prerequisite(s): BUS301.

BUS 320 Business Statistics (4 credit hours). An introduction to statistical inference techniques with emphasis on the application of these techniques to decision-making in a firm. Topics include probability theory, random variables, probability distribution functions, estimation, test of hypothesis, regression, correlation, and introduction to statistical process control. Prerequisite(s): BUS210.

BUS 321 Principles of Marketing (3 credit hours). In-depth study and research of the basic principles underlying marketing practices in the modern business environment. Prerequisite(s): ACCT201 AND ACCT202 AND MGMT301.

BUS 322 Quantitative Methods for Business (3 credit hours). This is a course in Business analytics that will enable managers to gain improved insight on business operations and make better decisions with the use of information technology, statistical analysis and mathematical models. Prerequisite(s): (BUS210 GPA 2.00 OR BUS212 GPA 2.00).

BUS 385 Corporate Social Responsibility/Environmental Sustainability (3 credit hours). Through course work and individual research, students learn the economic benefits of corporate conduct that promotes community and global welfare and environmental and cultural sustainability. Focusing on the "triple bottom line," students will research the Global Reporting of major corporations and analyze the benefit to corporate socially and environmentally responsible conduct. Prerequisite(s): College Level=Junior OR College Level=Senior.

BUS 401 Financial Management (3 credit hours). This course presents students at with an introduction to fundamental

financial principles such as risk and return relationships, domestic securities markets, time value of money, security valuation, capital budgeting, capital structure, and working capital management. After completing the course, students will be able to perform basic analysis of financial statements, solve time value money problems, value traditional debt and equity securities, estimate costs of long- and short-term capital components, and analyze projects using capital budgeting techniques. Students will understand the integration of basic financial concepts into accounting, management, marketing, and other business areas. This course serves as a foundation for advanced work in finance. Prerequisite(s): BUS320 OR BUS322.

BUS 402 Investment Management (3 credit hours). This is a study of market investment opportunities and the construction of a portfolio that will give the highest return for a given level of risk. It is very quantitative in nature and will cover the theoretical basis for good management of an investment portfolio. This class will give the student the fundamental skills necessary to select investment options for personal investments, or to manage a corporate/tribal portfolio or work in the investment industry. Prerequisite(s): BUS401 GPA 2.00.

BUS 403 Issues in Corporate and Tribal Finance (3 credit hours). This course will examine advanced concepts in corporate finance to include Capital Budgeting, Payout Policy, Capital Structure, and Financial Planning. This course uses these financial analysis tools and applies them to current issues that face corporate and tribal entities. This course is appropriate for students interested in being financial managers in the corporate, nonprofit, and tribal environments. Prerequisite(s): BUS401 GPA 2.00.

BUS 411 International Business (3 credit hours). A study of the legal, financial, marketing, cultural policies, and government structures found in operating multi-nation corporations (businesses) in an international (global) environment. Topics explored will be international trade, foreign investment, marketing in a global market, the process of internationalizing business, selecting the business model for your export business, and government intervention. Prerequisite(s): BUS321 AND BUS311.

BUS 421 Business Ethics (3 credit hours). This course is designated to examine the role of ethics in business management. The course will introduce ethical principles and discuss how these principles may be applied to business-related practices. Prerequisite(s): MGMT301.

BUS 451 Business Policy (3 credit hours). This course is a study of strategy and a framework for evaluating case studies as a capstone course for graduating business students. This course will allow students to use their knowledge base to evaluate case studies and expand their capacity and capability to make

right strategic decisions and actions in creating and maintaining a sustainable competitive advantage for any organization. Prerequisite(s): BUS401.

BUS 460 Contemporary Issues in Global and Agricultural Structures (3 credit hours). Contemporary economic issues affecting world agricultural systems including population growth, trade, globalization, natural resources and environmental policy. Prerequisite(s): (Major=Business Administration AND College Level=Junior).

BUS 470 Agricultural Policy (3 credit hours). Agricultural Policy in the U.S: Evolution and Economics traces the foundation of US agricultural policy from its colonial roots to the present, using economic concepts to analyze and interpret political and economic consequences. Ancient Roman food and agricultural reform, English Corn Law and other historic examples of agricultural policies are included to show that agricultural policy has a long history and has been found necessary for governance throughout history. Processes employed to develop US agricultural policies, the structure and function of government that develops and implements agricultural policy, and the specific evolution of policy from the early twentieth century to the Agricultural Act of 2014 are included. Specific policies in the past farm bills are detailed in order to track their evolution and economic effects. Prerequisite(s): College Level=Junior.

BUS 495 Internship (0 credit hours). The student should contact the Business faculty member in charge of Internships before enrolling in this course.

CHEM 101 General Chemistry I (5 credit hours). Basic principles and calculations of chemistry involving atomic theory, stoichiometry, gases, thermochemistry, atomic structure, periodic table, and bonding. Prerequisite(s): MATH101. Corequisite(s): MATH101.

CHEM 102 General Chemistry II (5 credit hours). Basic principles and calculations of chemistry involving solutions, equilibria, acids and bases, kinetics, thermodynamics, electrochemistry, and nuclear chemistry. Prerequisite(s): CHEM101.

CHEM 201 Organic Chemistry (3 credit hours). A one-semester survey of organic chemistry with emphasis on nomenclature, structure, properties, reactions, and reaction mechanisms of the major groups. Groups covered are alkanes, alkenes, alkynes, aromatic compounds, alcohols, aldehydes, ketones, and carboxylic acids and their derivatives. Amines, ethers, and thiols are included briefly. Prerequisite(s): CHEM102. Corequisite(s): CHEM102.

CHEM 330 Biochemistry (3 credit hours). The course introduces the major biomolecules and metabolic pathways including glycolysis, the tricarboxylic acid cycle, protein synthesis, and enzyme action. Prerequisite(s): CHEM201.

CIS 102 Introduction to Information Processing (3 credit hours). This course will develop the student's basic knowledge of current Microsoft office application software. The students will learn proper procedures for creating documents, workbooks, databases, and presentations suitable for course work, professional purposes, and personal use. Software applications include Word, Excel, Access, and PowerPoint presentation graphics. Prerequisite(s): ENGL101.

CIS 205 Information Processing Systems (3 credit hours). This course will enable students to use the Windows operating system and Microsoft Office applications for academic work and professional purposes in creating documents, spreadsheets, and presentations. Students will develop their knowledge of current versions of Word, Excel, and PowerPoint and learn how to use Office's advanced functionality and features to be efficient and productive. Emphasis on problem-solving skills and critical thinking through practical business or academic projects. Prerequisite(s): ENGL101.

CIS 250 Advanced Business Applications for Microcomputers (3 credit hours). This course will extend the student's basic knowledge of current Microsoft office application software. The students will learn proper procedures for creating more advanced documents, workbooks, databases, and presentations suitable for course work, professional purposes, and personal use. Software applications include advanced applications in Word, Excel, Access, and PowerPoint presentation graphics. Prerequisite(s): CIS102.

COMS 131 Public Speaking (3 credit hours). Public speaking is an introductory class in rhetoric and public address, emphasizing the practical demonstration of public communication skills, including topic selection and audience adaptation, research, message organization, effective delivery, incorporation of technology and multi-media, apprehension reduction, and informative and persuasive speaking strategies. Corequisite(s): ENGL101.

COMS 151 Speech Communication (3 credit hours). Introduction to human communication theory with practice in developing speaking skills in the intrapersonal, interpersonal, and public communication contexts. Corequisite(s): ENGL101.

COMS 226 Interpersonal Communication (3 credit hours). Because we are challenged, as never before, to create and maintain healthy relationships with others, this course focuses on the goal of increasing our interpersonal communication skills. The course will emphasize concepts, contexts, and skills with the aim of improving personal interaction in all facets of life. Prerequisite(s): COMS131 OR COMS151.

COMS 231 Persuasive Public Speaking (3 credit hours). This course advanced theoretical and skills training in persuasive public speaking. It employs oratorical problem-solving activities and in-depth study of relations of rhetoric to speechmaking, and expands knowledge of research,

communication theory, process and practice. While studying elements of argumentation and logic, students analyze important speeches within both Indigenous and Western traditions. Students construct, present and critique speeches that are complex, dynamic, and purposeful. Prerequisite(s): COMS131.

COMS 246 Intercultural Communication (3 credit hours). An examination of the theoretical and practical relationship between culture and communication behavior in a variety of communication contexts (settings), with emphasis on: cultural identity formation, belonging to multiple cultures, racism and prejudice, and intercultural communicative competence in perception, verbal and nonverbal codes. Projects and readings explore strategies for effective cross-cultural communication between and among cultural groups. Prerequisite(s): COMS131 OR COMS151.

COMS 247 Race in America (3 credit hours). This class is an introduction to critical race theory as it pertains to American cultural diversity. This course will examine predominant themes in American policies regarding race. In addition, the course will examine the role that context and history shape our social reality. The course challenges students to research a contemporary issue pertaining to race, write critically about it and present their work in a public setting. Prerequisite(s): COMS131 OR COMS151.

COMS 256 Working in Groups and Teams (3 credit hours). Working effectively in small groups is a crucial skill in today's workplace. Employers increasingly place more responsibility on employees to participate in the decision-making process and to solve work-related problems mainly through participation on teams or in groups. This course furnishes students with an understanding of the principles of small group communication through knowledge of core group communication concepts and processes. Group communication skills will be improved through participation in a semester-long team project. Prerequisite(s): COMS131 OR COMS151.

COMS 276 Persuasion and Social Influence (3 credit hours). An examination of the theories of persuasion as they apply to everyday communication situations. The course will examine the psychological, social, cultural, and the ethical considerations in persuasion and challenge students to analyze, critique, and compose persuasive messages. Research into a contemporary rhetorical issue will form the basis for semester long research and writing. Prerequisite(s): COMS131 OR COMS151.

COMS 310 Traditional/Contemporary Native American Rhetoric (3 credit hours). This is a course in rhetorical analysis and criticism of traditional and contemporary Native American discourse. The course will examine predominant themes in historical and contemporary Native American oratory while

gaining knowledge of and skill in both classical and indigenous rhetorical theory and criticism. In addition, the course will examine how historical context, social, and political agendas, and translation impact our understanding and interpretation of Native American oratory. The course challenges students to research traditional and contemporary Native American rhetorical discourse, write critically about it and present their work in a public setting. Prerequisite(s): COMS131 OR COMS151.

COMS 311 Native American Rhetoric (3 credit hours). This is a course in rhetorical analysis that focuses on American Indian discourse. This course will examine predominant themes in Native American oratory using the lens of a rhetorical critic to better understand strategic attempts to influence within the use of language. Prerequisite(s): (COMS131 OR COMS151 AND ENGL102).

COMS 340 Gender Communication (3 credit hours). This class is designed to introduce students to the relationship between communication and gender, including both physical and psychological dimensions. Topics include: nature of genders, sex role orientations, stereotypes, perceived and actual differences in verbal and nonverbal communication behaviors, the influence of gender on a variety of contexts. Prerequisite(s): COMS131 OR COMS151.

COMS 350 Legal Communication (3 credit hours). An analysis of how communication principles and theories operate within the context of the legal system. Topics covered will include the lawyer/client interview, depositions and pre-trial discovery, settlement negotiation, jury selection, opening and closing statements, and witness testimony. Prerequisite(s): COMS131 OR COMS151.

COMS 360 Environmental Communication (3 credit hours). An examination of the discourse and in response to environmental affairs. The course will examine local environmental debates, analyze the discourse in the debate, and identify potential strategies for problem solving and conflict resolution. Additional research into environmental issues affecting tribes or reservations will be the focus for individual research projects. Prerequisite(s): (COMS131 OR COMS151) AND ENGL102.

COMS 370 Conflict and Negotiation (3 credit hours). This class is designed to introduce students to the theories and research about conflict and negotiation. This course emphasizes the cognitive process, strategies and tactics for negotiating conflict in a variety of contexts. Prerequisite(s): COMS131 OR COMS151.

ECON 201 Principles of Microeconomics (3 credit hours). This course provides an overview of the role of markets and prices in the allocation and distribution of goods and services. Economics is the study of how society allocates scarce resources. Microeconomics is the study of the behavior of

households and firms, whose collective decisions determine how resources are allocated in a free market economy. This course will introduce the analytical tools of microeconomics and provide an understanding of how they apply in 'real' world situations. Prerequisite(s): MATH101.

ECON 202 Principles of Macroeconomics (3 credit hours). This course is an introduction to the study of the economy as a whole and provides an analysis of the structure and functioning of the national economy. Issues covered include the analysis of national income determination, inflation and unemployment, banking, monetary and fiscal policy, and aggregate economic growth, from a variety of macroeconomic perspectives. Prerequisite(s): MATH101.

ECON 303 Agricultural Economics (3 credit hours). A study of economic principles, with emphasis on their application to the solution of farm, agribusiness, and agricultural industry problems. Prerequisite(s): College Level=Junior.

EED 102 Explorations in Elementary Education (3 credit hours). This course provides an overview of the field of education, examining its historical, philosophical, and sociocultural foundations. Through exploration of key concepts and theories, students will gain insights into the complexities of educational systems, practices, and politics. Topics include the roles of educators, legal and ethical issues in schools, classroom diversity, teaching methodologies, and professionalism. Students will engage in discussions, readings, scenarios, reflective activities and will observe in an elementary (K-6) classroom to develop a foundational understanding of the principles and practices of education.

EED 202 Math Content Standards for Elementary Teachers (3 credit hours). This course provides an introduction to math standards from which elementary mathematics curriculums are created. Topics will focus on the processes for learning mathematics and basic learning theories in mathematics. Students will examine the five content standards, created by the National Council of Teachers of Mathematics, and explore the general span of instruction and skills for all elementary grade levels, as related to these standards. Course content will address, in part KSDE Content Standard 2 and KSDE Professional Educator Standards 1, 8, 11, and 12. Prerequisite(s): MATH101 GPA 2.00 AND EED101.

EED 204 Children's Literature (3 credit hours). The School of Education at Haskell Indian Nations University is a participant in the Reading First Teacher Education Network (RFTEN). Consequently, this introductory children's literature course will focus on Scientifically Based Reading Research (SBRR) strategies and activities. The SBRR strategies introduced in this course are designed to assist pre-service candidates with the selection, evaluation, and utilization of literary materials for children from kindergarten through 6th grade (ages 5 -12). The primary emphasis in this course will be the use of research

based strategies to help young children develop critical reading and comprehension skills through the use of phonemic awareness, phonics, fluency, and vocabulary development. Integrating SBRR strategies with language arts activities will also be explored. In addition to learning the SBRR strategies recognized by the Reading First Teacher Education Network, students will be expected to read a variety of literary selections in order to discuss and demonstrate sensitivity in book selection and analysis with regard to gender, class, disability and ethnicity. Prerequisite(s): ENGL101 AND ENGL102.

EED 205 Abnormal Psychology for Teachers (3 credit hours). This course provides teacher candidates/class members with an overview of the field of abnormal psychology. An examination of how atypical behaviors may impact the lives of elementary students and their family member's will be the focus of study. An integration of American Indian/Alaska Native values and cultural perspectives will be emphasized to the greatest extent possible. Prerequisite(s): PSYC101.

EED 207 Children's Literature (3 credit hours). Children's literature focuses on reading, evaluation, and presentation of literature for Pre-K through 6th grade students. The class will explore and develop a broad knowledge of various literature genres by reading 60 children's books and documenting reading through a literature log. A variety of teaching activities for Pre-K through 6th grade students align with the chapter readings to guide and enhance children's literature experience. The class will also complete projects to further enhance their understanding of children's literature and authors. Prerequisite(s): (EED102 GPA 2.00 AND ENGL101 GPA 2.00 AND ENGL102 GPA 2.00 OR EED241 GPA 2.00).

EED 208 Exploring Cultural Art, Music, and Dance with Technology (3 credit hours). This course is designed to engage students in utilizing the Internet for virtual travel to a variety of countries and cultural groups around the world. Students will gather, analyze and organize information reflective of the art music and dance of student selected cultural groups. Students will utilize a variety of techniques to present information, topics and visual images. Other course experiences include art projects related to global cultures and culminating group projects. Prerequisite(s): ENGL101.

EED 210 Foundations of Education (3 credit hours). This course presents an introduction to the historical, sociological, philosophical and cultural foundation of education. These same aspects in the development of Indian education and schools for Indian children will be presented and analyzed in a comparative manner. Prerequisite(s): ENGL101 AND ENGL102.

EED 212 Introduction to Education (2 credit hours). This course presents an introduction to teachers, schools, and students, the work of teachers, foundations of education in the U.S., trends in the teaching profession. Supporting activities may include the use of video for students to explore a variety

of urban, suburban and rural classrooms and the issues and dilemmas that effect teachers and students. An overview of the Elementary Teacher Education Program will be presented, including specifics of the program application process. An added cultural component will engage participants in exploring the early development of Indian Education and schools for children. Prerequisite(s): ENGL101.

EED 214 Introduction to Field Experience (1 credit hour). The field experience provides placement of potential teacher candidates in an elementary classroom (K-6) where they will complete 30 classroom hours. Participants will participate in classroom activities to the extent the host teacher and student feel comfortable. This field experience will familiarize participants with the work of schools, teachers and students in elementary classrooms. Participants will document their experience with notes and timesheets. Prerequisite(s): EED212. Corequisite(s): EED212.

EED 215 Pre-Induction Seminar (1 credit hour). This course is designed as a seminar course to cover a range of topics to help potential teacher candidates meet the rigorous entry requirements. Potential teacher candidates will be actively involved in mock simulations, tutorials, and prep sessions. The entry requirements include GPA, Praxis CORE Exam (Reading, Writing, and Math), Application documents and SOE Interview. Potential teacher candidates will be required to take several mock exams prior to the actual Praxis CORE Exam. Prerequisite(s): MATH101 AND ENGL101 AND ENGL102.

EED 216 Developmental Psychology (3 credit hours). The course will draw on many of the principles learned in general psychology and apply these to biological, psychological, social environmental, cultural, and other changes that occur across the lifespan. The student will appreciate that development is a lifelong, multidimensional, dynamic, plastic process involving many divergent contexts. The study of development across the lifespan requires an interdisciplinary effort for understanding and remediation. The importance of linking theory, research, and the application of research findings to the real-world will be apparent. Finally, learning complex material is most likely to be retained when experiential methodologies are employed, so the textbook author offers opportunities to review, apply, connect, and reflect the material presented in each chapter. Prerequisite(s): PSYC101 GPA 2.00.

EED 222 Educational Technology (2 credit hours). Pre-service candidates will reflect on the role various forms of electronic and digital technology can play in the teaching/learning process and how to engage these processes in the elementary classroom. Pre-service candidates will become skilled in some of the many digital tools used in today's schools to increase learner engagement and internet safety.

EED 223 Introduction to Special Education (3 credit hours).

This course is designed to provide pre-service candidates with an introduction to the field of special education. Candidates will gain an awareness and understanding of the various types of exceptional characteristics, needs, and strengths which influences the development and learning process in pre-K and elementary children who have been diagnosed as an exceptional child or at-risk student. Other topics of introduction will include the history of special education, state and federal legislation, and the IFSP and IEP process and document

EED 230 Introduction to Math Methods (3 credit hours). This is an introductory course to math methods as teacher candidates will gain foundational knowledge of the principles and standards of mathematics. Teacher candidates will gain insight into the historical and recent influences in mathematics and the resources teachers can utilize. Teacher candidates will also learn how to help children learn mathematics with understanding using various means of resources and hands-on experiences with the eight mathematical practices and how they relate to current mathematical standards. Prerequisite(s): MATH101 GPA 2.00.

EED 231 Math Methods I (3 credit hours). This course introduces candidates to the foundational structures of mathematics, emphasizing early number concepts including counting and cardinality, operations and algebraic thinking, and base ten understanding. Candidates will explore the tools of inquiry and the Standards for Mathematical Practice to develop mathematical learning experiences that are developmentally appropriate and engaging. The course supports the development of reasoning, perseverance, modeling, precision, and problem-solving, ensuring teacher candidates can plan and implement instruction that supports all learners in building mathematical understanding through critical thinking, creativity, and collaborative exploration. Prerequisite(s): EED102 AND (MATH101 GPA 2.00 OR MATH208 GPA 2.00).

EED 240 Arts Methods for K-6 Learners (3 credit hours). This is an arts methods course for teacher candidates who will be gaining knowledge of the arts (music, visual arts, dance, and theatre) and how to design artistic learning experiences that are meaningful and connect with core content areas. Teacher candidates will gain insight into the historical and recent influences in arts (music, visual arts, dance, and theatre), explore steps to create and critic art, and apply the art elements and principles in instruction. Teacher candidates will also assess and analyze how the arts impacts child development and learning.

