

The background features a stylized graphic. The upper portion shows a sun with yellow and white rays on a dark purple background. Below the sun is a yellow horizontal band. The lower portion shows a stylized yellow face with dark purple outlines, set against a dark purple background. The text is centered within the yellow band.

HASKELL INDIAN NATIONS UNIVERSITY
GENERAL CATALOG



WHAT'S INSIDE:

GENERAL CATALOG INFORMATION

The Haskell Indian Nations University (Haskell) General Catalog describes current and anticipated academic programs for students, course descriptions, degree requirements, and policies at Haskell. For additional information, see www.haskell.edu General correspondence should be directed to the following address:

Haskell Indian Nations University
155 Indian Avenue
Lawrence, Kansas 66046-4800
Phone: 785/749-8404 Fax: 785/749-8406

This catalog is for information purposes and does not constitute a contractual commitment by the university to continually offer all courses or programs described. Haskell reserves the right to change the fees, courses, graduation requirements, admission policies, and other regulations affecting the student body. Many departments make changes in degree requirements and course descriptions between printings of the Undergraduate Catalog. The ultimate responsibility for complying with degree requirements rests with the student.

The university is currently undergoing a strategic planning process, including review of the vision and mission statements. This catalog identifies the vision, mission and strategic plan in place at the time of this printing.

Vision 2012

Haskell Indian Nations University, the premier national intertribal university, empowers American Indian and Alaska Native scholars for leadership and service to sovereign First Nations and the world by virtue of its excellent academic programs and research, creative activities, and culturally diverse student experiences.

Mission 2012

The mission of Haskell Indian Nations University, a land grant institution, is to serve members of federally recognized American Indian and Alaska Native Nations as authorized by Congress and in partial fulfillment of treaty and trust obligations. With student learning as its focus, Haskell embraces the principles of sovereignty and self-determination through a culturally-based, holistic and lifelong learning environment that promotes and upholds respect, rights and responsibility.

2012 Strategic Plan Initiatives and Goals

- Haskell will develop and maintain high quality baccalaureate degrees in American Indian Studies, Business Administration, Environmental Science and Elementary Teacher Education. New high quality associate and/or baccalaureate degrees, responsive to American Indian and Alaska Native Nations will be developed that are consistent with the vision, mission and strategic plan of the university.
- Haskell will significantly improve student advancement and retention rates.
- Overall institutional funding will be at least \$20 million from appropriated funds and external sources (grants, contracts, cooperative agreements, partnerships, foundations and tribal nations).
- Haskell will provide specific opportunities for faculty and staff that encourage, support and reward professional development and provide leadership capacity for faculty, staff and students.
- Haskell will capitalize on opportunities to maintain state of the art information technology that enhances communications and meets Haskell's educational needs.



- Haskell will provide and maintain a safe, secure, and accessible campus with facilities conducive to effective learning and teaching, and meeting the social needs of AI/AN students.
- The environment at Haskell will encourage, support and reward academic research, interdisciplinary research and other creative activities that advance knowledge.

Accreditation

Haskell is accredited by the Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Chicago IL 60602-2504, (312) 263-0456. The bachelor's degree in Elementary Education at Haskell is also accredited by the Kansas State Board of Education, Kansas State Department of Education, 120 SE 10th Avenue, Kansas State Education Building, Topeka, KS 66612-1182.

Associations

American Indian Higher Education Consortium
Higher Learning Commission, North Central Association of Colleges and Schools
National Association of Intercollegiate Athletics
Lawrence (KS) Chamber of Commerce

University History

In 1884 twelve American Indian children entered the doors of a new school in Lawrence, Kansas to begin an educational program focused on agricultural education in grades one through five. Today, Haskell continues to serve the educational needs of American Indian and Alaska Native people from across the United States. For 128 years, American Indians and Alaska Native have sent their children to Haskell, and Haskell has responded by offering innovative curricula oriented toward American Indian and Alaska Native cultures.

The doors to Haskell officially opened under the name of the United States Indian Industrial Training School. Enrollment quickly increased from its original 22 students to over 400 students within one semester. Curriculum during this period focused on the job skills needed in this era and included the trades, including tailoring, wagon-making, blacksmithing, cooking, sewing and homemaking. Most of the food for students was produced on the Haskell farm and students worked in the various departments of the school.