EED 241 The Role of Writing in Teaching and Learning (3 credit hours). This course is designed to provide teacher candidates with best practices in writing as they prepare for a successful career in education. Candidates will focus on standard written

English, Six Writing Traits, various writing structures/forms and alignment with the Common Core Standards for Writing. Candidates will engage in many writing exercises and produce authentic writing pieces. Candidates will also have an opportunity to self-analyze their writing as they record information in a writing journal. Prerequisite(s): (Major=Para-Professional Education AND ENGL101 GPA 2.0).

EED 250 Pre-Induction and CORE Prep (3 credit hours). This course is designed to cover a range of topics to help potential teacher candidate meet the rigorous entry requirements. Potential teacher candidates will be actively involved in mock simulations, tutorials, and prep study sessions. The entry requirements include cumulative GPA, Praxis CORE Exam (Reading, Writing, and Math), application documents and SOE Interview. Potential teacher candidates will be required to take several mock exams prior to the actual Praxis CORE Exam. Prerequisite(s): MATH101 GPA 2.00.

EED 260 Multiculturalism and English Language Learners in Classrooms (3 credit hours). This course introduces teacher candidates to the changing demographics of this country and the implications for education. Individuals may differ in class, ethnicity and race, religion and language. English language learners represent a growing number of students in today's classrooms. Principles for working with English Language Learners will be addressed. Gender, sexual orientation, age, physical and mental abilities, also contribute to diversity. Teacher candidates will explore these differences to build understanding of the role they play in students' lives. This course will identify responsive approaches for meeting diverse student needs that draw from the cultures of students and their communities while supporting the practice of democratic citizenship for all learners.

EED 270 Physical Activity and Health Methods for K-6 Learners (3 credit hours). This course is designed for teacher candidates to develop the knowledge, skills and dispositions needed to promote physical activity and health within their general education classroom. Teacher candidates will examine the impact of children's health and physical activity, strategies for promoting healthy lifestyle, and the elements needed to develop appropriate physical fitness routines. Teacher candidates will also apply basic health, nutrition and safety procedures necessary for maintaining a supportive learning environment. Lastly, teacher candidates will design and teach physical activities and assess and analyze how the physical activity impacts brain development and learning.

EED 275 Arts, Health, and Physical Activity for K-6 Learners (3 credit hours). This course is designed for teacher candidates to develop the knowledge, skills and dispositions needed to promote the arts, health, and physical activity within the general education classroom. Candidates will design artistic learning experiences that are meaningful and connect with core content areas, explore steps to create and critic art, apply

the art elements and principles in instruction, and assess and analyze how the arts impacts child development and learning. Candidates will also examine the impact of children's health and physical activity, implement strategies for promoting healthy lifestyle, apply basic health, nutrition, and safety procedures, and analyze how physical activity impacts brain development and learning. Prerequisite(s): EED280 GPA 2.00.

EED 276 Arts, Health and PE Methods for K-6 Learners (3 credit hours). This course is designed for teacher candidates to develop the knowledge, skills and dispositions needed to promote the arts, and physical activity within the general education classroom setting. Candidates will plan, implement, and assess visual arts, music, dance, theater, movement, and physical activity learning experiences that engage all learners in critical thinking, creativity, collaborative problem-solving, and communication. Prerequisite(s): EED102 GPA 2.00.

EED 280 Explorations in Elementary Education (3 credit hours). This course is designed to provide teacher candidates with an introduction to elementary education. A range of topics will be covered as well as observing a K-6 elementary classroom. Teacher candidates will be involved in discussions, hands on application, and collaboration. Classroom observation will be at an assigned school, consist of a minimum of 30 hours, weekly experience reflections, and evidence of classroom observation. Candidates must provide their own transportation to and from the assigned school site. Prerequisite(s): ENGL101 GPA 2.00.

EED 304 Walking in Balance II - Emotional Well Being (1 credit hour). This course is designed to provide support for teacher candidates as they prepare to become educators. Course content emphasizes the importance of self care as it relates to emotional wellbeing. Managing and expressing feelings, maintaining optimism, adjusting to change, and coping with stress in a healthy way will be addressed. Candidates will reflect on and assess their emotional wellbeing, identify contributing factors, describe a short term goal, take action and track personal progress. Participation in discussion of course topics, sharing of related experiences and group activities are required.

EED 305 Developmental Psychology (3 credit hours). The course will draw on many of the principles learned in general psychology and apply these to biological, psychological, social environmental, cultural, and other changes that occur across the lifespan. The student will appreciate that development is a lifelong, multidimensional, dynamic, plastic process involving many divergent contexts. The study of development across the lifespan requires an interdisciplinary effort for understanding and remediation. The importance of linking theory, research, and the application of research findings to the real-world will be apparent. Finally, learning complex material is most likely to be retained when experiential methodologies are employed, so the textbook author offers

opportunities to review, apply, connect, and reflect the material presented in each chapter. Prerequisite(s): Major=Elementary Education AND College Level=Junior.

EED 306 Walking in Balance-Health and Wellness (1 credit hour). This course is designed to provide support for teacher candidates as they prepare to become educators. Course content will emphasize the importance of self-care as it relates to the physical, emotional, intellectual, and spiritual well-being of each individual. Teacher candidates will self-evaluate personal status related to each area and identify positive as well as negative contributing factors. Candidates will state a short term goal to maintain or make improvement for each area, track and share their progress within cohort. Candidates will engage in discussion of a variety of course related student identified topics and participate in student selected activities. Prerequisites: Admission to ETEP, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com.

EED 307 Curriculum, Instruction and Assessment I (4 credit hours). This course is designed to introduce teacher candidates to various curriculum models, instructional procedures/strategies and assessment frameworks based on research and current practices. These three components will be investigated and emphasized to help teacher candidates understand how all three components are interrelated and essential for teaching and learning. Candidates will gain an understanding of how all three components are utilized to support the learning and development of students and their diverse needs. Inclusion of various technology tools will be explored to help facilitate learning in the classroom and to help our students become digitally aware in the 21st century. Prerequisite: Admission to ETEP, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com Prerequisite(s): Major=Elementary Education.

EED 311 Governance and Organization of Schools (3 credit hours). The course examines the political and social forces that shape education and explores the governance and modes of organization of elementary and secondary schools, including the financial and legal aspects of education in this nation. The impact of teacher organizations will be analyzed. Additionally, students will study and compare public schools with schools operated by the bureau of Indian affairs and tribal schools. This course has a field experience component. Prerequisites: Admission to ETEP, courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com Prerequisite(s): Major=ELEMENTARY EDUCATION - BS.

EED 317 Math for Elementary Teachers II (3 credit hours). This course is designed to give the prospective elementary mathematics teacher an overview of several components of the elementary mathematics curriculum focusing on problem

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

EED 319 Multiculturalism and English Language Learners (4 credit hours). This course is designed to provide a balance of theory and practice needed to meet the needs of diverse learners in the classroom. Due to increasing diversity in schools, not only in basic beliefs and values, but, also, in the many languages spoken, it is critical that teachers have the knowledge and skills to design and implement educational practices and experiences from a multicultural perspective. Course content will introduce important information based on theories and research that will be supported by exercise, case studies, application, practice and reflective experiences. Teacher candidates will visit a variety of schools with diverse populations, including English Language Learners. The focus of this class will be on the preparation of pre-service teachers to develop a firm understanding of culture and how it influences teaching and learning, including the success or failure of diverse student populations. Prerequisite(s): Major=Elementary Education AND College Level=Sophomore.

EED 321 Assessment and Evaluation in Education (3 credit hours). This course features analysis of evaluation and assessment of learning and skill-development. Emphasis will be placed on both traditional and authentic assessment. Attention will be directed to both formative and summative procedures. Examples will be drawn from assessment strategies adapted to the needs of needs of Native American/ Alaska native schools. Basic understandings of statistics will be developed. Teacher-made tests will compare with standardized tests, controversies regarding the uses and abuses of standardized tests will be examined. Past conceptualization regarding the nature of intelligence will be compared with emerging viewpoints regarding mental abilities. This course has a field experience component. Prerequisite(s): College Level=Junior.

EED 323 Understanding Exceptionalities (3 credit hours). This course is designed to provide candidates with an introduction to the field of special education. Candidates will gain an awareness and understanding of the various types of exceptional characteristics, needs, and strengths which

influences the development and learning process in elementary children who have been diagnosed as an exceptional child or at-risk student. Other topics of study will include: state and federal legislation, IEP process and document, intervention strategies, meaningful accommodations, and adapting instruction and curriculum to meet the diverse needs of all the students in the classroom (ELL, ESL, and Bilingual). Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com Prerequisite(s): College Level=Junior.

EED 327 Elementary Classroom Management and Design (3 credit hours). This course is designed to provide teacher candidates with best practices in classroom and behavior management. Candidates will focus upon the creation of their own management plans for their future classrooms to include organizing physical space, maximizing time, materials, transitions, individual and group behaviors, active engagement and utilization of technology as a tool for professional productivity. Various classroom management models, strategies, and techniques will be utilized and aligned with the Kansas State Department of Education Professional Educator Standards. Prerequisites: Acceptance to the School of Education, successful completion of Junior I with grades of "C" or better in all Junior courses, and a cumulative GPA of 2.8 or better Prerequisite(s): Major=Elementary Education.

EED 330 Math Methods for K-3 Learners (3 credit hours). This course is designed to provide teacher candidates with knowledge and application of methods used to present mathematical concepts to students, grades K-3. Emphasis will be placed on concept introduction, development, expansion, and assessment practices. The National Council of Teachers of Mathematics (NCTM) content and process standards provide the framework for course content. Course content is aligned with Kansas State Board of Education Professional Educator Standards, and Kansas State Board of Education Content Standards - Mathematics. Relevant local district standards and grade level content provide additional framework. Course content will address, in part, KSDE Content Standard 2 and KSDE Professional Educator Standards 1-12. This course includes a field placement experience, which involves related observations and reflective submissions. Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com

EED 332 Math Methods for K-2 Learners (3 credit hours). This course is designed to provide teacher candidates with knowledge and application of methods used to present mathematical concepts to students in kindergarten through second grade. Emphasis will be placed on mathematical

curriculum models and programs, instruction processes and strategies and assessment practices and tools. Alignment to the Common Core Math Standards and Mathematical Practices will provide an avenue for lesson design as well as relevant district math standards. Integration of technology resources/tools and accommodations for diverse learners and English language learners will be highlighted. Prerequisite(s): Major=Elementary Education AND College Level=Junior.

EED 333 Math Methods II (3 credit hours). This course develops teacher candidates' content knowledge and pedagogical skills in elementary mathematics. Candidates will explore the structures of mathematics and content concepts in the domains of operations and algebraic thinking, number and operations in base ten and fractions, measurement and data, and geometry. Emphasis is placed on planning instruction using tools of inquiry, the CRA model, representations, and learning progressions to support all students in building conceptual understanding and procedural fluency. Candidates will design learning experiences that are accessible, rigorous, and foster critical thinking, creativity, and collaborative problem-solving. Prerequisite(s): Major=Elementary Education.

EED 336 Math Methods for 3-6 Learners (3 credit hours). This course is designed to provide teacher candidates with knowledge and application of methods used to present mathematical concepts to students in third through sixth grade. Emphasis will be placed on mathematical curriculum models and programs, instruction processes and strategies and assessment practices and tools. Alignment to the Common Core Math Standards and Mathematical Practices will provide an avenue for lesson design as well as relevant district math standards. Integration of technology resources/tools and accommodations for diverse learners and English language learners will be highlighted. Prerequisite: Successful completion of ETEP Junior I Semester courses with a "C" or better, GPA(semester and cum) of 2.8 or higher and concurrent enrollment in all Junior II courses.

EED 337 Math Methods III (3 credit hours). This course prepares teacher candidates to assess, integrate, and extend mathematical learning across the elementary grades by emphasizing the use of formative and summative assessments, interdisciplinary strategies, and real-world applications. Candidates will engage with statistical reasoning, ratios, and proportional relationships, and probability, while designing instruction that supports equity, inquiry and critical thinking. Prerequisite(s): Major=Elementary Education AND College Level=Junior.

EED 338 Curriculum, Instruction, and Assessment II (4 credit hours). This course is designed to provide teacher candidates with hands-on practical application of curriculum, instruction, and assessment. Theoretical knowledge will be applied as candidate create and implement various units and lesson plans

for specific content areas. Units and lesson plans will follow a designated format that includes alignment to standards-CCRS or CCSS, identification of technology tools, reading and differentiation strategies to meet the diverse needs of learners, and description of assessment process. Candidates will also learning how to make data driven decisions to improve learning and achievement for all students. Prerequisites: Successful completion of ETEP Junior I semester courses with a "C" or better, GPA (semester and cumulative) of 2.8 or higher and concurrent enrollment in all Junior II courses and subscription to www.taskstream.com Prerequisite(s): ((EED305 GPA 2.00 AND EED306 GPA 2.00 AND EED308 GPA 2.00 AND EED311 GPA 2.00)).

EED 341 Language Arts Methods for K-3 Learners (3 credit hours). This course will introduce teacher candidates to various K-3rd grade reading programs (guided reading and whole language), Scientifically Based Reading Research (SBRR) strategies and activities (the "Big 5" – phonemic awareness, word study/phonics, fluency, vocabulary and comprehension), reading assessments (DIBELS, running records, and fluency) and the connection of writing with reading. The primary emphasis in this course will be the development of critical reading and comprehension skills in kindergarten through 3rd grade. Candidates will prepare and teach mini-lessons and administer reading assessment with peers. Field placement experience hours are embedded in this course as candidates are required to observe the teaching of language arts content and write reflective journal entries connecting theory with practice. Direct interaction with elementary learners in one-on-one or small group situations is possible. Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com

EED 342 Language Arts Methods for K-2 Learners (3 credit hours). This course will introduce teacher candidates to various K-2nd grade reading programs, Scientifically Based Reading Research (SBRR) strategies and activities (phonemic awareness, word study/phonics, fluency, vocabulary, and comprehension), reading assessments and the connection of writing with reading. The primary emphasis in this course will be the development of critical reading and comprehension skills in kindergarten through 2nd grade. Prerequisite: Admission to ETEP, concurrent enrollment in all SOE Junior I level Prerequisite(s): Major=Elementary Education AND College Level=Junior.

EED 343 Literacy Methods I (3 credit hours). Literacy Methods I focuses on the identification and application of theoretical and foundational knowledge of reading, writing, listening, and speaking regarding the five pillars of literacy (phonemic awareness, phonics, vocabulary, fluency, and comprehension). The teacher candidates gain knowledge in the Science of

Reading (the Simple View of Reading, the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model) and Structured Literacy principles (explicit, systematic, cumulative, diagnostic) and elements (phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) to plan and implement instruction. Teacher candidates will gather and analyze student data by implementing literacy assessments with a Pre-K-2nd grade student. Data information will guide the teacher candidate to plan future instruction, monitor student progress, and demonstrate the impact on student learning by teaching strategies that foster student literacy growth.

EED 346 Language Arts Methods for 3-6 Learners (3 credit hours). This course is designed to provide teacher candidates with knowledge and application, of methods used to present English Language Arts and Literacy concepts to students in third through sixth grade. Emphasis will be placed on English Language Arts and Literacy curriculum models and programs-instruction processes and strategies and assessment practices and tools. Alignment to the Kansas Standards for English Language Arts will provide an avenue for lesson design as well is relevant district ELA standards. Integration, of technology resources/tools and accommodations for diverse learners and English language learners will be highlighted. Prerequisite(s): Major=Elementary Education AND College Level=Junior.

EED 347 Literacy Methods II (3 credit hours). Literacy Methods II builds upon Literacy Methods I by continuing the identification and application of theoretical and foundational knowledge of reading, writing, listening, and speaking regarding the five pillars of literacy (phonemic awareness, phonics, vocabulary, fluency, and comprehension). The teacher candidates gain knowledge in the Science of Reading (the Simple View of Reading, the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model) and Structured Literacy principles (explicit, systematic, cumulative, diagnostic) and elements (phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) to plan and implement instruction. Teacher candidates will gather and analyze student data by implementing literacy assessments with a 3rd- to 6th-grade student. Data information will guide the teacher candidate to plan future instruction, monitor student progress, and demonstrate the impact on student learning by teaching strategies that foster student literacy growth.

EED 350 Field Experience in K-3 Classrooms (2 credit hours). Teacher candidates are required to accumulate 90 hours of field experience in an assigned K-3 classroom. This field experience placement provides teacher candidates the opportunity to observe teaching and learning within a classroom setting. The placement also provides candidates the

opportunity to observe teaching methods which they are currently studying during concurrent enrollment in EED 330 and EED 340. Candidates will acquire approximately 6 hours per week of field experience. Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com

EED 351 Intro to Curr Instr/Assmt Comp-Field Exp (4 credit hours). This course is designed to introduce teacher candidates to various curriculum models, instructional procedures/strategies, and assessment frameworks based on research and current practices. These three components will be investigated and emphasized to help teacher candidates understand how all three components are interrelated and essential for teaching and learning. Candidates will have an opportunity to apply their understanding of how all three components are utilized to support the learning and development of students and their diverse needs through an embedded field experience. Inclusion of various technology tools and resources will be explored to help facilitate learning in the classroom and to help our students become digitally aware in the 21st century. Prerequisite(s): Major=Elementary Education.

EED 352 Science Methods for K-6 Learners (3 credit hours). This course is designed to provide teacher candidates with knowledge and application of methods used to present science concepts to students in Kindergarten through sixth grade. Emphasis will be placed on science curriculum models and programs, instruction processes and strategies, practices, core ideas, and crosscutting concepts. Teacher Candidates will gain an understanding of and apply assessment practices and tools. Alignment to the Next Generation Science Standards as well as relevant district science standards will provide all avenue for lesson design. Integration of technology resources, tools and accommodations for diverse learners and English Language Learners will be highlighted.

EED 353 App of Curr Instr/Assmt Comp-Field Exp (4 credit hours). This course is designed to provide teacher candidates with hands-on and practical application of curriculum, instruction, and assessment as it relates to the teaching profession. Theoretical knowledge will be applied as candidate create and implement various lesson plans and unit for content areas in the classroom and field experience settings. Units and lesson plans will follow a designated format that includes alignment to standards - CCRS or CCSS, identification of technology tools and resources, reading and differentiation strategies to meet the diverse needs of learners, and detailed description of assessment process. Candidates will micro-teach lessons and units to peers and elementary students and engage in peer and self-evaluations following implementation of lessons and units. Lastly, candidates will learn how to make

data driven decisions to improve learning and achievement for all students.

EED 354 Intro to Curr, Instr, & Assmt Components-Field Experience (5 credit hours). This course is designed to introduce teacher candidates to various curriculum models, instructional procedures/strategies, and assessment frameworks based on research and current practices. These three components will be investigated and emphasized to help teacher candidates understand how all three components are interrelated and essential for teaching and learning. Candidates will have an opportunity to apply their understanding of how all three components are utilized to support the learning and development of students and their diverse needs through an embedded field experience. Inclusion of various technology tools and resources will be explored to help facilitate learning in the classroom and to help our students become digitally aware in the 21st century. Prerequisite: Admission to ETEP, concurrent enrollment in all SOE Junior I level. Prerequisite(s): Major=Elementary Education AND College Level=Junior.

EED 355 App of Curr, Instr, & Assmt Components-Field Experience (5 credit hours). This course is designed to provide teacher candidates with hands-on and practical application of curriculum, instruction, and assessment as it relates to the teaching profession. Theoretical knowledge will be applied as candidate create and implement various lesson plans and unit for content areas in the classroom and field experience settings. Units and lesson plans will follow a designated format that includes alignment to standards - CCRS or CCSS, identification of technology tools and resources, reading and differentiation strategies to meet the diverse needs of learners, and detailed description of assessment process. Candidates will micro-teach lessons and units to peers and elementary students and engage in peer and self-evaluations following implementation of lessons and units. Lastly, candidates will learn how to make data driven decisions to improve learning and achievement for all students. Prerequisite: Successful completion of ETEP Junior I Semester courses with a "C" or better, GPA(semester and cum) of 2.8 or higher and concurrent enrollment in all Junior II courses. Prerequisite(s): Major=Elementary Education AND College Level=Junior.

EED 357 Science Methods (3 credit hours). This course prepares teacher candidates to plan, teach, and assess inquiry-based science instruction for PK-6 learners. Grounded in the Next Generation Science Standards (NGSS) and KSDE Elementary Education Standards candidates learn to engage students in scientific and engineering practices, crosscutting concepts and core disciplinary ideas. Emphasis is placed on integrating formative assessment, addressing misconceptions, and creating culturally responsive lessons that reflect Indigenous knowledge systems and land-based learning.

Through hands-on experiences, microteaching, and reflective practice, candidates develop the skills to foster curiosity, critical thinking, and equity in elementary science classrooms. Prerequisite(s): (Major=Elementary Education AND College Level=Junior).

EED 362 Social Studies Methods for K-6 Learner (3 credit hours). This course is designed to provide teacher candidates with knowledge and application of methods used to present social studies concepts to students in kindergarten through sixth grade. Emphasis will be placed on social studies curriculum models and programs, instruction processes and strategies and assessment practices and tools. Alignment to the Kansas History, Government, and Social Studies Standards (HGSS) will provide an avenue for lesson design as well as relevant district social studies standards. Integration of technology resources/tools and accommodations for diverse learners and English language learners will be highlighted. Prerequisite(s): Major=Elementary Education AND College Level=Junior.

EED 367 Social Studies Methods (3 credit hours). This course prepares teacher candidates to effectively design, implement, and assess social studies instruction for students in PK through sixth grade. Aligned with the KSDE Elementary Education Standards, the course emphasizes curriculum models, instructional strategies, and assessment tools relevant to elementary social studies education. Candidates will explore inquiry-based and interdisciplinary approaches that support civic engagement, critical thinking, problem-solving, decision-making, and historical consciousness. Special attention is given to culturally responsive teaching, the integration of Indigenous perspectives, and the use of technology to enhance instruction. Classroom organization, accommodations for diverse learners and English language learners, and alignment with district-level standards are also addressed to ensure inclusive and impactful social studies education. Prerequisite(s): (Major=Elementary Education AND College Level=Junior).

EED 404 First Days of School Seminar (1 credit hour). This seminar is designed to provide teacher candidates with the opportunity to observe and assist with the process followed by elementary school faculty when preparing for the first days of school. Three seminar sessions, held campus, are designed to support and expand upon school placement experiences. Teacher candidates will complete assignments related to the course focus topic - classroom management, planning, and professionalism. Active participation, completion of assignments, and discussion of school site reflections are critical components of this seminar. Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com

EED 408 Kansas Performance Teaching Portfolio Preparation Seminar (1 credit hour). This seminar course is designed to introduce and prepare teacher candidates for the Kansas Performance Teaching Portfolio (KPTP). The School of Education has selected the Kansas Performance Teaching Portfolio as a teacher candidate work sample measure to demonstrate how he/she uses contextual factor of students in a classroom to design and implement a unit of study during the student teaching semester. Candidates will provide information about the unit's lesson plans (8) and assessments (pre-assessment, formative, and summative), and modify instruction for two individual students in the classroom. Teacher candidates will meet weekly to learn about the components of the KPTP. Candidates are required to prepare several components of the KPTP (Task 1 and 2) in senior I semester. Candidates will also receive a two-hour training session from a representative of KSDE in December. Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com

EED 409 Kansas Performance Teaching Portfolio Implementation Seminar (1 credit hour). This seminar course is designed to aid in the implementation phase of the KPTP. The course will provide a specific location and time for candidates to work independently on various sections of the KPTP twice a month. Implementation of the KPTP will be conducted in the student teaching semester - Senior II. Two lessons must be observed and videotaped by the instructor. Teacher candidates are required to submit KPTP documents the first week of April and will be scored by trained KPTP scorers in mid-April. Prerequisites: Successful completion of ETEP Junior I, Junior II, and Senior I semester courses ("C" or better), 2.8 Cumulative GPA, concurrent enrollment in all SOE Senior II courses and subscription to www.taskstream.com

EED 413 Teaching about Holistic Health, Fitness & Leisure (2 credit hours). Development for the teaching strategies appropriate for holistic health and physical education activities for the elementary school child. Emphasis is placed on teaching styles, methodologies, organization of movement activities, and program evaluation. Traditional American Indian and Alaska Native games and sports and other physical activities will be studied and taught. Physical activities, which promote holistic healthy lifestyles, fitness and leisure are modeled and presented as methods of instruction. This course has a field experience component. Prerequisite(s): College Level=Junior.

EED 415 Pre-Student teaching Practicum in the K-6 Classroom (3 credit hours). Teacher candidates are required to accumulate hours of field experience in a K-6 classroom. The practicum provides the opportunity for candidates to apply the concept of "theory into practice" prior to student teaching.

Candidates will acquire elementary classroom hours in a typical week. This placement will be maintained through spring semester and student teaching.

EED 420 Teach Social Studies (3 credit hours). Presents strategies and methods for the study of human relationships in a global society integrated with a whole language approach: the writing process, oral and written expression, thinking and listening skills, spelling and handwriting. Relationships between/among humans and their environment and the land will be emphasized. Cultural world views will be compared and contrasted. American Indian/Alaskan Native views will be infused into the social studies curriculum. Integration of social studies with other curricular areas will be a central focus of this methods class. One credit hour of this class will be connected to the field experience. This course has a field experience component. Prerequisite(s): College Level=Junior.

EED 430 Math Methods for 4-6 Learners (3 credit hours). This course is designed to provide teacher candidates with knowledge and application of methods used to present mathematical concepts to students, grades 4-6. Emphasis will be placed on concept introduction, development, expansion, and assessment practices. The National Council of Teachers of Mathematics (NCTM) content and process standards provide the framework for course content. Course content is aligned with Kansas State Board of Mathematics. Relevant local district standards and grade level content provide additional framework. Course content will address, in part, KSDE Content Standard 2 and KSDE Professional Educator Standards 1-12. This course includes a field placement experience, which involves related observations and reflective submissions. Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com

EED 440 Reading Methods for 4-6 Learners (3 credit hours). This course will introduce teacher candidates to various 4-6th grade reading programs (guided reading, book clubs), Scientifically Based Reading Research (SBRR) strategies and activities three of the "Big 5"-fluency, vocabulary and comprehension, reading assessments (DIBELS, running records, fluency) and the connection of writing with reading (forms of writing, writing process, and spelling). The primary emphasis in this course will be the further development of critical reading and comprehension skills in 4th through 6th grade. Candidates will prepare mini-lessons and practice teaching with peers. The course will include a field placement experience involving content-related observations, reflective journals submissions, and interactions with elementary learners.

EED 441 Language Arts Methods for 4-6 Learners (3 credit hours). This course will introduce teacher candidates to various 4-6th grade reading programs (guided reading, book

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

EED 452 Science and Health Methods for K-6 Learners (4 credit hours). This class is designed to prepare K-6 teacher candidates to effectively instruct K-6 learners in the content areas of science which include life science, earth and space science, physical science, and health. Teacher candidates will engage in activities which include exploring what should be taught (science and health curriculum standards), when and why identified curriculum should be taught, how it should be taught (instructional methods, strategies, modifications and adjustments) and assessment to determine student learning and instructional effectiveness. Prerequisites: Successful completion of ETEP Junior I and II semester courses (“C” or better), 2.8 Cumulative GPA, concurrent enrollment in all SOE Senior I courses and subscription to www.taskstream.com Prerequisite(s): Major=Elementary Education AND College Level=Junior.

EED 460 Social Studies Methods for K-6 Learners (3 credit hours). This course is designed to provide teacher candidates with knowledge and experiences to apply effective instructional methods to the teaching of social studies for K-6 learners. The NCSS Standards (K-6) and Kansas Early Childhood - Late Childhood Standard 4 (history, civics-government, geography and economics) will provide a framework for this course. Teacher candidates will build knowledge and skills for effective teaching strategies and create activities to support the curriculum, instruction, and assessment of social studies content. Teacher candidates will apply their acquired knowledge and skills through presentation of social studies content appropriate for varying grade levels that align standards, curriculum and assessment. The influence of technology and the diversity represented in today's classrooms will be addressed.

EED 462 Social Studies and Art Methods for K-6 Learners (4 credit hours). This class is designed to prepare K-6 teacher

candidates to effectively contribute to the development of K-6 learners as responsible citizens described in the Kansas mission statement for the social studies. The mission statement addresses preparing students to be informed, thoughtful, and engaged citizens who will enrich their communities, state, nation, world and themselves. Teacher candidates will engage in activities which include exploring what should be taught (social studies curriculum standards), when and why identified curriculum should be taught, how it should be taught (instructional methods, strategies, modifications and adjustments) and assessment to determine student learning and instructional effectiveness. The arts will be integrated with the study of social studies as the arts have and continue to reflect our society (past and present) and that of others around the world. Prerequisites: Successful completion of ETEP Junior I and II semester courses (“C” or better), 2.8 Cumulative GPA, concurrent enrollment in all SOE Senior I courses and subscription to www.taskstream.com.

EED 472 Physical Education and Music Methods for K-6 Learners (3 credit hours). This methodology course is designed to prepare teacher candidates to teach physical education and music in an integrated approach. Candidates will be exposed to physical education and music content in areas of curriculum, instruction, and assessment. In curriculum, candidates will study the various components and how it's organized, various types of materials/resources, and how to integrate concepts within and across content areas. In instruction, they will examine content-specific teaching and learning principles and their application for appropriate and effective instruction. Candidates will utilize content-specific and general assessment and evaluation procedures and processes to evaluate student learning. These three areas will be utilized in the creation of standards-based lessons for physical education and music. Prerequisites: Successful completion of ETEP Junior I and II semester courses (“C” or better), 2.8 Cumulative GPA, concurrent enrollment in all SOE Senior I courses, Senior I level field experience placement and subscription to www.taskstream.com Prerequisite(s): Major=Elementary Education AND College Level=Junior.

EED 480 Pre-Student Teaching in K-6 Classroom (3 credit hours). Teacher candidates are required to accumulate 120 hours of field experience in a K-6 classroom. The practicum provides the opportunity for candidates to apply the concept of “theory into practice” prior to student teaching. Candidates will acquire 8 elementary classroom hours in a typical week. This placement will be maintained through spring semester and student teaching.

EED 490 Student Teaching in K-6 Classroom (15 credit hours). This course is designed to provide a structured experience to develop, refine, and demonstrate the competencies necessary for effective instruction of children with diverse abilities and background. The overall aim is to help student teachers

become effective and reflective decision makers by applying the theories and methods learned in the university program of study and related activities in real elementary classroom settings under the supervision and guidance of a cooperating teacher and a SOE faculty member. During student teaching, students will be required to assume partial responsibility (Phase I), partial to full responsibility (Phase II), and full responsibility to phase out (Phase III) during the 15 week timeframe. The evaluation of the student teacher performance and level of mastery will be based on the KSDE Professional Education and Content Standards, and the ETEP Outcomes. Prerequisites: Successful completion of ETEP Junior I, Junior II, and Senior I semester courses ("C" or better), 2.8 Cumulative GPA, concurrent enrollment in all SOE Senior II courses and subscription to www.taskstream.com

EED 491 LAB Clinical Residency Experience I (15 credit hours).

This course is part one of a year-long clinical residency experience in an assigned elementary classroom for the entire school year. In part one, teacher candidates will gain a solid foundation of the preparation and collaborative planning process that occurs at the beginning of a school year as routines and procedures are established, curriculum is sequenced, and assessment of students' knowledge are conducted and analyzed. Being involved with these rudimentary tasks will allow teacher candidates the opportunity to gain insight of "behind-the-scene activities" as well as begin practicing content and pedagogical knowledge, skills and dispositions under the guidance and mentorship of a veteran classroom teacher. The course will employ the models of applying theory into practice, co-teaching/team teaching, collaborative planning, and reflective teaching as the teacher candidate gradually assumes the role of the teacher in part two of the clinical residency experience. Candidates will plan and design their capstone project — the Kansas Performance Teaching Portfolio(KPTP) during part one of clinical residency experience. Prerequisite(s): Successful completion of all course work and 3.0 or higher cumulative GPA.

EED 492 LAB Clinical Residency Experience II (15 credit hours).

This course is part two of a year-long clinical residency experience in an assigned elementary classroom for the entire school year. In part two, teacher candidates will be able to further cultivate, refine, and practice content and pedagogical knowledge, skills, and dispositions as they assume the roles and responsibilities of a teacher. Teacher candidates will gain practical hands-on experience with everyday situations impacting the learning and development of all learners under the mentorship of a veteran classroom teacher. Teacher candidates will also implement and reflect on their capstone project — the Kansas Performance Teaching Portfolio(KPTP) during part two of clinical residency experience. Prerequisite(s): EED491LAB GPA 2.00.

ENGL 089 Introduction to College Writing (1 credit hour). One credit, pre-college course seeks to bridge the barriers faced by an underprepared first-year student entering college. In "Introduction to College Writing", students afraid of or unfamiliar with standard rules and requirements of writing are taught skills needed to succeed in ENGL 101. Basic key concepts are introduced and reinforced. Students successful in 089 come to ENGL 090 or 101 already familiar with needed terms, tools and techniques.

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

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

ENGL 100 College Reading Strategies (2 credit hours).

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

ENGL 101 English I (3 credit hours).

Study and practice in the writing process, with attention to: 1) principles of unity and coherence; 2) methods of development in paragraphs and essays; 3) critical readings of narration, description, exposition, and argument; and 4) analysis of tone and meaning in prose. Prerequisite(s): (ENGL090 GPA 2.00).

ENGL 102 English II (3 credit hours).

An examination of selected fiction, verse, and drama (optional) leading to critical analysis; continued practice in composition; and research strategies (MLA-specific). The aims of the course are twofold: to enable students to experience literature more fully, and to provide opportunities for them to express and to sharpen their critical awareness through discussion and writing. The course addresses two questions: how does one read imaginative literature, and what approaches and techniques are useful in analyzing it. Prerequisite(s): (ENGL101 GPA 2.00).

ENGL 120 Creative Writing (3 credit hours).

Instruction and work in writing poetry and short fiction, with emphasis on intention and meaning and the basic elements of both genres.

ENGL 210 Themes and Issues in Literature (3 credit hours).

Study of a major concern in several genres and various periods of literature; continued practice in composition. The purpose is to develop reading and writing abilities further and to encourage a coherent approach to significant topics and issues in imaginative literature. Prerequisite(s): ENGL102.

ENGL 211 Native Voices (3 credit hours).

The Single Author Study course is an advanced study of a single author. Different authors will be studied depending on instructor' choice of author. Students will study a variety of work by the author, and examine a range of issues with that writer's literary canon and critical reception. Examples of issues include the writer's style, form, genre, social, cultural, and political contexts; and

dominant themes. When the course is offered, the author will be selected. Prerequisite(s): ENGL102. Corequisite(s): ENGL102.

ENGL 212 American Indian Literature (3 credit hours). This course includes exploration of several genres of both traditional and contemporary Native writings. The course reviews themes of boarding school experience, traditional beliefs, identity, and other relevant topics. Genres include poetry, fiction, film, and non-fiction prose. Prerequisite(s): ENGL102.

ENGL 215 Fiction and Film (3 credit hours). In "Fiction and Film" we will explore what happens when stories, plays, or novels are made into a movie. Our goal in doing so is to illuminate the structure, possibilities, and limitations of the respective media of literature and film. We will investigate how we approach and interpret film and literary texts differently, as well as explore the continuities between these two media, looking in particular at film's historical impact on literature. Students will be asked to read fictional texts and watch films made of them; accessible theoretical texts about issued surrounding film adaptations of fiction will also be assigned. Our comparative study of fiction and film, and our examination of filmic translations of fiction, will enhance students' understanding of both fiction and film. Prerequisite(s): ENGL102.

ENGL 216 Interactive Narrative (3 credit hours). This course focuses on the study of interactive narrative—a form of storytelling that invites interaction by readers and changes the resulting storyline based on their choices—as a literary medium. Types of popular interactive narratives include choose-your-own-adventure books, many computer and video games, and interactive fiction (IF) with branching narratives. Students will explore the role that reader interaction and choice can play in interactive narrative, the different levels of interactivity current technology allows for, and will examine promising developments in the field using artificial intelligence (AI) to create a truly interactive narrative. Students will experience the medium through readings, in-class discussions, and analytical and hands-on assignments. In addition to the interactive narratives themselves, students will also explore supplemental material, including basic theoretical writing on the genre and the exploration of interactive elements of traditionally non-interactive media. Readings may include not only works from the U.S., but international works in translation as well. Prerequisite(s): ENGL102.

ENGL 217 Fanfiction and Transformative Works (3 credit hours). This course will explore the world of fanfiction and transformative works - works which takes as their basis an existing story created by someone else (and, in modern times, usually copyrighted by someone else). Students will examine the history of transformative works and their cultural impact, the creative processes involved, and the ways these works

challenge traditional notions of authorship and narrative. Through reading, writing, and critical analysis, students will gain an understanding of the role fanfiction plays in contemporary literature and media. Prerequisite(s): ENGL102.

ENGL 218 Comics and the Graphic Novel (3 credit hours). This course focuses on the study of comics and graphic novels as a literary medium through readings, in-class discussions, and analytical and hands-on assignments. Students will explore the terms and the visual language of the medium, as well as the interaction between text and image that defines it, and will learn about the process of producing comics throughout the medium's history.

Readings will be drawn from different genres and periods of comics and graphic novels, from the classic superhero comics many people think of when they hear the word "comic book" to more recent indie comics delving into autobiography, true crime, or personal relationships. Readings may include not only works from the U.S., but international works in translation as well, such as Franco-Belgian bandes-dessinees or Japanese manga. Students may also explore comics-adjacent media, such as movies or television shows based on comics, or literary source material that has been adapted into a comic. Prerequisite(s): ENGL102 GPA 2.00.

ENGL 220 Fiction Writing I (3 credit hours). This course offers study and practice in the writing of fiction, and critical approaches to the genre. Special attention is given to employing the elements of fiction in original work and as the basis for discussion in critical work, both written and oral. The course also offers opportunity for extensive reading, writing and critical thinking. Prerequisite(s): ENGL120.

ENGL 221 Fiction Writing II (3 credit hours). This course continues the study and practice of fiction writing and critical approaches to the genre. Prerequisite(s): ENGL220.

ENGL 222 Poetry Writing I (3 credit hours). This course offers study and practice in the writing of poetry, with attention to form and content. The historic range of verse, from the Renaissance sonnet form to the contemporary prose poem, is taught, as well as the joining of subject matter to appropriate form. In addition, critical reading of poetry and methods of revision be included. Prerequisite(s): ENGL120.

ENGL 223 Poetry Writing II (3 credit hours). This course continues study and practice in the writing process of poetry, with attention to form and content. Prerequisite(s): ENGL222.

ENGL 230 Gender, Sexuality and Literature (3 credit hours). This course will provide an interdisciplinary perspective on the study of women, gender and sexuality. Students will examine various societal and cultural constructs of gender and sexuality in texts, stories, film, and pop culture. Historically influenced expectations of gender and sexuality identities affect societal opportunities such as employment equality, salary, and

policies/laws. Students will learn how to create a safe and inclusive environment for others by studying terminology and queer history so they can complete safe space training and certification. Prerequisite(s): ENGL102.

ENGL 232 American and Indigenous Horror (3 credit hours). This course will provide an introduction to American and Indigenous horror as a genre in both literature and film. Students will examine various historical and cultural constructs of horror. Students will also explore the societal and individual anxieties that create different horror subgenres through stories and films. Corequisite(s): ENGL102.

ENGL 240 The Art of Film (3 credit hours). The Art of Film is an introduction to film analysis we will examine how various elements such as mise-en-scene cinematography editing and sound work to create meaning and produce emotional effects for a film's audience. The aims of this course are: 1) to enable students to experience film - the world's most influential art form of the past 120 years - more fully by paying attention to how it is made, and 2) to help students express - and sharpen - these analytical observations through the correct application of film terminology and concepts. Prerequisite(s): ENGL102. Corequisite(s): ENGL102.

ENGL 310 Short Fiction (3 credit hours). This course traces the development of the short story. Major authors of the past and present are studied, as well as the structural characteristics of the genre. Prerequisite(s): ENGL210 AND ENGL212 OR THEAT203.

ENGL 311 Literature of the American West (3 credit hours). A survey of fictional writings, historical documents, inspired artwork, personal narratives, and critical essays produced by writers and authors of the American West. Major authors are Mark Twain, Zane Grey, N. Scott Momaday, Sherman Alexie, and others. This course will deepen students' understanding and appreciation of literature. Prerequisite(s): ENGL210 AND ENGL212 OR THEAT203.

ENGL 315 Advanced Composition (3 credit hours). This is a junior/senior level course covering the principles of effective composition for college and professional writing, with attention to grammar, usage, and electronic and print media research. The course provides additional practice in writing, to offer students the opportunity to order and articulate their knowledge. Prerequisite(s): ENGL102.

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

(3) to explore the history of writing centers and peer tutoring in writing. Prerequisite(s): ENGL315.

ENGL 317 Advanced Composition III (Writing Center Tutoring) (3 credit hours). This course is the sequel to ENGL 316, designed for students tutoring at the Writing Center for a third semester. In ENGL 317 we will continue to examine principles of effective composition for college and professional writing, focusing on how best to impart these principles as writing tutors. Students will have the opportunity (1) to experiment with, reflect on, and discuss different tutoring practices, (2) to observe both others and themselves as writers and tutors, (3) to engage in empirical research that arises out of unanswered questions encountered in tutoring, course readings, and course discussions. Prerequisite(s): ENGL316.