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

By 1927, high school classes were accredited by the state of Kansas and Haskell began offering high school courses in a variety of areas and athletic opportunities. Haskell football teams in the early 1900's to the 1930's were legendary. The sports tradition continues at Haskell today with Intercollegiate Athletic teams competing in basketball (men and women), football, cross country and softball.

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

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

HJJC began offering a variety of associate degrees and certificate programs for American Indian and Alaska Native youth. Haskell students were able to complete associate degree programs in preparation for college, as well certificates in high demand vocational fields. This transition resulted in Haskell being granted candidate status for accreditation of its junior college curriculum. In 1979 Haskell Indian Junior was fully accredited by the North Central Association of Colleges and Schools. Haskell has successfully maintained accreditation of all its programs since 1979.

The most recent phase of educational change occurred in 1992, when the National Haskell Board of Regents adopted a resolution to expand the mission of the institution.

A new vision of Haskell as a national center for Indian education, research and cultural preservation was created on campus. The Assistant Secretary for Indian Affairs, United States Department of the Interior concurred with the recommendation of the National Haskell Board of Regents and Haskell began charting new ground as Haskell Indian Nations University.

In 1993, the National Haskell Board of Regents led Haskell toward gaining university status. The vocational-technical programs were phased out and Haskell's first bachelor's program was introduced. The Bachelor of Science in Elementary Education supplemented the existing associate degree programs.

In 2005, Haskell received accreditation for three additional new baccalaureate degrees in Indigenous and American Indian Studies, Business Administration and Environmental Science. Today, Haskell offers four baccalaureate degrees, along with a host of associate of art and associate of science degrees.

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

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

Haskell Cultural Center and Medicine Wheel

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

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

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

UNIVERSITY SERVICES

- Admission to Haskell
- Fees and Class Registration
- Financial Aid
- Student Records
- Counseling Services
- Student Life
- Student Government
- Student's Rights & Responsibilities
- Miscellaneous **pages 9-26**

PROGRAMS

- Academic Policies
- Academic Programs
- Arts and Sciences
- Professional Schools. **pages 27-58**

COURSE DESCRIPTIONS

- Course Descriptions
- Course Abbreviations **pages 59-87**

DEGREE CHECKLISTS

- What courses you need to take **pages 88-112**

UNIVERSITY SERVICES

Clyde Peacock
Vice President of University Services
121 North Navarre Hall
(785) 830-2753

ADMISSION TO HASKELL

General guidelines for admission to Haskell are included in this catalog. For more information, please refer to the Haskell Indian Nations University (HINU) website at <http://www.haskell.edu>.

Application Process

Applications for admission to Haskell Indian Nations University may be downloaded from the website or a hard copy can be requested from the Office of Admissions.

Deadline dates for submitting an application for admission are:

- Fall Semester – June 1
- Spring Semester – November 15
- Summer School – April 15

Only completed application materials received by the deadline will be considered. Further information as well as exceptions concerning the list of requirements can be found by visiting Haskell's website.

Freshman

- Apply after your junior year of high school
- Completed application
- Certificate of Indian Blood or Tribal enrollment card
- Official high school transcripts sent directly to HINU or GED transcript
- Official ACT or SAT scores sent directly to HINU
- Non-refundable \$10 application fee (no personal checks accepted)
- Immunization records (only MMR 1 & 2 required)
- Essay – 300-500 words typed and signed in answer to “What are your goals and commitment for your education, and how can Haskell help you achieve these goals”
- Two (2) letters of recommendation if high school GPA is below 2.00.

Transfer Students

- Apply at least one semester before transferring to HINU
- Completed application
- Certificate of Indian Blood and Tribal enrollment card
- Official high school transcripts or GED transcript sent directly to HINU
- Official ACT or SAT scores sent directly to HINU (not required if transferring in college math and English)
- Official college transcripts for all colleges/universities attended
- Non-refundable \$10 application fee (no personal checks accepted)
- Immunization records (only MMR 1 & 2 required)
- Essay – 300-500 words typed and signed in answer to “What are your goals and commitment for your education, and how can Haskell help you achieve these goals”
- Two (2) letters of recommendation if high school GPA is below 2.00

Haskell Indian Nations University is a fully accredited member of the Higher Learning Commission (HLC). All degree programs offered by Haskell meet the accreditation requirements of HLC. Haskell supports the commission's mission of “serving the common good by assuring and advancing the quality of higher learning.”