ENGL 318 Advanced Composition IV (Writing Center) (3 credit hours). This course is the sequel to ENGL 317, designed for students tutoring at the Writing Center for a fourth semester. In ENGL 318, we will continue to examine principles of effective composition for college and professional writing, focusing on how best to impart these principles as writing tutors. Students will have the opportunity (1) to experiment with, reflect on, and discuss different tutoring practices, (2) to observe both others and themselves as writers and tutors, (3) to engage in empirical research that arises out of unanswered questions encountered in tutoring, course readings, and course discussions. Prerequisite(s): ENGL317.

ENGL 332 Writing in the Sciences (3 credit hours). This course is recommended for Indigenous and American Indian Studies and Environmental Sciences majors. The course includes research methodologies specific to the social and physical sciences. Serving as a third semester of composition, advanced research and writing formats and their applications will be studied. Prerequisite(s): 3 Credits From Range [ENGL210 To ENGL333].

ENGL 333 Environmental Writing (3 credit hours). This course concerns the development of skills in the writing of nonfiction using techniques typically associated with creative writing (strategic point of view, dialogue, characterization, poetic description, etc.). Class sessions will involve the reading, discussion and evaluation of published essays, as well as exposure to guest's lectures, videos and research to furnish the students models, insights and motivation in preparation for writing. In small part, students will participate in critiques of their work by their peers in a workshop format. The final course grade will be based on the compilation of a portfolio that will contain the revised work assigned throughout the semester. Any student enrolled in this course will have completed the freshman English composition requirements or have special permission from the instructor. Prerequisite(s): 3 Credits From Range [ENGL210 To ENGL333].

ENGL 370 Linguistics and Language Revitalization (3 credit hours). This junior level course introduces students to the discipline and language of the field of linguistics and to the state of native language loss, as well as efforts tribes are making toward preservation and revitalization. Students work systematically through major core areas in linguistics, including phonetics, phonology, morphology, syntax and semantics, and study related areas such as historical linguistics, second language acquisition, writing systems and language in social contexts, as they pertain in particular to issues surrounding native language loss and revitalization, such as fluency, historical language loss, and contemporary efforts in recovery, preservation and restoration.

ENTR 301 Starting Your Own Business (3 credit hours). In this course, the student examines the discipline which comprises the critical success factors in entrepreneurship and develops a fundamental understanding of the basic skill set required to manage his/her own businesses. Learning will be achieved by study /discussion of key entrepreneurial business issues as well as the critical appraisal of new venture business plans as presented in the text and preparation of the student's own business plan. Readings in entrepreneurship and case studies, contained in the text as well as in video presentations, will be used to illustrate the essential entrepreneurial management issues.

ENVS 100 Introduction to Environmental Science (3 credit hours). Introduction to growing fields of the environmental sciences. Current thinking and research concerning the impacts on environmental quality and depletion of natural resources; the pollution of air, land surfaces, water, and the public agencies and policies designed to solve environmental problems in mainstream as well as tribal communities.

ENVS 101 Career in Science (1 credit hour). Science career seminar to acquaint students with the enormous variety of career options available to those with a science degree (BS, MS, PhD). Emphasize guest presentations from Haskell graduates continuing on to graduate school, working for tribes, working for federal/state agencies, or working for the private sector.

ENVS 102 Environmental Issues (3 credit hours). Exposure of students to issues within the natural environment, intended to provide students basic information on environmental sustainability, common to global and, therefore, tribal health. Prerequisite(s): ENGL101.

ENVS 106 Sustainability (3 credit hours). This course examines the many approaches to sustainability through systems theories. Students will learn to calculate their carbon and ecological footprints by analyzing case studies in local, regional, national, and global geographies-primarily engaging in energy, waste, water, and transportation related issues.

ENVS 201 Introduction to Soils (4 credit hours). Fundamental chemical, physical and biological and morphological properties of soils; their formation, fertility and management. Emphasis will be on management problems and solutions. Lecture and laboratory. Prerequisite(s): (CHEM101).

ENVS 301 Multicultural Perspective on Sustainable Agriculture (3 credit hours). This course will teach methods and principles of sustainable agriculture from multiple perspectives (including indigenous and non-indigenous). Students will learn about modern high-impact agricultural systems as well as historical and more modern approaches to agriculture that are more environmentally sustainable. Students will compare and contrast these different approaches, and take part in informed discussions about the merits of different agricultural practices.

ENVS 310 Geologic History: A Sense of Place (3 credit hours). This course describes the geologic history of Earth with particular emphasis on the Continental history of North America. The locations of mineral deposits, mountain ranges, lakes, rivers, rock types, soil types, and the general topography of the land will be connected to this history. The effect of the physical geography on the climates of different locations and on the fauna and flora, which exist there now and existed historically, will be studied. Connections between the geologic history and cultural, economic, and political geographies will be explored and blended together to provide a sense of place and sense of being.

ENVS 311 Computer-based Scientific Illustration & Animation (3 credit hours). Introduces basic tools & techniques, including animation, to illustrate and present for publication structures and concepts revealed during research. Focus: to build skills to present complex ideas in comprehensible, scientifically accurate ways. Prerequisite(s): BIOL121 OR CHEM101 OR ENVS201 OR GEOG104 OR NATRS105 OR PHYS211 OR ENVS480 OR ENVS481.

ENVS 320 Sustaining Watersheds (4 credit hours). Utilizing basic geologic concepts as a backdrop, sustainable watershed is intended to present the morphological development of watersheds, along with the natural hydrologic processes, to better understand ecological sustainability. Prerequisite(s): ENVS102.

ENVS 330 Principles of Ecology (5 credit hours). Ecology is defined as the study of the relationships between organisms (including people) and between organisms and their environment. This is an upper-level course intended for juniors or seniors. The course will explore ecological concepts at many different scales: from the ecology of the individual organism (autecology) to global ecology. The science of ecology as it is applied to environmental problem-solving will also be focused upon in this course, especially as it relates to natural resource

issues that may be confronted by Tribal resource managers. Lecture & laboratory. Prerequisite(s): (BIOL121 AND BIOL122).

ENVS 340 Air Quality (3 credit hours). This course establishes the history and evolution of Earth's atmosphere, its composition and structure, the natural cycles that maintain and control the atmosphere, how man-made events affect the atmosphere, how construction affects indoor air, and discusses air quality standards and health related issues as well as legislation, policies, and treaties, such as Clean Air Act and the Montreal Protocol. Prerequisite(s): CHEM101 OR PSCI100.

ENVS 341 Building a Network for Environmental Problem Solving I (4 credit hours). This course introduces students to the framework for environmental management and problem solving that exists in the region and in their own Tribal Nations. Though student research and student presentation on tribal and non-tribal environmental management infrastructure as well as field trips to and speakers from various groups that address environmental issues (e.g., federal environmental agencies, the state legislature, tribal environmental offices, etc...), students will understand how environmental solutions are created. They will also see where coordination among institutions exists, and where coordination is lacking. A key component of this class is collaborators in environmental problem solving between Tribal Nations and non-tribal entities. Prerequisite(s): (College Level=Junior OR (NATRS105 OR ENVS100)).

ENVS 342 Building a Network for Environmental Problem Solving II (4 credit hours). This course allows students to conduct more in-depth research into the framework for environmental management and problem solving that exists in region and in their own Tribal Nations. During ENVS 341, students research and presented individual research projects on tribal and non-tribal environmental management infrastructure, and assembled a basic portfolio of research. These research findings are a valuable source of information for future students and others concerned about environmental issues on tribal lands, and therefore students will be organizing their work in a collective published database or other medium that can be referenced by others in the future (this would be a unique resource compiled by Haskell). They will also be continuing their work in the form of a meta-analysis of all research projects to looks at trends in tribal environmental management structure across regions. Students will also attend field trips to and speakers from various groups that address environmental issues (e.g. federal environmental agencies, the state legislature, tribal environmental offices, etc.). A key component of this class is to continue to provide students the opportunity to network with environmental professionals who may be potential employers or future collaborators in environmental problem solving between Tribal Nations and non-tribal entities. Prerequisite(s): ENVS341.

ENVS 360 Environmental Analysis: Instruments and Applications (3 credit hours). The purpose of ENVS 360 is to familiarize students with the process of analyzing contaminants in various environmental matrices. A wide range of subjects are covered in the course, including, the instruments used to assess organic and inorganic pollutants, the quantification of pollutants, sampling and quality controls. Prerequisite(s): CHEM201 GPA 2.00.

ENVS 386 Multicultural Perspectives on Sustainable Agriculture in Cos (2 credit hours). The fifteen-day short course in Costa Rica is designed to follow "Multicultural Perspectives on Sustainable Agriculture", which is offered in the spring semester. Students will visit ecosystems that include tropical lowland humid, dry, and montane forests, as well as coral reefs. They will also visit diverse agroecosystems including coffee, jatropha, bananas, ornamental crops, pineapple, rice, tilapia, and cacao and interact with native and non-native farmers of these crops during the course. We will rely primarily on field trips and local guides to learn about tropical biodiversity and Costa Rican agriculture, history and culture (very little time will be spent in a classroom). This course will include service learning projects with different indigenous communities. Students will receive two credit hours for this course. Prerequisite(s): ENVS301.

ENVS 394 Multicultural Perspectives on Sustainable Agriculture (3 credit hours). This course will teach methods and principles of sustainable agriculture from multiple perspectives. Students will learn about modern high-impact agricultural systems as well as historical and more modern approaches to agriculture that are more environmentally sustainable. The course is designed to introduce students to a variety of approaches to agriculture through involvement of farming professionals from tribal communities and non-native communities in the U.S. and Latin America. Students will compare and contrast these different approaches, and take part in informed discussions about the merits of different agricultural practices. A key component of this class is to introduce students from two different universities (Haskell and Purdue University) to each other and get them interacting to jointly address issues of sustainable agriculture while sharing their own perspectives with each other. A small subgroup of students from this class will be attending a separate study abroad course in Costa Rica in which they will have hands-on experience with multiple agricultural operations by both native and non-native farmers in Costa Rica.

ENVS 410 Ecological History of North America & Its People (3 credit hours). Lecture & evidence-based discussion course familiarizes students with environmental changes and animal/plant overruns in North American during the past 65 million years, and examines causes and results of extinctions and ecological replacement. A background is provided to past ecological patterns specific to North America, including

habitats and natural communities now gone or drastically changed, as well as the geographical and climatic causes of past ecological changes. Final two-thirds of course examines how the Pleistocene Ice Ages and humans impacted the continent and its plant and animal life, and how past events and practices relate to the present. Prerequisite(s): BIOL121 OR BIOL122.

ENVS 411 Environmental Toxicology (5 credit hours). An interdisciplinary approach to problems related to the presence of biologically active substances and potentially hazardous synthetic chemicals in man's environment. The course covers principles of environmental chemodynamics and toxicology, basic ecological processes, such as biomagnification of hazardous substances in local and nonlocal food webs, foods we eat, nutrient and geochemical cycles, along with environment protection laws, organic chemistry and the effects of environmental chemicals on people and ecosystems. Topic areas include: risk assessment; toxicology assessment (epidemiology, human physiology, endocrine and immune systems and human genetics); endocrine disruptors; pharmaceuticals; heavy metals; air pollution; pesticides; herbicides; rodenticides and fungicides; radionuclides; chemicals used by terrorists; industrial chemicals; plasticizers; household chemicals; chemical/drugs found in food/meat/drinking water; mining waste; and hazardous substances on tribal lands. Prerequisite(s): CHEM201.

ENVS 415 Environmental Science Seminar (1 credit hour). A weekly seminar dealing with a variety of current environmental science topics. Presenters for the seminar will come from various universities, federal, state, and tribal agencies and non-governmental organizations. On occasion, between presenters, students will discuss readings and other educational materials related to presenters' topics.

ENVS 440 Integrated Rangeland Planning (3 credit hours). An integrated ecosystem approach to practical land management decision making for environmental science concepts. Practical land management applications include domestic livestock, wildlife and/or fisheries habitat and populations, water harvesting, prescribed and wildfire and a myriad of other benefits.

ENVS 450 Aquatic Biology (5 credit hours). An overview of aquatic ecosystems and their organisms. Topics include the systematics of aquatic environments (rivers, lakes and wetlands); collecting and identification of major aquatic taxa (fish, microbes, algae, aquatic insects and other aquatic invertebrates); water chemistry and biogeochemical cycles; community structure; and applied topics (invasive species, effects of pollution in aquatic systems, aquatic diversity, biological metrics). Marine systems will be touched upon if there is time. Prerequisite(s): BIOL121 AND BIOL122.

ENVS 480 RSH Undergraduate Research (3 credit hours). Students are required to submit a one-page summary of the

research planned to their research sponsor and the chairperson of Natural Science. A detailed five- to ten-page report on the completed work must be submitted to the research sponsor and chairperson of Natural Science the Friday before final examinations. A ten-fifteen-minute presentation (or poster) of the completed research must be given to an audience of the research sponsor's choosing.

ENVS 481 RSH Undergraduate Research II (3 credit hours). This course provides students the opportunity to continue previous research done in ENVS 480, or to conduct an additional, separate research project under the guidance of a faculty member. Students are required to submit one-page summary of the research planned to their research sponsor and the chairperson of Natural Science. A detailed five- to ten-page report (per credit hour) and supporting materials on the completed work must be submitted to the research sponsor and chairperson of the Natural Sciences Department the Friday before final examinations.

ENVS 497 Internship (3 credit hours).

GEOG 104 Introductory Physical Geography (3 credit hours). A study of components of the physical environment, their distributions, and dynamic nature, including a study of the atmosphere, landforms, soils, and vegetation together with their interrelationships and their relevance to human activity.

GEOG 110 World Geography (3 credit hours). A geographic survey of the eight major world regions: Anglo-American, Latin America, Europe, Euro-Asia, Middle East, Asia, Pacific, and Africa. Includes analysis of the natural environment, cultural environment, population, political status, economic development, problems and potentials.

GEOG 210 Cartography (3 credit hours). Cartography is the study of techniques to produce maps that communicates honestly and effectively. It therefore begins with basic principles such as scale, projection, symbolization, generalization and classification. It then applies these principles to the production of original maps using pen-and-ink, drawing software, and GIS software. This course will also have a special emphasis on the role of map-making as an expression of sovereignty. This course is a complement to coursework in GIS; the skills learned here will equip a GIS practitioner to produce outputs that communicate more effectively than typical GIS maps do. The course may be taken before beginning the GIS sequence, concurrently, or after completing GIS courses. Prerequisite(s): ENGL101 AND MATH100.

GEOG 230 Cultural Geography (3 credit hours). This is a course about human geography, that part of the discipline of geography that focuses on how humans shape the earth and are shaped by it. In the shorthand of the profession, it is the study of "earth as home for humanity." This course will take a broad cultural approach to this study, considering themes of

art, religion, economics, and politics. The class will explore how these components of culture have determined the ways people live on the earth, what we have done to the earth, and how the earth itself has shaped cultural practices. The scope of the course is very broad; just about anything people do and anywhere they do it is within the realm of cultural geography.

GEOG 250 Introduction to Geographic Information Systems (3 credit hours). An introduction to core GIS concepts including data input, spatial analysis, and cartographic output. Specifics topics include map projections and coordinate systems, raster and vector data models, digital data sources, digitizing, attribute data, spatial analysis (buffer, overlay, query), map design and production, and GIS applications. Students will work extensively with current GIS software to address geographic problems in a laboratory environment. Prerequisite(s): MATH101.

GEOG 320 Applications of ArcGIS (2 credit hours). This course will give students a significant amount of hands-on practice with the various software components of ArcGIS (ArcMap, ArcCatalog, ArcToolbox, ArcGlobe, etc.) through several tutorial and application-oriented exercises. The course is designed to complement the core GIS concepts and applications covered in GEOG 310 with a more software-oriented approach. Students will complete a final project applying GIS to a specific topic of interest. Prerequisite(s): GEOG250 GPA 1.0.

GEOG 330 Advanced GIS and GPS I (3 credit hours). A continuation of the "Introduction to GIS" course with advanced GIS concepts. Specific topics include database design and editing, raster analysis and modeling, vector analysis and modeling, the Global Positioning System, remote sensing, customizable GIS, 3-D visualization, GIS project design and management, GIS and society, and GIS applications. Students will complete a research project applying GIS to a particular area of interest, and will present the research results to the class. Prerequisite(s): GEOG210.

GEOG 340 Remote Sensing for Spatial Analysis (3 credit hours). Remote sensing collects information about the physical and cultural environment from aircraft, satellites, and increasingly, a variety of new small aerial vehicles (balloons and UAVs). It uses sensors that include cameras, multispectral scanners, lasers, radars, and others to produce data that are used for maps and other analytical products. Most of the maps we use today depend, at least in part, on remotely sensed data. We will begin by examining remote sensing as a field of study, the nature of the electromagnetic spectrum and its interaction with the atmosphere and surface objects, and the interpretation of multispectral scanners, thermal and passive microwave systems, lidar, and radar. In the latter part of the course, attention will shift to digital image processing and to areas in which remote sensing is applied as a tool for mapping, analysis, and decision support. The laboratory portion of the

course is designed to emphasize practical applications in air photo interpretation and digital image analysis. As time permits, we will also explore some of the ethical and political issues of how remotely sensed data can be used responsibly. Prerequisite(s): GEOG250 GPA 1.0.

GEOG 350 Advanced GIS and GPS II (3 credit hours). A continuation of GEOG 330 - Advanced GIS and GPS I. This class is not introductory and students will begin using more advanced analysis and visualization tools in ESRI Geographic Information Science (GIS) software. Specific topics include web mapping, Global Positioning System Real-time Kinematic and Post Processed Kinematic technology, advanced visualization techniques, animation, and python scripting. Individual and group projects of your choosing will be performed, giving students experience with creating custom GIS. Prerequisite(s): (GEOG250 AND GEOG330).

HB 100 Human Behavior (3 credit hours). This category is for the course substitutions approved to meet this category.

HCI 100 Historical and Contemporary Indigenous Issues (3 credit hours). This is a test to be able to identify a course on the degree audit under the Historical Contemporary Indigenous Issues area of the General Education.

HIST 101 U.S. History Through Civil War (3 credit hours). Social, economic, political, and cultural factors shaping the development of the United States through 1865.

HIST 102 U.S. History Since Civil War (3 credit hours). Social, economic, political, and cultural factors in the United States history since 1865.

HIST 110 Western Civilization I (3 credit hours). Beliefs and values of Western civilization from the eighth century BC to the close of the eighteenth century, compared with the ideas central to American Indian cultural traditions.

HIST 112 Western Civilization II (3 credit hours). Beliefs and values of Western civilization since the close of the eighteenth century, compared with ideas central to American Indian cultural traditions.

HIST 220 Introduction to Oral History (3 credit hours). This is an introduction to oral history as a research method to complement institutional history. The course will equip students with fundamental understanding and essential basic skills in conducting oral history research. Prerequisite(s): AIS102 OR AIS110 OR HIST101 OR HIST102.

HIST 221 World Civilization I (3 credit hours). The origin and historical development of cultures throughout the world with particular focus on the major cultures of the Americas, Africa, Asia, the Pan Pacific Basin, and Europe. This course examines the interplay of geographic, economic, political, and social forces in the shaping of world civilizations to the year 1500.

HIST 222 World Civilization II (3 credit hours). The historical development of cultures throughout the world with particular focus on the major cultures of the Americas, Africa, Asia, the Pan Pacific Basin and Europe. This course examines the interplay of geographic, economic, political, and social forces in the shaping of world civilizations from the year 1500 to the present. Prerequisite: Hist 221 Prerequisite(s): HIST221.

HSES 100 Personal Hygiene (2 credit hours). Study of principles for developing and maintaining personal health. Emphasis on social, mental, emotional, and physical adjustments in personal relationships, drugs, alcohol, and marriage and the family cycle.

HSES 101 Weight Training and Conditioning (1 credit hour). Specialized strength and conditioning programs.

HSES 103 Fundamentals of Conditioning in Basketball (1 credit hour). Emphasis on skills, fundamentals of movement, strength, systems of play, and physical conditioning for students.

HSES 104 Body Weight Control (1 credit hour). Exercise class for students interested in nutrition and diet and exercise in weight control. Includes various methods of exercise for aerobic and physical conditioning.

HSES 105 Golf and Archery (1 credit hour). Rules, techniques, and skills of golf and archery.

HSES 106 Racquetball (1 credit hour). Fundamentals and rules of racquetball. Includes techniques, strategy and competition.

HSES 107 Jogging and Basketball (1 credit hour). Exercise course in techniques and skills of jogging and basketball to improve physical fitness.

HSES 108 Beginning Swimming (1 credit hour). Basic water skills, techniques, strokes, and conditioning. Open to students with little or no swimming skills.

HSES 109 Intermediate Swimming (1 credit hour). Skills, techniques, knowledge, and otherwise achieved basic skills. Prerequisite(s): HSES108ACT.

HSES 110 Advanced Swimming (1 credit hour). Instruction in water safety and lifesaving techniques. Open to students who have completed intermediate swimming or the equivalent. Prerequisite(s): HSES109ACT.

HSES 112 Introduction to Health, Sports, and Exercise Science (3 credit hours). This course is designed for the physical major to develop personal skills and understandings in selected activities commonly found in the public school program. The course introduces the students to the nature and scope of physical education, career preparation and opportunities and the foundations of the profession.

HSES 124 Cultural Wellbeing: Concepts and Practice to Living Well (3 credit hours). This course is designed to provide

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

HSES 125 Fitness for Life (2 credit hours). Individualized 30-minute total body workout program designed to improve cardiovascular efficiency, joint flexibility and muscular strength. The program is designed to reduce resting, heart rate, percent body fat and will lower stress.

HSES 126 Fitness for Life (3 credit hours). Individualized total body fitness program designed to improve cardiovascular efficiency, joint flexibility and muscular strength. Current trends, topics and issues in personal fitness will be discussed.

HSES 127 Volleyball - Indoor (1 credit hour). A physical activity course focused on the fundamentals and rules of indoor (court) volleyball. The course will include beginning through advanced skill development, as well as techniques and strategies of play.

HSES 128 Volleyball - Sand/Beach (1 credit hour). A physical activity course focused on the fundamentals and rules of sand/beach volleyball. The course will include beginning through advanced skill development as well as techniques and strategies of play.

HSES 129 Volleyball - Outdoor (1 credit hour). A physical activity course focused on the fundamentals and rules of outdoor volleyball. Playing surfaces may include but are not limited to grass, sand, and outdoor court tiles. The course will include beginning through advanced skill development as well as techniques and strategies.

HSES 131 Introduction to Recreation Administration (3 credit hours). This course is designed for students interested in pursuing a career in recreational related fields. The course will cover the administrative aspects of starting, continuing or heading various programs in recreation. Some of the areas that will be covered in this course are budget, personnel and staffing, assessment, fund raising objectives of different programs and facilities.

HSES 132 Archery (1 credit hour). Introduction into the activity/sport of Archery. We will cover philosophies, equipment, etiquette and safety in the course content. Students will have an opportunity for hands on learning.

HSES 133 Golf (1 credit hour). Introduction into the sport/activity of Golf. We will cover the different equipment, etiquette and rules in the courses content. Students will have a chance to have hands on learning in the class by doing actual going to the driving range.

HSES 134 Flag Football (2 credit hours). A physical activity course focused on the fundamentals and rules of flag football. The course will include beginning through advanced skill development as well as techniques and strategies of play.

HSES 135 Kickball (1 credit hour). A physical Activity course focused on the fundamentals and rules of kickball. The course will include beginning through advanced skill development as well as techniques and strategies of play.

HSES 137 Native Dance - Pow Wow (2 credit hours). An interactive course designed to culturally connect students to Native Dance styles associated with pow wows. Students will learn North American dance styles. Styles may include fancy, traditional, jingle, grass dance, etc. Students will be provided with an opportunity to create a regalia item associated with pow wows.

HSES 138 Native Lacrosse and Stickball (2 credit hours). An interactive course designed to culturally connect students to lacrosse and stickball. The course will take students through the origins, history, rules and methods of play/competition in these traditional games.

HSES 140 Introduction to Native Games and Activities (2 credit hours). An introduction to the basic rules, etiquettes and strategies of Native American/Alaska Native games and social activities from different tribes and areas.

HSES 141 Introduction to Native Games and Activities (3 credit hours). This course introduces students to the rules, etiquette and strategies of Native American/Alaska Native games and activities. A hybrid course with lecture and activities offered to complement each tribe, nation, or village represented in the semester. The course is intended to engage students in understanding and valuing Native games and activities as a component to achieving balance and overall wellness.

HSES 142 Fundamentals of Conditioning - Volleyball (1 credit hour). Emphasis on skills, fundamentals of movement, strength, systems of play, and physical conditioning for students

HSES 143 Weight Training and Conditioning II (1 credit hour). This course will build on basic skills, fundamentals of movement and strength development from Weights I. It will be guided by training for sports specific exercises, weight/resistance training and conditioning. Prerequisite(s): HSES101ACT.

HSES 145 Basketball Essentials & Endurance Training (2 credit hours). This is an activity course designed for players & potential coaches that desire to grasp key essentials, endurance training and conditioning for basketball. Intended to provide guidance for basketball skill development, basketball programming development, cardiovascular and endurance training.

HSES 146 Strength Training for Basketball (2 credit hours). This course is designed for advanced weight training and conditioning for basketball. Covering the principles of sport-specific resistance training, exercise technique, design guidelines and basketball programming.

HSES 160 Basic Nutrition (3 credit hours). Principles of normal nutrition and their adaptation in meeting the needs of individuals through the life cycle.

HSES 161 Diabetes and the Native American (3 credit hours). This course is designed to address Type 2 Diabetes and its relationship to the physiological and psychological health of Native Americans. The course will address the prevention and treatment of diabetes from a Native American perspective. At the completion of the course, the learner will be able to comprehend the reasons why Native Americans are now suffering from an epidemic of Diabetes. The learner will have a better understanding of why Native Americans were healthier one hundred years ago. The learner will be able to state ways to reclaim the health history of Native Americans.

HSES 162 Health & Fitness Issues (3 credit hours). This course is designed to address current issues in health, sports and exercise science. Native American/Indigenous focus on healthcare concerns, trends in fitness and wellness industry, sports challenges and injury prevention.

HSES 170 Gaelic Football (2 credit hours). This course is an introduction to Gaelic Football. It will be both classroom and activity based. Classroom based work will examine the history of Gaelic games and current affairs in the Gaelic Athletic Association. The activity-based section of the course will place emphasis on developing an understanding of the rules of Gaelic Football, acquisition of the skills necessary to play the sport and application of such skills to the game.

HSES 171 Introduction to Yoga (1 credit hour). An introduction to the practice of yoga as a physical and mental physical activity course. The course will introduce various yoga positions, breathing techniques, and meditation. The course can enhance flexibility, mindfulness, and stress relief.

HSES 172 Yoga II (1 credit hour). The practice of yoga as a physical and mental activity course. The course is a continuation of HSES 171 Introduction to Yoga which covers various yoga positions, breathing techniques, and meditation. Prerequisite(s): HSES171ACT.

HSES 195 Weight Management and Fitness in Young Adults (1 credit hour). This is a weight management and fitness course, which focuses on the prevention of diabetes through didactic material including fitness evaluations/assessments, nutrition, and structured aerobic conditioning and strength training.

HSES 201 Personal Community Health (3 credit hours). Study of principles, attitudes and issues surrounding personal and community health and ways of promoting and maintaining it.

Emphasis is placed on the relationship between population and disease, the life cycle, the disease, the ecosystem, and health care.

HSES 202 Techniques of Officiating Football (2 credit hours). Study of the rules governing football. The duties of officials, and techniques in officiating football contests.

HSES 203 Techniques of Officiating Basketball (2 credit hours). Study of rules governing basketball, men's and women's. The duties of officials and techniques in officiating basketball contest.

HSES 204 First Aid (2 credit hours). Study of techniques of modern first aid, health precautions, and guidelines for first aid training.

HSES 205 Pro Football and Wrestling (2 credit hours). Introduction to aspects of instruction in football and wrestling for students planning to continue in physical education.

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

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

HSES 208 Introduction to Coaching Soccer and Volleyball (2 credit hours). Introduction to aspects of soccer and volleyball for students planning to continue in physical education.

HSES 210 The Art and Science of Walking, Jogging and Running (3 credit hours). This course introduces students to the cardiorespiratory impact of walking, jogging and running as a facet to achieving functional fitness throughout a lifetime. The course will focus on mechanics, strategies to create and implement plans for personal and competitive situations, the role of nutrition, and the physiological impact of walking, jogging and running for aerobic fitness. The course will utilize varied terrains and modalities to enhance student knowledge and understanding of alternative conditioning options.

HSES 225 Applied Anatomy (3 credit hours). This course is an introduction to basic anatomy as it relates to human movement and physical activity/exercise. Topics of basic anatomical concepts, the upper extremities, spinal column, pelvis, thorax and lower extremities will be covered. This course is designed for those individuals who will work in physical activity fields such as physical education, athlete training, athletic coaching, kinesiology and related fields. Prerequisite(s): BIOL103.

HSES 226 Kinesiology (3 credit hours). This course will provide orientation to the sub-disciplines and topics related to the study of human movement and function. It will focus on the

academic and professional aspects of kinesiology. Prerequisite(s): HSES112 OR HSES225.

HSES 227 Exercise Physiology (3 credit hours). Students explore the physiological foundations of the respiratory, muscular, circulatory, and metabolic systems along with their ability to respond to and adapt to exercise. Students investigate the variations in these adaptations among different populations. Exercise physiology research findings are built into the course, and students critically analyze studies on physiological responses to environmental stresses including training approaches, and nutritional strategies. Learners possess the skills necessary to assess and create customized fitness regimens that focus on promoting overall well-being and preventing chronic illnesses via regular exercise. Prerequisite(s): HSES225.

HSES 228 Motor Learning (3 credit hours). This course will provide a foundation for understanding voluntary muscular & skeletal movement and the neural mechanisms underlying motor skills. It will cover the nervous system's function involved in planning, executing, and learning. Prerequisite(s): HSES225.

HSES 229 Motor Control and Learning (3 credit hours). This course will provide a foundation for understanding voluntary muscular & skeletal movement and the neural mechanisms underlying motor skills. It will cover the nervous system's function involved in planning, executing, and learning. Prerequisite(s): HSES225.

HSES 230 Care & Prevention of Athletic Injuries (3 credit hours). This course is the first component of an athletic training program. Emphasis is two-fold; (1) care/minor treatment of acute and chronic sports related injuries, and (2) prevention of injuries during pre-season conditioning, in-season competition, and off-season training. Prerequisite(s): HSES204.

HSES 231 Theory and Principles of Coaching (3 credit hours). A course designed to serve as the foundation for the development of effective sport/athletic coaches. The focus is on theoretical approaches and principal applications associated with coaching as a profession; leadership, communication, compliance, individual and team dynamics, and sport and exercise scientific methods.

HSES 232 Coaching Baseball and Softball (3 credit hours). A course designed for coaching development, strategies, and techniques for interscholastic and intercollegiate baseball and softball success; for individuals pursuing a degree in Health, Sport and Exercise Science.

HSES 233 Coaching Basketball (3 credit hours). A course designed for coaching development, strategies, and techniques for interscholastic and intercollegiate basketball

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

HSES 234 Coaching Cross Country and Track & Field (3 credit hours). A course designed for coaching development, strategies, and techniques for interscholastic and intercollegiate cross country and track & field success; for individuals pursuing a degree in Health, Sport and Exercise Science.

HSES 235 Coaching Football (3 credit hours). A course designed for coaching development, strategies, and techniques for interscholastic and intercollegiate football success; for individuals pursuing a degree in Health, Sport and Exercise Science.

HSES 236 Coaching Golf (3 credit hours). A course designed for coaching development, strategies, and techniques for interscholastic and intercollegiate golf success; for individuals pursuing a degree in Health, Sport and Exercise Science.

HSES 238 Coaching Volleyball (3 credit hours). A course designed for coaching development, strategies, and techniques for interscholastic and intercollegiate volleyball success; for individuals pursuing a degree in Health, Sport and Exercise Science.

HSES 240 Sport in Society (3 credit hours). This course is designed to explore the cultural dynamics of individual and group behavior in sport. Emphasis will be on the role of sport in multicultural and cross-cultural settings. Prerequisite(s): SOC101.

HSES 241 Sport and Exercise Psychology (3 credit hours). This course highlights the principles and techniques of sport and exercise psychology from performance to wellbeing. Topics will range from enhancing performance, motivation, team dynamics, sport identity to mental health, influence of social media, burnout, etc. This course will provide students with the opportunity to engage in team building activities, reflective assignments, goal setting, and practical application. Prerequisite(s): PSYC101.

HSES 242 Psychology of Coaching (3 credit hours). This course is designed to examine the philosophy of coaching and the involvement of personality, communication, cohesion, motivational factors, leadership, and psychological principles that are a part of sports coaching. Prerequisite(s): PSYC101.

HSES 244 Stress Management (3 credit hours). This course is designed to assist students in gaining stress management knowledge, help them to formulate perspectives on stress management techniques and apply the developing constructs in their lives with a sense of purpose and self responsibility.

HSES 245 Introduction to Sports Marketing and Promotion (3 credit hours). This course is designed to explore marketing and promotional strategies in sporting venues. A foundation

course in sports administration set to provide experiential learning opportunities in basic athletic management. Prerequisite(s): ENGL102. Corequisite(s): ENGL102.

HSES 246 Stress Management (3 credit hours). This course is designed to explore the nature of stress and relaxation techniques with which to reduce stress levels. The course will include two texts that will be utilized for references to initiate literal discussion. The discussion will promote multiple activities and therapies, which will be discussed to aid in the understanding of coping with and managing stress. Prerequisite(s): PSYC101.

HSES 247 Sport Media and Communication (3 credit hours). This course is designed to examine the role of media and communications in the sport industry. Three major areas of interest for the course will focus on personal and organizational communication, social media, and sport communication services and support.

HSES 248 Sport Law and Ethics (3 credit hours). This course is designed to explore basic concepts of both ethical and legal Sport Management approaches. The course will concentrate on behavior of managerial personnel and the differences between ethical and legal behavior.

HSES 249 Sport Facilities (3 credit hours). This course is designed to introduce students to concepts related to the planning, construction and operation of sport-related facilities. The course will provide the opportunity for students to study and observe these concepts both in the classroom and during organized site visits.

HSES 250 Practicum in Coaching Team Sports (2 credit hours). A directed study, this course is designed for students completing an associate of arts degree in health, physical education and recreation. Emphasis will be placed in the coaching of team sports. Prerequisite(s): HSES205 AND HSES206 OR HSES207.

HSES 251 Methods of Weight Training and Conditioning (3 credit hours). This course is designed to examine contributions, key theories, concepts, factors that influence strength & training techniques and scientific principles of strength training and conditioning. Prerequisite(s): HSES112 AND HSES231 AND HSES225.

HSES 252 Foundations of Personal Training (3 credit hours). This course is designed to give students the knowledge and practical skills necessary to become effective personal fitness trainers. The content in this course includes basic exercise science, fitness evaluation and consultation, exercise techniques, program design, meeting the needs of unique clients, safety and legal issues, and business management for personal trainers. Upon successful completion of the course, students will be prepared for the National Commission for

Certifying Agencies (NCCA) accredited Certified Personal Trainer exam.

HSES 253 Methods of Strength Training and Conditioning (3 credit hours). This course is designed to examine contributions, key theories, concepts, factors that influence strength & training techniques and scientific principles of strength training and conditioning. Prerequisite(s): HSES112 AND HSES231 AND HSES225.

HSES 255 Administration of Sports Programs (3 credit hours). This course is designed to explore concepts of administration relative to sports, fitness, and physical education programs. The course will encompass principles, methods, and strategies to effective administration.

HSES 260 Internship in Care & Prevention of Athletic Injuries (4 credit hours). An independent study whereby students will gain firsthand experience in the introductory level of athletic training, care and prevention of athletic injuries. Prerequisite(s): HSES230.

HSES 261 Internship in Health, Sports and Exercise Science (4 credit hours). This course will serve to provide field experience in the area of Health, Sports and Exercise Science through practical application and experiential learning. Students will have an opportunity to enhance their knowledge, skills, and leadership capacity in various sub-disciplines in Health, Sports and Exercise Science. (i.e. allied health, exercise science, sports administration, etc.)

HSES 262 Internship in Community Health (4 credit hours). This course will serve to provide field experience in the area of community health through hands on training to enhance the experience level of the student. They will continue to gain knowledge and skills in the health field by providing leadership in the department through assignments and projects geared toward community Health issues. Prerequisite(s): (HSES201 AND Major=Community Health).

HSES 263 Internship in Coaching (4 credit hours). This course will serve to provide field experience in the area of coaching. The experience will provide for enhanced practical application of coaching techniques and tactics: program management, sport specific skill development, motivating your athlete, teaching diverse populations, and leadership strategies. Students will be supervised by a coach or coaches who are governed by a national body: National Federation of High School Activities Association, National Junior College Athletic Association, National Association of Intercollegiate Athletics, National Collegiate Athletic Association, USA National Program or the like.

HSES 264 Internship to Recreation and Fitness Management (4 credit hours). This course will serve to provide field experience in the areas of Recreation and Fitness as it pertains to the degree area of Health, Sports, and Exercise Science

(HSES). Students will have the opportunity to have leadership roles in programs and activities throughout the semester to gain knowledge into the actual workings of a fitness or recreation program. there will be ongoing skills developed as the students will use the knowledge from completed HSES courses to complete the assignments required, such as program reviews, budgeting, assessments, etc. Prerequisite(s): (HSES131 AND Major=Recreation & Fitness Management).

HSES 340 Applied Biomechanics of Sports and Exercise (3 credit hours). This course provides a foundation on the principles of human movement, focusing on how forces interact with body in motion. Students will explore kinetics, force analysis, mechanical properties, muscle function, and biomechanical principles for applied sports and exercise settings. Prerequisite(s): HSES225.

IA 104 Intercollegiate Athletics (1 credit hour). Instruction in individual fundamentals of movement, strength and physical condition, strategies for students competing in varsity athletic competition. To prepare students to compete on the varsity level of competition.

IA 105 Intercollegiate Athletics (1 credit hour). Instruction in individual and team concepts that will include intermediate strategies for students competing in varsity athletic competition. This course will continue to the next level of skills and attributes that each athletic can develop for competition.

IA 106 Intercollegiate Athletics (1 credit hour). Instruction in individual and team strategies as it pertains to game situations and competitions, upper-level strength and physical conditioning programs for the prevention of injuries.

IA 107 Intercollegiate Athletics (1 credit hour). The athlete will get instruction in advanced game strategies and advanced personal physical development for students competing on the university level. There will be instruction in leadership and hands-on experience by the fourth-year athlete that will include helping with the underclass players on certain occasions during parts of the program.

IA 114 Weight Training and Conditioning (1 credit hour). Instruction in individual and team skills, fundamentals of movement, strength and physical condition and systems of play and strategies for student competing in varsity athletic competition. To prepare students to compete on the varsity level of competition.

IA 115 Weight Training and Conditioning (1 credit hour). Advanced instruction strength techniques to improve skill and performance on the field of competition.

IA 116 Weight Training and Conditioning (1 credit hour). Advanced instruction involving strength training combined with explosion and accelerated training to specifically improved speed and agility skills.

IA 117 Weight Training and Conditioning (1 credit hour). Advanced instruction in teaching weightlifting techniques at a level of competence so the student can prepare and supervise novice collegiate lifters in strength programs.

LAHS 201 Leadership Haskell (2 credit hours). Two hours each week of lecture discussion, and related activities. In addition, assignments will require the students to attend meetings or functions to observe leaders in action. Students will meet with Haskell administrators, community leaders, as well as tribal officials on a regular and personal level. Issues affecting Native Americans will be presented and approaches to problems discussed.

LANG 101 Cherokee I (5 credit hours). An introductory course concerning primarily vocabulary and the fundamentals of reading and writing Cherokee.

LANG 102 Cherokee II (5 credit hours). A continuation of Cherokee I. Intermediate level of vocabulary skill and increased emphasis on reading and writing. Prerequisite(s): LANG101.

LANG 103 Indigenous Languages I (5 credit hours). This course is designed to establish or accept any American Indian and Alaska Native language course at the basic or introductory level. Any basic or introductory equivalent American Indian and Alaska Native language credit earned from an accredited Tribal College or University (TCU) or an accredited higher education institution will satisfy this course.

LANG 104 Indigenous Languages II (5 credit hours). This course is designed to establish or accept any American Indian and Alaska Native language course at the intermediate- or its equivalent level. Any intermediate or its equivalent American Indian and Alaska Native language credit earned from an accredited Tribal College or University (TCU) or an accredited higher education institution will satisfy this course.

LANG 110 Choctaw I (5 credit hours). Introduction to the Choctaw language, basic Choctaw sentence structure, and the structure and form of Choctaw words, their function, and pronunciation; conversational practice, vocabulary building, and the history and culture of the Choctaw speech community are emphasized.

LANG 111 Choctaw II (5 credit hours). Continuation of Choctaw I. Primary emphasis on reading, writing, and basic translation. Includes review of elements of Choctaw I. Prerequisite(s): LANG110.

LANG 120 Potawatomi I (3 credit hours). An introductory course concerning vocabulary and fundamentals of reading and writing Potawatomi.

LANG 121 Navajo I (5 credit hours). This course serves as an introductory course into the Navajo (Dine) language. Students will learn about word formation, sentence structure,

pronunciation, conversational practice, and the history and culture of the Navajo (Dine) communities are emphasized.

LANG 301 Cherokee III (5 credit hours). This course provides an advanced study, learning the vocabulary, reading, writing and practical usage of the language. The class will cover basically everyday Cherokee language used within a family or a Cherokee community. Prerequisite(s): LANG102.