Re-Admitted Haskell Students

Note: Students who attended HINU in the past three (3) years should submit the following. If it has been more than three (3) years, students should re-apply for re-entry using the standard application form, and must meet all current admission requirements.

- Completed (shortened) re-admitted application available on-line
- Official college transcripts for all colleges/universities attended after leaving Haskell
- Non-refundable \$10 application fee (no personal checks accepted)
- Essay – 300-500 words typed and signed in answer to “What are your goals and commitment for your education, and how can Haskell help you achieve these goals”

Non-Degree Seeking Students

A student who wishes to pursue studies for personal growth or development and does not wish to work toward a formal degree at Haskell may apply as an undergraduate non-degree seeking student. Non-degree seeking students are subject to the same requirement of registration, enrollment, fee payment, class attendance, and performance of work as regular students.

Special Students

Students wanting to take courses without declaring a formal degree may apply to register as Special Students. Special Students are those enrolled in another institution and seeking instruction not available in the other institution. Students who are classified as Special Students do not have access to all the facilities that regular degree seeking students are able to use; these students have limited access to the library and computer resources and a limit on the number of credit hours in which they may enroll.

Contact Information:

Office of Admissions
 155 Indian Avenue, #5031
 Haskell Indian Nations University
 Lawrence, KS 66046-4800
 Telephone (785) 749-8454
 Website: <http://www.haskell.edu>

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

FEES AND CLASS REGISTRATION

The Business Office is located in Navarre Hall and manages the collection of all student fees and outstanding obligations for the university. The Business Office also has the responsibility for the disbursement of financial aid (Institutional and Federal Work Study, FSEOF, and Pell) and funds from other agencies to students.

Students who have applied for admission, completed all paperwork, and received an acceptance letter will have specified enrollment time during which they may register for classes. Students must enroll during the scheduled time. It is recommended that students bring their acceptance letters with them to enrollment. Registration procedures are posted across campus.

Fees

Students attend Haskell tuition-free, however, student enrollment and student activity fees are required of all students. Other fees may be assessed. The following schedule of fees was in effect at the time this catalog was prepared. Current fees are:

	On – Campus	Off – Campus	
Campus Fees	180.00	75.00	
Food Service	68.00	*	
Housing	56.00		
Library/Textbooks	51.00	70.00	
Little Nations Academic Center	5.00	5.00	**
Student Activity Fees	\$35.00	\$35.00	
Total	215.00	\$110.00	

*Off-campus students are eligible for 1 meal on days classes are scheduled

**Plus \$40 child care fee if applicable

Additional fees incurred for specific classes (lab fees, art supplies, classroom observation fee, etc) will be included based on student enrollment.

Payment of fees serves as notification to the university of the student’s intent to enroll. All outstanding fees/charges/fines must be paid before a student can register for classes or receive services from the university including transcripts. A Late Registration Fee of \$30.00 will be assessed starting on the first day of classes, no exception.

Students approved to receive financial awards (Pell Grant, Tribal or other) will have their accounts memo posted (deferred) until the payments are received from their respective funding department/agency and can enroll in classes if an award letter is on file. Award letters other than Pell Grant should be mailed or submitted to the Business Office on or before the first day of classes. *Fee payment will be taken out of the first award received in the Business Office. It is the responsibility of the student to make sure all financial aid requirements have been completed on a timely basis to avoid delays in receiving aid.*

Payment Types Accepted

Students have options of making payments on their accounts. There are two categories of fees students are required to pay to maintain enrollment. These are campus fees and activity fees. Each is paid separately as described below.

Campus fees (\$180.00 for on-campus students and \$75.00 for off-campus students) and outstanding charges are payable at the Business Office in Navarre Hall.

1. Cash and money orders only can be paid at the Business Office window located in Navarre Hall. Business Office hours are 9:00 a.m. to 4:00 p.m.
2. Mail money orders to Haskell Business Office, 155 Indian Avenue #5026, Lawrence, Kansas 66046
3. Discover, Master Card, and Visa credit cards accepted online at www.haskell.edu select Campus Fees link.

The Student Activity Fee is payable at the Student Bank in Navarre Hall.

1. Master Card and Visa credit cards, cash or money orders can be used to pay Student Activity Fees at the window. The Student Bank hours are 9:00am to 4:00pm.
2. MasterCard and Visa credit cards acceptable online at www.haskell.edu select Activity Fee link

All current semester fees must be paid by the end of the add/drop period of that semester (see academic calendar for dates) or the student must make fee payment arrangements with the Business Office. If the student does not meet either the payment of all fees or apply for a fee payment arrangement the student will be withdrawn from all classes.