LANG 302 Cherokee Language IV (3 credit hours). This course is a continuation of LANG 301, Cherokee language III, and includes the study of grammar, with particular attention to speaking fluency and continued practice in reading and writing. Prerequisite(s): LANG301.

LANG 495 Potawatomi Language Preservation (6 credit hours).

MATH 014 Pre & Introductory Algebra (5 credit hours). This is a one semester course that combines Pre-Algebra and Introduction to Algebra. This course begins by covering operations on whole numbers, fractions, ratios & proportions, decimals, percents, and signed numbers. Then, the course will introduce algebraic expressions, solving linear equations & inequalities in one variable, graphing linear equations & inequalities in two variables, and linear systems of equations & inequalities in two variables. Successful completion of Pre & Introductory Algebra prepares students for Intermediate Algebra.

MATH 015 Introductory Algebra (3 credit hours). This course begins by covering operations on whole numbers, fractions, ratios & proportions, decimals, percentages, and signed numbers. Then, the course will introduce algebraic expressions, solving linear equations in equalities in one variable, graphing linear equations, polynomial operations, and factoring binomials and simple trinomials. Successful completion of Introductory Algebra prepares students for Intermediate Algebra.

MATH 100 Intermediate Algebra (3 credit hours). Polynomials, factoring, rational expressions, rational exponents and radicals, and quadratic equations and inequalities. Successful completion of Intermediate Algebra prepares a student for College Algebra. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisite(s): MATH015.

MATH 101 College Algebra (3 credit hours). Covers real numbers, algebraic expressions, equations and inequalities, graphs and transformations of graphs, functions and properties of functions, exponential and logarithmic functions, and complex numbers. Successful completion of this course fulfills the General Education program's Quantitative Reasoning requirement. Prerequisite(s): MATH100 GPA 2.00.

MATH 102 Liberal Arts Mathematics (3 credit hours). This course is designed for students in liberal arts programs and

other fields that do not require a core of mathematics. Topics covered include introductions to logic, sets, counting and combinatorics, elementary probability and statistics, and geometry. Additional topics(s) which may be covered include introductions to finance, voting and apportionment, number systems and number theory, graph theory, exponential growth and decay, logarithmic scales, matrices and Markov chains, and linear programming. A Texas Instruments graphing calculator (or equivalent) is required for this course. Prerequisite(s): MATH100.

MATH 103 College Trigonometry (3 credit hours). Covers trigonometric functions, identities, graphs, trigonometric equations, radian measure, complex numbers, polar coordinates, solving triangles and applications. High school or college plane geometry background recommended. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisite(s): MATH101.

MATH 207 Statistics (3 credit hours). Descriptive statistics, sampling, elementary probability, probability distributions, estimation and an introduction to statistical inference. Students will work with applications from a variety of academic disciplines. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisite(s): MATH101.

MATH 208 Statistics (3 credit hours). Descriptive statistics, sampling, elementary probability, probability distributions, estimation and an introduction to statistical inference. Students will work with applications from a variety of academic disciplines. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisite(s): MATH100 GPA 2.00.

MATH 215 Applied Calculus I (3 credit hours). Single variable calculus involving functions, limits, derivatives, applications of derivatives, exponential growth and decay and an introduction to integration. This course is not intended for students who plan to study mathematics or engineering. This course is offered every spring semester. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisite(s): MATH101.

MATH 221 Calculus and Analytic Geometry I (5 credit hours). This course is the first in the calculus sequence. This course consists of the review of functions and graphs, limits, the definition of the derivative, differentiation and its various techniques, application of the derivative, and an introduction to the definite and indefinite integral. Designed to provide students majoring in science, technology, engineering, or mathematics related fields with a strong background in the fundamentals of analysis. A Texas Instruments TI-84, or TI 89 graphing calculator is required for this course. Prerequisite(s): MATH103 GPA 2.00.

MATH 222 Calculus and Analytic Geometry II (5 credit hours). This course is a continuation of MATH 221-Calculus and Analytic Geometry I, and is designed to provide students majoring in science, technology, engineering, or mathematics related fields with a strong background in techniques and applications of integration, the algebra and calculus of parametric equations and polar coordinates, and infinite sequences and series. A Texas Instruments TI-84, or TI-89 graphing calculator is required for the course. Prerequisite(s): MATH221.

MATH 223 Calculus and Analytic Geometry III (3 credit hours). A continuation of Calculus and Analytic Geometry II that is designed to provide students majoring in science, technology, engineering, and mathematics fields with a strong background in the techniques and applications of integration, the algebra and calculus of vector functions, continuity, differentiability, and extremum values of functions of several variables, directional derivatives, gradient vectors, Lagrange multipliers, and double integrals over general regions the plane. A Texas Instruments TI-84, or TI-89 graphing calculator is required for the course. Prerequisite(s): MATH222.

MATH 226 Introduction to Linear Algebra (3 credit hours). This course will cover the fundamentals of linear algebra including matrix algebra, systems of linear equations, reduction to diagonal form, determinants, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and applications. A Texas Instruments TI-84, TI-89 graphing calculator or equivalent is required for this course. Prerequisite(s): MATH221 GPA 2.00.

MATH 227 Differential Equations (3 credit hours). First-order differential equations, linear differential equations, first-order systems, Laplace transform techniques, and applications. Course includes an introduction to the use of a computer algebra system, such as Maple or MATLAB Prerequisite(s): MATH222 GPA 2.00.

MATH 240 Introduction to High Power Rocketry (3 credit hours). Students will construct a Level I high power rocket from scratch, model it using rocketry simulation software, and launch their rocket. In the process they will learn the fundamentals of rocket stability, flight dynamics, mathematical modeling, and the NASA design reporting process. Post flight students will analyze accelerometer data to illustrate basic kinematical concepts (position, velocity, and acceleration). Prerequisite(s): MATH221. Corequisite(s): MATH221.

MATH 307 Concepts and Applications of Statistics (3 credit hours). This course covers descriptive and inferential statistics, with an emphasis on statistical applications using computer programs, especially Excel, but also SPSS/JASP. Topics include experimental design, factorial ANOVA with in subjects ANOVA

and regression. Students will learn how to make tables, graphs, and scatter plots using the computer programs.

MCOM 115 Video Production I (3 credit hours). Basic operating procedures of video production equipment: sound recording and mixing, studio and location lighting, and video editing techniques. Study of the operating characteristics, care and maintenance of professional video equipment.

MCOM 116 Video Production II (3 credit hours). Producing industrial video and producing the Haskell News. Students will set up for location shooting and operate cameras and other equipment for sound recordings. Video footage is edited into a final product with titles and graphics developed. All post-production will be done on a non-linear system. Exclusive knowledge of the production system will be tested on at the end of the semester.

MCOM 131 Digital Photography I (3 credit hours). This course is designed to acquaint the student with the advantages and disadvantages of using digitally mastered images beginning with the capturing of the image and proceeding to the printing stage without the loss of image quality. There will be a minimal number of digital cameras available for hourly checkout through the library. For this reason, it is recommended that the students furnish their own digital camera and the accompanying peripherals needed for downloading images onto the computer. Students will be required to furnish their own paper to print quality images.

MCOM 141 Introduction to Graphic Communication (3 credit hours). A study of the important roles of graphic communication in our technological society, including identification of the major processes commonly associated with the graphic communications industry and a description of the flow of products through a graphic communications facility.

MCOM 142 Introduction to Graphic Design (3 credit hours). Application of basic design principles and theory interwoven with information about how we perceive and shape a two-dimensional surface and integrate current information trends, issues, inventions, and developments.

MCOM 150 News Writing I (3 credit hours). This course is an introduction to news reporting techniques with an emphasis on basic journalistic writing principles. Students will examine various news writing styles and will learn the journalism ethics, interviewing, and research techniques necessary for writing feature and human interest news articles. Prerequisite(s): ENGL101 GPA 1..

MCOM 212 Television News Production (3 credit hours). The news production class will teach students to write, edit, report and broadcast a student-run TV news show - "Haskell News." Students are responsible for all reporting, producing, studio

management, editing, and broadcasting of the student-produced show. Prerequisite(s): MCOM113.

MCOM 215 Internship in TV Production (3 credit hours). Instruction provided in this course will be given in a professional broadcast environment. Students will work with a wide variety of video production tools. Prerequisite(s): MCOM114.

MCOM 231 Introduction to Mass Communication (3 credit hours). A historical and descriptive survey of mass media for communicating public information. Students will analyze newspapers, magazines, radio, television, motion pictures, and audio recordings through various projects to see how these forms of media define our values, thoughts, and actions. Prerequisite(s): ENGL101.

MCOM 279 Portfolio Development in Photography (3 credit hours). Advanced photography studio with emphasis in contemporary American Indian culture and portfolio development. Prerequisite(s): MCOM223.

MGMT 221 (3 credit hours).

MGMT 301 Management and Organizational Behavior (3 credit hours). This course serves as an introduction to the study of individual and group behavior within the context of an organization in order to develop the student's potential for becoming an effective organization member and manager of people. Experiential learning methods are utilized to actively involve the student. A wide variety of topics and theories may be covered to include motivation, leadership, ethics, job design, group dynamics, and formal organizational structure and process. Prerequisite(s): (BUS251 OR PSYC101 OR SOC101) AND College Level=Junior.

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

MGMT 333 Records and Information Management III (3 credit hours). This course is an in-depth examination of federal records and information management. Students will apply good business practices when planning, verifying and evaluating record inventory results; use guidelines and strategies to develop and evaluate records schedules; apply cost benefit analysis and asset and risk management strategies to records management programs; evaluate comprehensive records and information management programs. All required content and training provided by National Archives and Records Administration's Certificate of Federal Records Management Training program for records management

professionals in all agencies of the federal government is included. Students will have the opportunity to take the NARA tests upon completion of each of five knowledge areas. Successful completion of all five tests will result in a completion certificate signed by the Archivist of the United States with approval from NARA. Prerequisite(s): AIS331 AND AIS332.

MGMT 334 Management and Preservation of Archival Material (3 credit hours). This course will examine the basic concepts and management of preservation of archival materials, including factors that lead to deterioration, environmental control, storage, care and handling, emergency preparedness and funding sources. Upon completion, participants will be able to design appropriate storage environments for paper-based collections, designate preservation priorities, explain the basic elements of an emergency plan, and assess preservation conditions, offering options for improvement. Discussion and hands-on activities will be used throughout the class. Prerequisite(s): AIS332.

MGMT 401 Production and Operations Management (3 credit hours). This course examines operations and production strategy in manufacturing, service, and public organizations. Themes include the relation between productivity and competitiveness, and the role of operations in acquiring competitive advantage by adding value through productivity, quality, flexibility, timeliness, and technology. This course will introduce quantitative methods to support business decision processes. Prerequisite(s): ACCT204 AND CIS205 AND ECON201 AND MGMT301.

MIL 103 HEALTH EDUCATION (4 credit hours). MILITARY CREDIT

MUS 100 Haskell Band (1 credit hour). Instruction and performance in instrumental ensembles - concert, marching, and pep bands - designed to address needs and concerns of students who have never before performed in a band. Open to all Haskell students regardless of playing experience. Instruments provided but limited by availability. No auditions required

MUS 101 Haskell Band (1 credit hour). Instruction and performance in instrumental ensembles - concert, marching, and pep bands - designed to address needs and concerns of students who have never before performed in a band. Open to all Haskell students regardless of playing experience. Instruments provided but limited by availability. No auditions required

MUS 104 Fundamentals of Music (2 credit hours). A course in basic music theory, covering the areas of keys, key signatures, major-minor scales, note value, rhythmic notation, and harmonic structure through diminished chords. The instruction includes an overview of written harmony, keyboard harmony, ear training, and sight singing.

MUS 110 Music Theory (3 credit hours). This is the first course in a comprehensive music theory sequence involving written analysis, composition, aural skills, sight singing and keyboard harmony. Music Theory I begins with a review of music theory fundamentals and proceeds with a linear approach to harmony through predominant harmony and tonic expansions. Prerequisite(s): MUS104.

MUS 111 Music Theory II (3 credit hours). This is the second course in a comprehensive music theory sequence involving written analysis, composition, aural skills, sight singing and keyboard harmony. Music Theory II expands upon harmonic functions presented in Music Theory I with the addition of secondary dominants and voice-leading harmony. Prerequisite(s): MUS110.

MUS 121 Haskell Chorus (1 credit hour). A performing organization open to all students. Rehearses daily and performs on campus and on tours. Popular, sacred and traditional Indian music repertoire.

MUS 122 Haskell Chorus (1 credit hour). A performing organization open to all students. Rehearses daily and performs on campus and on tours. Popular, sacred and traditional Indian music repertoire.

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

MUS 132 Elementary Keyboard Skills II (1 credit hour). A continuation of material introduced in MUS 131. Instruction covers major scales, chord inversions, secondary triads and seventh chords. Prerequisite(s): MUS131.

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

MUS 137 Music Appreciation: through the Classical Period (3 credit hours). A survey of the development of western music from medieval times to the classical period.

MUS 138 Music Appreciation: through Contemporary Times (3 credit hours). A survey of the development of western music from the romantic period to contemporary times.

MUS 139 Introduction to World Music (3 credit hours). Introduction to World Music examines music from within the context of specific cultures. This course involves studying music from a global perspective and exploring music as a sound and cultural phenomenon. Students will examine representative examples of music in the Western and non-Western world and be able to discuss the musical and social aspects of the cultures explored. Students will learn to identify

specific style characteristics, instruments, types of ensembles, and dance forms from different regions of the world.

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

MUS 142 Private Voice Instruction (1 credit hour). Instruction in voice for students interested in acquiring techniques for performance.

MUS 150 Logic Pro (2 credit hours). A comprehensive introduction to Logic Pro music software, using real-world music and hands-on experience to learn aspects of recording, arranging, mixing, producing, and polishing audio and MIDI files.

MUS 151 Haskell Chorus (1 credit hour). Haskell Chorus is designed to help participants develop their vocal ability and enrich their lives through the practice and performance of music. Students will develop skills within the context of a choral ensemble in which they will perform a variety of styles of repertoire. This course is open to all students.

MUS 152 Private Voice Instruction (1 credit hour). Private voice instruction consists of a weekly, individual lesson with the professor. This lesson helps the student develop their individual and unique singing talent. Care is given to preserving vocal hygiene and health, growing the range, and strengthening vocal production.

MUS 200 Haskell Band (1 credit hour). Instruction and performance in instrumental ensembles - concert, marching, and pep bands - designed to address needs and concerns of students who have never before performed in a band. Open to all Haskell students regardless of playing experience. Instruments provided but limited by availability. No auditions required

MUS 201 Haskell Band (1 credit hour). Instruction and performance in instrumental ensembles - concert, marching, and pep bands - designed to address needs and concerns of students who have never before performed in a band. Open to all Haskell students regardless of playing experience. Instruments provided but limited by availability. No auditions required

MUS 210 Music Theory III (3 credit hours). This is the third course in a comprehensive music theory sequence involving written analysis, composition, aural skills, sight singing and keyboard harmony. Music Theory III further develops the students' harmonic vocabulary with topics, such as form, modulation, chromatic harmony using augmented sixths and the Neapolitan sixth chord. Prerequisite(s): MUS111.

MUS 211 MUSIC THEORY IV (3 credit hours). This is the second course on a comprehensive music theory sequence involving written analysis, composition, aural skills, sight-seeing and

keyboard harmony. Music Theory IV covers analytical techniques of 20th and 21st century music. Topics covered in this course will include modes and other scalar formations, set theory, serialism, and new approaches to rhythmic/metric organization. 8/2006 Prerequisite(s): MUS210.

MUS 223 Haskell Chorus (1 credit hour). A performing organization open to all students. Rehearses daily and performs on campus and on tours. Popular, sacred and traditional Indian music repertoire.

MUS 224 Haskell Chorus (1 credit hour). A performing organization open to all students. Rehearses daily and performs on campus and on tours. Popular, sacred and traditional Indian music repertoire.

MUS 233 Intermediate Keyboard Skills I (1 credit hour). An intermediate piano course focused on the development of keyboard skills, including reading, transposition, harmonization, improvisation, and playing by ear. Instruction covers all major and minor scales as well as secondary dominant harmony. Prerequisite(s): MUS132.

MUS 234 Intermediate Keyboard Skills II (1 credit hour). This course is a continuation of material introduced in MUS 233. Instruction focuses on fluency in all key centers and covers repertoire from various style periods. Prerequisite(s): MUS233.

NATRS 105 Introduction to Natural Resources Management (3 credit hours). Principles of ecology relating to conservation of natural resources, including forests, range land, soils, fish and wildlife, minerals, oil and gas and alternative energy forms; the nature and extent of those resources; politics and economics of resource conservation. Prerequisite(s): ENGL101. Corequisite(s): ENGL101.

NATRS 201 Introduction to Soils (4 credit hours). Fundamental chemical, physical and biological and morphological properties of soils; their formation, fertility and management. Emphasis will be on management problems and solutions. Prerequisite(s): CHEM101 AND ENVS102.

NATRS 215 Weather Studies (3 credit hours). This course introduces structure, composition and interaction of the atmosphere with emphasis on atmospheric processes and related phenomena, storm systems, weather information resources, basic forecasting, equipment and techniques of meteorologists, and climate variability. It is designed to complement interest and understanding of how these weather phenomena affect and are affected by events such as wild fire and prescribed fire, hurricanes and tornados. Prerequisite(s): BIOL103.

NATRS 355 Culture and Fire (3 credit hours). A synthesis of written and oral information leading to knowledge and an understanding of (1) the importance of wildfire determining a sense of place for indigenous cultures of North American, and

(2) the importance those cultures placed on the use of fire. An exploration of the incorporation of wildfires used for the sustainability within cultures worldwide and the perennial effects on the flora and fauna on which the cultures depended. An awareness of the benefits of fire is essential to understanding the total dimensions of wildfire suppression, pre-suppression and management. Prerequisite(s): NATRS210.

PHYS 102 PHYSICS II (5 credit hours). The second course in a two-course sequence in introductory physics. Heat and thermodynamics, electricity and magnetism, and nuclear and atomic physics are covered. Lecture and laboratory.

PHYS 211 College Physics I (5 credit hours). The first course in a two-course sequence in introductory physics. Units, motion in one, two, and three dimensions, rotational motion, Newton's laws, conservation laws, mechanics of solids and fluids, and waves are covered. Prerequisite(s): MATH215 OR MATH221. Corequisite(s): MATH215.

PHYS 212 College Physics II (5 credit hours). The second course in a two-course sequence in introductory physics. Heat and thermodynamics, and electricity and magnetism, and nuclear and atomic physics are covered. Prerequisite(s): PHYS211. Corequisite(s): MATH216.

PSCI 100 Physical Science (5 credit hours). A general introductory laboratory course in the physical sciences which develops some of the major concepts from physics, chemistry, the earth sciences, and astronomy. Prerequisite(s): MATH100. Corequisite(s): MATH100.

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

PSYC 201 Child/Adolescent Psychology (3 credit hours). A study of childhood and adolescent behavior, including the effects of heredity and environment on the physical, mental, social and emotional development of the individual. The course focuses on growth and development, the formation of personalities, the way people think and learn, and the way they respond to the special demands of their culture. Prerequisite(s): PSYC101 OR SOC101.

PSYC 202 Social Psychology (3 credit hours). An integration of sociology and psychology in the study of personality development, social adjustments, and social controls. Prerequisite(s): PSYC101 OR SOC101.

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

SOC 102 Social Problems (3 credit hours). Social problems considered through an institutional approach. Poverty, pollution, racism, crime and other problems and the means commonly taken to combat or alleviate them. Special attention to social problems of greatest importance to Native Americans. Prerequisite(s): SOC101.

SOC 110 Introduction to Criminal Justice (3 credit hours). Introduction to criminal justice presents a variety of justice-related issues. Topics include an overview of the USA criminal justice system; comparison of the USA system; selected other nations; discussion of the local criminal justice agencies; presentations by representatives of local, state, and federal law enforcement agencies; and discussion of critical issues and future trends in law enforcement.

SOC 201 Marriage & Family (3 credit hours). Using in interdisciplinary approach, this course examines the courtship, marriage, and family practices found within American Indian, Alaska Native, and contemporary society. The impact of historical and contemporary political, social, and economic events affecting family structure will be surveyed. Cultural values, assumptions, and behaviors affecting relationships and family development will be explored throughout the course. Prerequisite(s): SOC101.

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

SW 110 Chemical Dependency and the Native American Indian (3 credit hours). This course introduces students to the field of addictions and examines abuse and dependency. Factors contributing to spiritual effects on the individual, the family and community will be explored. Major theories of causality, their effects on treatment approaches, scholarship, research, and treatment approaches to chemical abuse and dependency will be examined throughout the course.

SW 201 Social Welfare and Society (3 credit hours). This course introduces students to the social welfare system and its functioning within the social structure of the United States. The historical development and forces impacting the social welfare system and its relationships to other social institutions will be examined. Historical content on the social structures traditionally found within American Indian communities, the function and effectiveness of these systems (historically and contemporarily) and approaches being used to respond to social issues in American Indian communities today will be examined. Not opened to first-year students.

SW 215 Basic Research in Social Work (3 credit hours). This course will introduce students interested in social work with the basic research principles associated with the social sciences discipline. Prerequisite(s): SW101.

SW 220 Red Power: History & Legacy (3 credit hours). The Red Power movement was a social justice movement led primarily by young Native activists during the civil rights era who demanded self-determination and wanted to liberate themselves from paternalistic and genocidal policies of the United States through various strategies and tactics. Students will examine this history, along with exploring how the concepts of Red Power still resonate with Native communities today as they continue to navigate and confront socio-political challenges. Prerequisite(s): SW101 OR AIS102.

SW 225 Human Sexuality: Physical Systems (3 credit hours). Survey course on physical and physiological aspects of human sexuality. Topics include sexual anatomy and physiology, sexual response, contraception, conception, sexual difficulties, and sexually transmitted infections.

SW 240 Human Sexuality: Social Systems (3 credit hours). Survey course on social and interpersonal aspects of human sexuality. Topics include sex and gender, 2-Spirit roles, sexual expression across the lifespan, communication, sexual assault, sex workers and sex laws, and paraphilias.

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

THEAT 101 Performing Theatre Arts (1 credit hour). Practicum in theatre procedures and techniques through participation in theatre productions.

THEAT 102 Performing Theatre Arts (1 credit hour). Practicum in theatre procedures and techniques through participation in theatre productions.

THEAT 105 IMPROVISATION THEATRE (3 credit hours). Basic methods of extemporaneous physical and vocal expression serving as a foundation for acting technique.

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

THEAT 203 Introduction to Dramatic Literature (3 credit hours). Survey of plays from Greek theatre to contemporary theatre. Prerequisite(s): ENGL102.

THEAT 206 Acting II (3 credit hours). Continued study of character creation, body language, stage speech, and pantomime with an emphasis on reinforcing basic skills and the introduction of more advanced acting techniques. Prerequisite(s): THEAT105 OR THEAT106.

THEAT 225 Introduction to American Indian Theatre Performance (3 credit hours). Develops techniques for adapting American Indian/Alaska Native literature, legend, and subject matter to the stage through improvisation and script preparation.

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

TMGMT 201 Tribal /Federal Government Relations (3 credit hours). This course presents an overview of the federal government, Indian Nation governments, the nature of the federal trust responsibility to Indian nations, and the impact of the three branches of federal government on Indian nations and their sovereignty. Prerequisite(s): ENGL101.

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

TMGMT 221 Doing Business in Native Communities (3 credit hours). This course is designed to give students a background on starting ventures on reservations or trust lands. It contains extensive topics like financing, taxation, regulation, licensing, environmental concerns, real estate, contracts, business organization, marketing, political considerations, and cultural/community issues. Upon completing this course students will have the necessary knowledge to create a strategic plan and implement it within their community. This course is an option for students pursuing the 15-hour emphasis requirement for the AS in Entrepreneurship. Prerequisite(s): ENGL101 AND BUS103.

TMGMT 300 Advanced Casino Management (3 credit hours). Advanced study of managing a tribal casino. Course will involve bring practical application of textbooks theory into the classroom through lecture by practicing managers of various tribal casino gaming operations. Prerequisite(s): TMGMT202.

TMGMT 321 Indian Law and Legislation I (3 credit hours). Students are introduced to federal Indian policy through United States Supreme Court decisions and federal laws that affect American Indian nations and individuals. Students study federal case law that both recognizes and impairs Indian Nation sovereignty. Prerequisite(s): College Level=Junior AND (TMGMT201 AND AIS101).

TMGMT 325 Indian Law and Legislation II (3 credit hours). This course builds on student understanding of federal law impacting American Indian nations and individuals covered in Indian Law & Legislation I. This course presents federal statutes and Supreme Court decisions with direct and specific impact on individual and nation-owned businesses and

economic development in Indian communities. The relationship between the strength of Indian nation governance and economic development is analyzed and students are provided with an overview of trends in federal and international treatment of Indigenous Peoples and their communities. Prerequisite(s): College Level=Junior AND TMGMT321.

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

TMGMT 410 Tribal Resources and Economic Development (3 credit hours). This course is designed as a practical application to enhance the students' analytic and decision-making skills in the context of current economic issues confronting their tribe and the larger Indian society. Students will analyze and study the traditional economic systems of their specific tribes and the broader group of indigenous people in order to compare modern tribal and western economic systems and concepts within a cultural, legal, and historical context. Students will explore new visions for the tribe from the students' perspectives building on the values framework, economic concepts, historical context and current situation in order to create a Vision Plan for economic development. Prerequisite(s): ECON201.

UNIV 101 AIHEC Knowledge Bowl (1 credit hour). This elective course is for students who are eligible to participate in the annual American Indian Higher Education Consortium (AIHEC) Student Conference's Knowledge Bowl contest. Students will explore a topic(s) as announced each year by AIHEC. Selection

of students who will represent Haskell Indian Nations University at the Knowledge Bowl will be based upon classroom performance. Students may only enroll in this course one time.

UNIV 105 Haskell Seminar (3 credit hours). This course is designed to help first-year students adjust to the university, develop a better understanding of the learning process, and acquire essential academic success skills. The course provides a general orientation to the functions and resources of the university and also provides a support group for students transitioning to college by examining problems common to the first-year experience. However, any transfer student who has completed a previous orientation with a "C" or higher and has an earned cumulative or combined GPA of 2.75 or higher, will receive credit for this course - provided the additional hours will be made-up with elective hours within their respective degree plan; or any transfer student with an earned associate's degree will be exempted from this course - provided the additional hours will be made-up with elective hours within their respective degree plan.

VISQU 101 Vision Quest (1 credit hour). This course is a series of presentations providing information about the social, cultural, health, and academic aspects of college life. This is a university requirement. All students entering the university are required to enroll in the course the first semester of attendance. Students may not drop the course. Transfer students who have completed orientation with a "C" or higher and have a GPA of 3.0 or students who hold a bachelor's degree are exempt.

ACADEMIC POLICIES

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

Academic Advising

Students and faculty share the responsibilities for successful academic advising. Academic advising requires good planning and a sound understanding of degree requirements.

Academic Classification: College-Level

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

First-Year Student: A student who has completed 0-30 credit hours
Sophomore: A student who has completed 31-60 credit hours
Junior: A student who has completed 61-90 credit hours
Senior: A student who has completed 91-120 credit hours

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

Academic Classification: Student Load

The following are the student load classifications for enrolled students:

Full Time: 12 or more credit hours
Three Quarters Time: 9-11 credit hours
Half Time: 6-8 credit hours
Less than Half Time: 1-5 credit hours

The student load academic classification is based on total number of all enrolled credit hours each semester.

Academic Credits

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

Academic Course Load

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

Academic Distinction

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

Summa Cum Laude: 3.95 to 4.00
Magna Cum Laude: 3.50 to 3.94
Cum Laude: 3.00 to 3.49

Official transcripts contain notations of these accomplishments.

Academic Withdrawal

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

Academic Eligibility

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

Academic Forgiveness

Academic forgiveness provides students the opportunity to have their academic standing reflect improved level of academic performance. Students can pick up the Academic Forgiveness Form from the Office of the Registrar. Academic forgiveness allows a student to remove up to 16 credit hours (associate degree) and 24 credit hours (baccalaureate degree) from their Haskell GPA, and will be granted only once in their career at Haskell.

Academic forgiveness is available to students who meet these requirements:

- Have had a break in attendance of at least two years from Haskell;
- Have earned at least 12 credit hours since returning; and
- Have earned an overall current GPA of 2.5 since returning.

All grades earned at HINU since returning are used to make this grade-point average calculation. Courses approved for academic forgiveness will continue to appear on Haskell transcript and will be identified as "no grade" (NG). Students should recognize that in some cases, Haskell's academic forgiveness may not transfer to other institutions. Haskell students who plan to transfer to another college or university should consult with the admissions office of that institution to determine the transfer of course credits and grade point average.

Academic Honor Roll

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

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

Academic Integrity

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

Academic Misconduct

Academic misconduct includes (a) cheating (using unauthorized materials, technology, information, or study aids in any academic exercise), plagiarism as noted above, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement; and (b) assisting others in any such acts. Any violation of Haskell's policies against plagiarism or any other form of academic misconduct, as defined below, may result in the following severe penalties, depending upon the specific violation:

- a grade of F on an assignment;
- a grade of F in the course; and/or
- dismissal from the University.

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

Academic Boards

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

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

Academic Boards: Appeals

Departmental Review Board: A student who wants to appeal a grade or any other academic decision made within a course in which they are enrolled will first need to meet with the course's instructor. The student can request a Department

Review Board with the dean of the college in which the course is offered. A student initiates this Review Board in writing, which includes all pertinent information, documentation, as well as desired outcome. The faculty member will be notified and will be asked to submit documentation, too, to the dean.

The dean shall then convene a Departmental Review Board. This Board will review the student's appeal and submit its decision(s) and recommendation(s) to the appropriate dean of the college or school. Within 30 calendar days of a student filing for Review, the appropriate dean will notify the student and instructor, in writing, of the decision reached by the Departmental Review. After a Departmental Review has been completed, the student may further request an Academic Appeal if not satisfied. In the event the student is undeclared and/or not officially in a college or school, the Departmental Review shall be performed by the college or the school that the instructor has been assigned to.

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

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

academic and career intentions and provide a strong educational rationale. Students successful in appealing admission or academic status may be subject to special conditions imposed by the Academic Review Board.

Academic Semesters and Session

An academic year is divided into two fifteen-week semesters (Fall and Spring) and an eight-week Summer session.

Academic Standing

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

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

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

Good Standing: Entering students who meet certain admission standards begin with academic good standing. First-time college students attain academic good standing when their first-semester Grade Point Average (GPA) is 2.0 or higher.

Students maintain academic good standing when their semester and cumulative GPA’s are 2.00 or higher. Part-time and special students are expected to meet the same academic standards as full-time students. Students are advised that baccalaureate programs may require a 2.50 or higher GPA for admission.

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

Academic Suspension: Dismissal of students for failing to meet cumulative GPA requirements, to improve cumulative GPA when placed on probation and impact of academic suspension on re-admissions. The university will place students on academic suspension if one or more of the following occurs: failure to fulfill minimal requirements of the institution; a semester and cumulative GPA below 2.00 for a student already on academic probation; withdrawal from the university of a student on academic probation; completion of the first semester by a first-year student with a GPA less than 1.00; or failure to complete a semester by failing all courses in a semester. Students placed on academic suspension will not be

considered eligible for readmission before the completion of the suspension period, normally one semester. Students may be subject to suspension or dismissal if they fail to provide official transcripts from colleges previously attended or fail to meet any other condition for enrollment.

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

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

Assessment

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

Attendance

Regular class attendance is required to maintain eligibility for on-campus housing, student financial aid, athletic eligibility, student club participation, and most scholarships. Regular class attendance is crucial to the development of student knowledge and skills. Students are expected to attend all classes. Class attendance is a student responsibility.

Instructors will record attendance and provide this information to the Financial Aid Office when needed to calculate a refund and repayment of financial assistance. Instructors will inform students of the attendance policy, including policies on grades for late assignments, tardiness, makeup work, and referral to counseling or Haskell Student Success Center in 131 Sequoyah Hall.

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

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

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

Auditing

Any student who wishes to audit a course must email the course instructor of record who will approve or deny requests on the basis of classroom capacity and availability of resources or other relevant considerations. If approved, the Audit Request will be submitted to the Office of the Registrar.

Change of Schedule (Add/Drop)

Students may change courses before the Add/ Drop deadline by completing the Add/Drop form or submitting the change through the student portal. The Add/Drop deadline is listed on the Academic Calendar. The exception maybe for remedial courses in English and mathematics, in which some change may take place during the first three weeks of a semester. Changes (e.g., withdrawing, adding, or changing courses or classes) are not official until the appropriate form is filed with the Office of the Registrar. The student is responsible for initiating the form with the Office of the Registrar.

Classifications

- *New Student:* A student who has not previously attended college.
- *Transfer Student:* A student who attended another college.
- *Readmitted Student:* A student whose last college attended was Haskell.
- *Continuing Student:* A student who attended Haskell the previous semester.
- *Non-Degree-Seeking Student:* A student who wishes to attend classes but is not seeking a degree.

Commencement

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

Course Evaluation

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

Course Numbering

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

Course Prerequisite and Corequisite

A prerequisite is a requirement, usually credit in another course, which must be met before a particular course can be taken.

A corequisite is a requirement that one course must be taken at the same time as another course. Students are responsible for fulfilling prerequisites and co-requisites.

Students should consult the instructor before registering to determine whether the course(s) or experience they present will justify waiver of the stated prerequisite(s) and/or co-requisite(s).

Credits

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

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

another institution of higher education to count as credit toward completion of a baccalaureate degree.

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

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

Credit for Military Service: The University may grant elective credit for courses completed in military service schools and training provided such credit is baccalaureate level as recommended by the American Council on Education in “A Guide to Evaluation of Educational Experiences in the Armed Services”. Based on a review of an official transcript, elective credit may be awarded for general military training. These credit hours will be assigned provided the applicant’s duration of military service exceeded one year. Veterans must provide a certified copy of their form DD-214 or DD2384 (separation papers) as proof of military service to the Office of the Registrar, ATTN: VA coordinator, for verification in order to receive credit.

Residency Credit: Residency credit is awarded for courses taken on the Haskell campus, approved off-campus sites, courses taught by approved adjunct faculty, or courses directed by Haskell faculty. Students enroll in at least 3 credit hours at Haskell for residency credit to be granted. Students in an associate degree program must complete 15 credit hours in residence. Students in a baccalaureate degree program must complete 30 credit hours in residence.

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

Evaluation of Transfer Credit: An evaluation of transfer credit will be completed after final and official transcripts from each institution have been received by Haskell. Upon completion,

evaluation information will be sent to the student and to the student’s academic advisor.

All college-level courses from colleges or universities in candidacy status or accredited by any of the accrediting agencies recognized by the U.S. Department of Education at the time the courses were taken will be accepted for transfer.

Courses from unaccredited schools will not be accepted for transfer. The Office of the Registrar determines whether or not the transfer work is college level, the appropriate grading and credit conversions on transfer work, and the applicability of transfer credit toward the University core requirements. However, the colleges and schools have the prerogative to substitute transfer courses for curriculum requirements.

College-level courses which do not have an equivalent at Haskell will be accepted as general elective credit. The college or school will determine if the transfer electives satisfy specific curriculum requirements. Transfer credit is accepted as general elective credit from vocational technical institutions if the institution is regionally accredited and the courses taken apply toward an associate degree at the institution.

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

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

Credit Hours

In accordance with federal policy, Haskell defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work.

For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying, and completing assignments. At least an equivalent amount of time is expected for other academic activities such as laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

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

In-Class	3 days x 50 minutes x 15 weeks = 2250 mins (37.5 hrs)
Readings	15 chapters x 3 hours each = 45 hrs
Assignments	8 assignments x 2 hours each = 16 hrs
Group Projects	3 x 4 hours each = 12 hrs
Final project and oral presentation	25 hrs
Total	135.5 hours

Your syllabi will contain information about the amount of time estimated for each course and about its specific requirements. See the *Credit Hour Summary Chart* below for minimum classroom and out-of-class time by course type.

Credit Hour Summary Chart The requirements that follow represent minimums for average students.		
Type of Instruction	Minimum classroom or direct faculty instruction per week (1 hour of instruction = 55 minutes for 14 instructional weeks)	Minimum weekly out of class student study/preparation time (e.g. homework, reading assignments, preparation for class)
Field Experience	1 credit = 2.5 hours 2 credits = 5 hours 3 credits = 7.5 hours	1 credit = 1 hour 2 credits = 2 hours 3 credits = 3 hours
Individual and Independent Study	50 hours per credit (<i>Preparation and work time</i>)	
Internship	Internship students must complete a minimum of 50 hours over the course of the semester (per credit earned), which is equivalent to the total hours a student spends in a regular classroom course during the semester. Hours may be divided equally each week during the semester, or may be more concentrated as workplace requires.	
Lecture	1 credit = 1 hour 2 credits = 2 hours 3 credits = 3 hours	1 credit = 2 hours 2 credits = 4 hours 3 credits = 6 hours
Laboratory	1 credit = 2 hours 2 credits = 4 hours 3 credits = 6 hours	1 credit = 1 hour 2 credits = 2 hours 3 credits = 3 hours
Health, Sports and Exercise Science	1 credit = 2 hours	1 credit = 1 hour
Private Instruction (Music)	1 credit = 0.5 hour 2 credits = 1 hour	1 credit = 3 hours 2 credits = 6 hours
School-Based Field Experience	1 credit = 2 hours 2 credits = 4 hours 3 credits = 6 hours	1 credit = 1 hour 2 credits = 2 hours 3 credits = 3 hours
Student Teaching	50 hours per credit (<i>Preparation and work time</i>)	

Directed Study

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

program should initiate the process with their academic advisor.

Diplomas

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

Final Examinations

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

Grade Appeals

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

Grade Changes

Grades and designations of Incomplete ("I") recorded by the Office of the Registrar at the end of a semester will not be changed except in the following cases: when a letter grade is submitted to replace the Incomplete, when a grade resulting from an error in computation is corrected by the instructor, when an instructor who awards a final grade for a course determines the original grade resulted from an error in the administrative recording process, in an instructor's computation, or in case of an appeal by a student, when a student's grade appeal has been successful, and when a student fails to complete the incomplete contract, the grade will be changed to an "F".

Grade - Incomplete Course

Students may request an Incomplete ("I") when circumstances beyond their control prevent completion of requirements for a course.

Students must have the consent of the instructor and must make arrangements before final grades are submitted. A contract negotiated and signed by the student, instructor, and the dean of the college or school must be completed. The

completed form is submitted with the final course grades and kept on file in the student's official records.

Students must clear the Incomplete within the time frame stipulated in the contract (see Grade Changes for an "I"). If the course requirements are not completed, the Incomplete will be changed to a grade of "F" at the completion of the following semester.

The designation of Incomplete on a transcript does not affect the grade point average. For appeals, see Academic Review Board.

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

All grades received for college credit will appear on the transcript and will be calculated in the student's grade point average (GPA). A student's grade point average is obtained by dividing the grade points earned by the hours for which the student has registered, excluding courses from which the student has withdrawn or which the student has taken for no credit.

A "semester GPA" is the average numerical value of grades earned for a semester.

A "cumulative GPA" or CGPA is the average numerical value of all college-level grades earned during a student's academic career. Academic preparation (remedial) courses — those courses with a course number less than 100 — are not included in the CGPA although they are counted as institutional credit for the purpose of determining full-time student status.

Grade Reports

Grade reports will be sent to students at their local addresses as soon as possible after the conclusion of each semester. Students should examine these reports carefully and discuss them with their faculty advisors.

Students are responsible for ensuring the accuracy of their transcript and any errors should be reported immediately to the Registrar. The Office of the Registrar will supply academic transcripts after a written request from and payment of a transcript fee by the student. Grades for summer credits will be averaged with spring semester grades for continuing students.

Grades

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

Grade	Points per credit hour	Performance level
A	4.0	Superior
B	3.0	Above Average
C	2.0	Average
D	1.0	Below Average

F	0.0	Failure
WF	0.0	Failure awarded administratively for defaulting in a class because of nonparticipation, absenteeism, disruptive behavior, or cheating
AU	(Not calculated)	Audit (Note: Calculated as 0.00 for financial aid purposes.)
W	(Not calculated)	Withdrawal (Note: Calculated as 0.00 for financial aid purposes.)
I	(Not calculated)	Incomplete (Note: Calculated as 0.00 for financial aid purposes.)

Haskell-KU Course Exchange Program

Through a cooperative agreement between Haskell and the University of Kansas (KU), selected courses are offered for credit from either institution to students of the other. Applications are available during pre-enrollment each semester from the Office of the Registrar. Further information can be obtained from that office or from the dean of the appropriate college or school. First-year students are not eligible until a GPA has been established. Students must be a full-time student and in good academic standing in order to participate in the Haskell-KU exchange program. See website for more information: <http://www.haskell.edu/registrar/ku-exchange.php>.

Majors – Declaring a Major

All students must declare a major at the time of enrollment. New students must select from the associate-level programs. At the baccalaureate level, declaring a major means being officially accepted into one of the four-year degree programs at Haskell. Students can declare a baccalaureate major earlier if the following apply:

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

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

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

Military Service

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

It is the student's responsibility to work with the instructor to make up assigned work and tests in a timely manner. Students who are called to active-duty training must furnish a copy of their letter (orders) to the Office of Vice-President for

Academics, who will notify instructors of the active-duty training or service and the length of training, if available.

In the event a student is called to active duty for longer than 2 weeks or deployed during an academic semester at any time, such students may withdraw with “W” for all classes even if the deadline for doing so has passed.

Official Academic Transcript

An official transcript is one that has been received directly from the issuing institution. It must bear the college seal, date, and an appropriate signature. Transcripts received that do not meet these requirements are not considered official. Facsimiles (fax) of transcripts are not official transcripts. Haskell Official Transcript A transcript is a certified, official copy of a student’s permanent academic record. The transcript is an official university document that reflects courses and grades in accordance with the academic regulations as listed in the University Catalog. The transcript cannot be altered at the request of the student. Transcripts are requested from the Office of the Registrar for a small fee (see website). No transcript will be provided for students who have unmet financial obligations to the University. Disciplinary actions are not recorded on the academic transcript.

Petition to Graduate

The completed formal petition to graduate from the university must be submitted to the Registrar the semester prior to the expected date of graduation. The petition must be submitted and approved before the degree is awarded and the student is allowed to participate in the commencement ceremony.

Placement

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

- New students over the age of 21 years old who do not have ACT scores.
- Transfer students who do not have transferrable English and mathematics courses.

English and Speech Requirements:

New and transfer students placed in English I are normally required to complete English I and II (ENGL 101 and 102), and either Speech Communications (COMS 131) or Public Speaking (COMS 151) by the end of the third semester of enrollment.

Students who begin their English composition sequence with Basic Composition (ENGL 090), a remedial course, must maintain continuous enrollment in the sequence and must complete ENGL 102 and COMS 131 or COMS 151 by the end of their fourth semester.

Students failing to meet these completion requirements are placed on academic probation and are subject to academic suspension and eventually dismissal if they fail to satisfactorily complete the courses.

Students who strongly wish to take a course lower or higher than their initial placement must sign a waiver excusing the university from any advisement responsibilities relating to their placement in English.

Students may withdraw once from ENGL 101, ENGL 102, COMS 131, or COMS 151 within the prescribed time limit without being placed on academic probation.

Mathematics Requirements:

Beginning students will be placed into a specified level of mathematics based on a review of their ACT scores, placement examinations, and previous mathematics coursework. Students are required to begin the mathematics sequence with the course in which they are placed. However, a beginning student may be moved to a different level at the mutual discretion of the instructor and student within the first three weeks after instruction begins. Students who strongly wish to take a course lower or higher than their initial placement must sign a waiver excusing the university from any advisement responsibilities relating to their placement in mathematics. Students are required to remain enrolled in the mathematics sequence until satisfactory completion of their general education math requirement. Students may repeat mathematics courses a maximum of three times.

Recording

Students who wish to record a course session must obtain verbal or written permission from the instructor.

Repeating a Course

Students may repeat for credit only those courses in which the earned grade is a D or F. All repeated course grades appear on the transcript along with the D or F previously earned. When a course is repeated, all grades earned will be shown on the transcript.

Only the latest grade may satisfy part of the hour requirements for a degree, but both grades will be calculated in the cumulative GPA. Students who wish to repeat a course should consult with the Financial Aid Officer since their financial aid status may be affected.

Satisfactory Academic Progress – Academic

Students are considered to be making satisfactory academic progress if they have completed the minimum number of hours that will permit them to graduate with an associate degree in 6 semesters or with a baccalaureate degree in 12 semesters. The 12-semester limit for completing a baccalaureate includes work done for an associate degree. Satisfactory academic progress for part-time students (those taking fewer than 12 hours) will be prorated accordingly. Students in baccalaureate programs requiring additional semesters may appeal to the respective departments, schools, and Academic Review Board. A separate policy describes

Satisfactory Academic Progress for purposes of Financial Aid. Please check with the Financial Aid to discuss Satisfactory Academic Progress.

Withdrawal from a Course or the University

The university allows withdrawal from a course and withdrawal from the university without penalty under certain conditions. A “W,” indicating an authorized administrative withdrawal, may be sought for any number of reasons, ranging from schedule conflicts or changes in a student’s academic plan to special problems such as illness or unusual personal or family problems. The designation will be recorded on the transcript for courses from which a student has withdrawn before the end of the tenth week of the semester, or after the tenth week in exceptional cases usually involving medical problems or extreme hardship. Students who withdraw prior to the tenth week may be required to repay a portion of their financial aid. Withdrawals must be completed through the Office of the Registrar. Students who do not attend course(s) and who do not officially withdraw will receive a grade of F. For appeals, see Academic Review Board.

OTHER POLICIES (SELECTED)

A list of consumer disclosures is available on the university website. Certain policies are summarized below.

Substance Abuse Policy

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

Campus Violence Policy

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

25 Code of Federal Regulations (CFR)

In an emergency situation that immediately and seriously endangers the health and safety of a student and/or others, students may be temporarily removed from campus until such

time for a hearing to be held. It is the student’s responsibility to find alternative methods for housing in this situation.

Title IX Policy

Haskell shall adjudicate cases involving alleged violators who are students or Haskell employees. There is no “statute of limitation” for violation of the sexual misconduct policy. This is in recognition of the severe psychological harm that sexual misconduct can have and to empower those against whom sexual misconduct is perpetrated to report when they have been harmed. Title IX prohibits discrimination based on sex in the university’s educational programs and activities. Haskell also provides guidance for allegations of sexual assault and violence against women through the Violence Against Women Act (VAWA) and the Campus Sexual Violence Elimination (SaVE) Act. Students who wish to report sex discrimination or sexual harassment should file a complaint with the Title IX Coordinator at (785) 749-8485.

Privacy Rights

Access to Student Information:

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, 34 CFR Part 99 guarantees the privacy of student records, the right of students to challenge the content of their student records, and the right to file complaint of University non-compliance with federal officials. FERPA protects the privacy of students by assuring student’s specific rights including, but not limited to, the following:

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

Haskell’s procedures for protecting the privacy and accuracy of student records are found in institutional documents such as the Haskell Catalog and the Academic Policies and Procedures Manual.

It is the responsibility of the Office of the Registrar to ensure compliance, by, in summary:

- Providing students with the opportunity to inspect their education records by request to the Office of the Registrar.
- Providing students with the opportunity:
 - to request correction or omission of erroneous or misleading information in student records;
 - for a hearing, before an impartial Academic Review Board, upon request to the Vice President of Academics, to contest a refusal to correct educational documents. The student is entitled to representation, through an attorney

- or other person at the student's expense, and to present evidence to support a request for correction of an education record; and
 - to submit a written statement of the student's position on the accuracy of record information, which then becomes a permanent part of the record.
- Limiting disclosure of information from the student's record.
 - to those who have consent of the student;
 - to federal, state, local government officials specifically allowed by law; and
 - to school officials with legitimate educational interests (see below).

A "school official" is any person employed by, voluntarily working with, or contracting to provide services to the University. A "legitimate educational interest" means that the school official is involved in evaluating admission or placement criteria, evaluating student achievement, providing academic advising or counseling, or providing housing, health, or other services to or for the benefit of the student or the student's family. Disclosure is limited for these purposes only, and school officials that receive the information for one purpose may not use the information for other, unspecified purposes.

Directory Information:

Directory information which will be disclosed unless the student requests otherwise, includes the following:

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

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

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

Confidential Information:

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

- Each type of student record is the responsibility of a designated university official, and only that person or the dean, director, or vice-president to whom that person reports has authority to release the record. The responsible officials are:
 - Academic records: Registrar (Office of the Registrar), Navarre Hall.
 - Admissions records: Office of Admissions, Pushmataha Hall
 - Financial aid records: Student Financial Aid Office, Stidham Union.
 - Business records: Bursar Office, Navarre Hall.
 - Traffic records: Campus Parking and Traffic, North Winnemucca Hall.
 - Counseling records: Director, Counseling Center.
 - Academic Appeals, Academic Review Board, or School /Department Review Board, Office of the Vice-President for Academics, Navarre Hall.
 - Non-academic disciplinary records: Student Conduct, Minoka Hall.
 - Safety violations: Campus Safety Officer, Winnemucca Hall
 - Housing records: Director of Housing, Osceola-Keokuk Hall.
 - Special academic programs: Office of the Vice-President for Academics, Navarre Hall.
 - Mailing addresses or mailbox combinations, Haskell Mail Center, Navarre Hall.

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

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

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

The major exceptions to student review are medical and counseling records. These may be released, however, to other medical or psychological professionals at the written request of the student and may be inspected by the patient at the

discretion of the professional staff. Other exceptions are law enforcement records, private notes of staff members, and financial records of parents.

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

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

HASKELL: THE POWER OF PLACE

The Haskell campus is located on over 300 acres and includes 12 buildings listed on the National Register of Historic Places (marked with *). Students and staff strive to make the campus a place that honors our past, contributes to the present, and prepares for the future.

Campus Buildings

The **Auditorium** was built in 1933 and is the home of murals painted by Haskell alumnus Franklin Gritts, Cherokee. (*)

Blalock Hall was built in 1981 and named after Margaret Blalock, Haskell alumna and employee.

Completed in 1981, the **Coffin Sports Complex** was named after Tony Coffin (Prairie Band Potawatomi), long-time Haskell coach and athletic director. The Complex houses an Olympic-size swimming pool, weight room, basketball court, racquetball courts, classrooms, and faculty offices. It is also the site of the American Indian Athletic Hall of Fame display.

Blue Eagle Hall was dedicated in 1959 as part of the 75th anniversary of the school. It was named after Acee Blue Eagle, Creek and Pawnee, renowned authority of Indian history, myth, legend, law, religion, and music.

Curtis Dining Hall was built in 1977, it was named after Charles Curtis, Kaw, who served four decades in Congress and as Vice-President in the Hoover administration.

The newest building on campus, the **Haskell Cultural Center and Museum** (2002) includes permanent and traveling exhibits as well as archives and a research room. The Center features Haskell's Veterans Memorial and the Garden of Healing.

Hiawatha Hall was built in 1898 and first used as a chapel and auditorium. Hiawatha was named for the Indian leader and great orator who helped influence the formation of the Iroquois League in the New York area in the late 1500s. (*)

Kiva Hall was built in 1900, and was used as the school's laundry until 1951, when it was converted for use as the Navajo Training Program and Nursing Department, which at that time was named Kiva. (*)

Navarre Hall was built in 1972, and named after Peter Navarre, Potawatomi, the first graduate from the Haskell Institute Printing Department in 1901.

Parker Hall was constructed in 1966 and named for Eli Samuel Parker, who was the first Indian to be appointed as the commissioner of Indian Affairs by President Grant in 1869. This building was originally used for vocational studies.

Pocahontas Hall was built in 1931 and originally served as the dormitory for the commercial department. (*)

Pontiac Hall was built in 1934 and named after Pontiac, who was a great chief known for his uniting of the three tribes—the Chippewa, Ottawa, and Potawatomi—also referred to as the "Confederacy of Pontiac."

Powhattan Hall (1932) was built for employee housing. (*)

Pushmataha Hall was built in 1929 and originally housed administrative offices. (*)

Roe Cloud Hall Built in 1996, Roe Cloud was named after Haskell's first Indian Superintendent, Dr. Henry Roe Cloud, Winnebago, who was committed to the training of "Indian Leadership."

Ross Hall was built in 1972 and named after John Ross, one of the Chiefs of the Cherokee Nation.

Seattle Hall is home of the Dick West Art Gallery.

Sequoyah Hall was built in 1961 and named for the legendary Cherokee who created the Cherokee language syllabary.

Stidham Union was dedicated in 1965. Haskell students in the trade program assisted in the construction. The large foyer features a Totem Pole presented by Mt. Edgecumbe, Alaska High School. The building is named for Tom Stidham, Creek, who was a member of the 1926 undefeated football team.

Tecumseh Hall was constructed from native limestone in 1915 as a gymnasium and named the Shawnee Chief. (*)

Thorpe Hall Originally constructed in 1958, it was named after the legendary Jim Thorpe. It originally served as the school's power plant, and now houses the Jim Thorpe Fitness Center.

The library, **Tommaney Hall** (1977), was named after Thomas Tommaney (Creek), who served as Haskell Superintendent.

Winona Hall Winona means *first daughter* in the Lakota language. The circular symbol above the entrance represents the seven tribes of the Sioux Nation.

Other Points of Interest

Apache Hoop and Pole Player Currently on loan to the university, the bronze statue located in front of the auditorium is by Craig Goseyun.

The **Bandstand** was constructed in 1908 for concerts. (*)

The **Haskell Memorial Stadium and Arch** were dedicated in 1926 and built in honor of American Indians who served during the First World War. Funds for the \$166,000 project came from alumni and other Native Americans from around the country. The stadium was the first in the Midwest to have lights. (*) (*)

The **Cemetery** is a grim reminder of the U.S. genocide against American Indian peoples. Visitors often leave memorials to the children who died far from family and home. (*)

The **Haskell Medicine Wheel** was designed by students, staff, and artist Stan Herd, during the quincentenary of Columbus' "discovery" of the Americas in 1992. The Medicine Wheel is

adjacent to the Haskell Wetlands on the southern edge of campus and serves as a site for meditation, prayer, and ceremony. The counterpart of this circle in the Cultural Center.

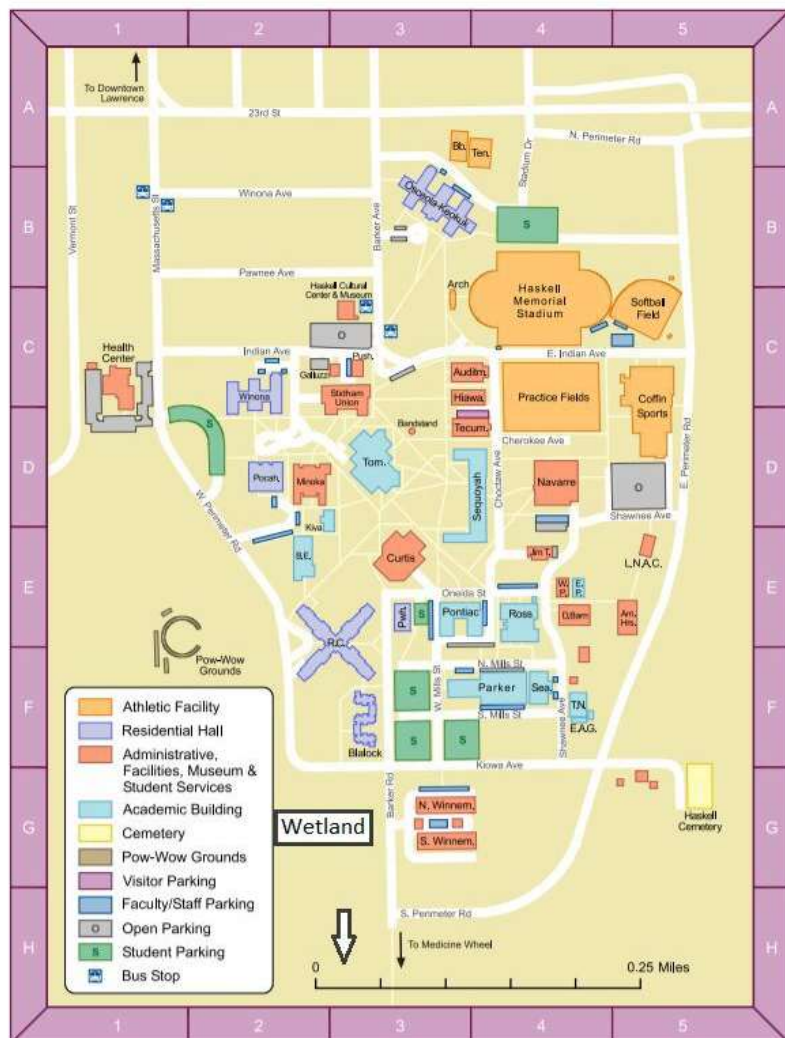
Haskell Wetlands While all of the campus is special, the Wakarusa Wetlands are especially so. Students led a decades-long crusade in the U.S. court system to protect the Wetlands during a proposed trafficway construction. The Wetlands continue to serve as both a classroom and a site for reflection.

The **Old Dairy** (1907) was used as a warehouse and dairy. (*)

More information: www.haskell.edu/cultural-center/tour.

Borderless Classroom

Learning occurs both in and out of the classroom at Haskell. Students participate in internships, service and experiential learning opportunities, extracurricular activities, and volunteer events both in Lawrence and in their home communities.



Haskell Indian Nations University

Building and Site Index

American Horse Hall	120 E4	OK	North Winnemucca Hall	115 G3
Arch, Haskell Stadium	13 C3	PK	Oseola-Keokuk Hall	108 B3
(Tommaney Hall)	127 D3		Parker Hall	112 F3
Auditorium	12 C3		Pocahontas Hall	2 D2
Bandstand/Gazebo	98 D3	PT	Pontiac Hall	50 E3
Basketball Court	139 A3		Powhatan Hall	53 E3
BH Blalock Hall	128 F3		Pow-Wow Grounds	140 E1
BE Blue Eagle Hall	104 E2		Pushmataha Hall	1 C2
Cemetery	- F5	RC	Roe Cloud Hall	130 E2
CC Coffin Sports Complex	129 D4	RH	Ross Hall	122 E4
Curtis Hall	126 E3	SEA	Seattle Hall	113 F4
Dairy Barn	37 E4	SQ	Sequoyah Hall	107 D3
EP East Portable Building	124 E4		Softball Field	116 C4
EAG Eric Allen Greenhouse	145 F4		Stadium	1415 C4
Galluzzi Hall	94 C3		South Winnemucca Hall	116 G3
Cultural Center & Museum	143 C2		Stidham Union	111 C2
Health Center	- C1	TN	Tam-I-Nend	119 F4
Hiawatha Hall	11 C3	TH	Tecumseh Hall	10 D3
Jim Thorpe Hall	106 D4	TO	Tennis Courts	138 A3
KI Kiva Hall	4 D2		Tommaney Hall (Library & A.S.C.)	127 D3
LNAC Little Nations Academic Ctr.	144 D4	WP	West Portable Building	125 E4
Minoka Hall	105 D2		Winona Hall	109 C2
NH Navarre Hall	121 D4			

Directions to Haskell Indian Nations University

From the East: From Kansas City, follow K-10 west into Lawrence, Turn left (south) at the intersection of 23rd St. and Barker Ave.

From the West: From Topeka, follow I-70 east and take exit 202 to Iowa St. Continue south for 3 miles to Clinton Parkway (23rd St.) and turn left (east), Continue east for 1.5 miles to Barker Ave. and turn right (south).



Compilation of this map was supported by the National Science Foundation, Grant #OPP-0122520

Haskell Sequoyah GIS Lab
John Kostelnick, Kalonie Hulbutta,
Michael King, Nathaniel Haas

Haskell Indian Nations University
155 Indian Avenue-Lawrence, KS 66046
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Haskell Indian Nations University Memorial Arch

Eric Anderson, Ph.D.

Faculty, Indigenous and American Indian Studies

The Stadium and Memorial Arch on the campus of Haskell Indian Nations University in Lawrence may be a familiar site to many. Long a local landmark, it bears witness to Haskell's history of athletic prowess and hosted numerous "Friday Night Lights" for Lawrence High School football. Yet few know the story behind this impressive structure.

Haskell Institute opened in 1884 as part of the federal government's plan to assimilate American Indian youth. By the 1920s, it was the largest Indian school and a source of Native pride due to its educational programs and tribal diversity. After the disproportionate service of Indians in World War One and the passage of the Indian Citizenship Act in 1924, Haskell became the natural place to showcase student talent and the fact that Indians, far from "vanishing," were thriving.

Thus, an all-Indian fund drive began that eventually raised the money to build a venue for its immensely successful (and popular) football team. The Osage and Quapaw tribes, newly rich from mineral wealth, were among the biggest contributors, but smaller donations rounded out the entire cost of nearly \$250,000. The stadium arch, honoring 415 Haskellites who served in The Great War, was paid for by two Quapaw women, both alumnae of the institute. Another Quapaw gave the largest single sum, totaling over \$56,000, even though he had never attended Haskell.

Dedicated in October 1926, the festivities encompassed a multi-day celebration bringing representatives from some 70 Indian Nations and approximately 12,000 visitors to campus. An "Indian Village," erected on the south edge of school grounds drew curious onlookers eager to see old tribal traditions, although the homecoming parade focused more on how contemporary Indians were finding success. Guests enjoyed a buffalo barbecue, a staging of the play *Hiawatha*, and a beautiful-baby contest, all culminating in the crushing 36-0 defeat of the Bucknell College Bisons on the football field by the Haskell squad. (There must have been some delicious irony in the Indians overcoming buffalo once again.)

Other features should be noted: paid for exclusively by Indian dollars, it was the first lighted stadium in the Midwest, the third largest in Kansas, the first built anywhere for a Native American football team, and one of the earliest WWI memorials. That opening weekend, furthermore, brought together the largest multiracial gathering since the close of the 19th century.

So, the next time you visit our campus (and please do), you should have a better sense of this centerpiece of our history. Although Haskell retired its football program in 2015, the stadium stands as a testament to proud tradition and the history of both the school and Lawrence.