Fee Payment Plan

A student unable to pay their current fees in full by the first day of classes or ineligible for financial aid may set up a payment plan. This plan must be set up on or before the first day of classes. An activity fee payment of \$35.00 is required at the Student Bank before a plan can be set up.

A payment plan is available to students who do not pay in full by the first day of classes. This plan covers mandatory fees only. The payment plan will be for the current term only, and cannot be set up after the last day of add/drop period.

Fee Payment Deadline

All fees must be paid in full by the first day of classes of each semester, or a fee payment plan must be in place before the drop/add period ends.

Refund Policy

Housing, Food Service, Little Nations Academic Center, Textbook, and Activity fees are non-refundable. If extenuating circumstances prevent you from attending a particular semester where you had already paid the fees, you must notify in writing the Business Office, six weeks from the first day of classes of that particular semester, to obtain approval to apply the fees to subsequent semester, or other extreme hardship situations.

Failure to notify the Business Office in writing by the end of add/drop period of the semester will result in complete forfeiture of any monies paid.

Library Usage Fee

All students are assessed a Campus Fee which includes a library usage fee for each session (semester or summer) in which they enroll. Currently, the library usage fee is \$51 for on-campus students and \$70 for off-campus students. The fee supplements the purchase of lower-division (090- to 200-level courses) textbook usage for Haskell-taught courses.

All baccalaureate students are responsible for purchasing any required upper-division (300- to 400-level) course textbooks and other materials as necessary for their courses. Students who may elect to enroll in upper-division courses also are responsible for purchasing required course textbooks.

Participants in the Haskell Indian Nations University/University of Kansas Exchange Program are responsible for purchasing their textbooks regardless of the level of the course in which they enroll.

Library Fees/Fines

All overdue fines, lost or damaged book (library or textbook) charges, and appropriate processing fees must be paid prior to enrollment for continuing students. Student are responsible for making sure that all library and textbooks are turned in at the end of the semester and that any charges have been paid in full prior to enrollment for the following semester. Failure to pay any outstanding fees will prevent eligibility to enroll in classes or to receive services from the university.

Student Teaching Fee

All students admitted to the professional education sequence of the elementary teacher education program are assessed a fee to cover student teaching in the local school district. The School of Education will announce costs annually.

Holds on Transcripts

Students who are delinquent on an account with the university, including unpaid traffic or parking fines, or library fines will not be provided with any student record until the fees are paid in full. Students with fines or fees may contact the Business Office, Navarre Hall, at 785-749-8450 to identify the amount owed to the university.

Accrued Charges

On campus students are assessed charges by University Services for failure to return room keys, for damages to residential rooms, or for failure to clean residential hall rooms. These charges are assessed at the end of the semester. It is the student's responsibility to follow all check out procedures in order to avoid these additional charges.

In addition, the Campus Parking and Traffic Office assess fines for parking violations. Students are responsible for making sure any parking fines have been paid in full and that they have their vehicle properly registered with the Campus Parking Office.

If a student has questions about any such accrued charges and/or is disputing any charges, these questions and/or requests must be made to the Business Office in Navarre Hall.

Postage Fees

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

Student Identification Cards (ID's)

All students are required to obtain an official Haskell Indian Nations University Identification Card (ID) at the time of enrollment. ID's are required to be readily available upon request from any university official. ID's are available in the Parking and Traffic services office located in Winnemucca during posted hours.

Proper identification/credentials are needed to obtain a photo ID. This includes current registration, class schedule, or paid receipt.

ID's are valid for a period of four years. For example: Fall 2012 ID's will be valid until Spring 2017.

Initial ID's are free of charge. There is a \$20 charge for replacement ID's. Payment for a replacement ID is to be made at the Haskell Business Office.

1. Replacement charges are waived when the information on the ID is incorrect or has been changed (documentation needed) or ID is broken or magnetic strip is damaged due to normal usage and wear and tear (must bring broken ID).
2. Replacement charges will not be waived for lost or stolen ID's or if the ID is broken because of a hole punch. It is recommended that holds not be punched into ID's.

FINANCIAL AID

The Financial Aid Office provides guidance to students applying for financial aid and administers Federal Student Financial Aid to Students attending Haskell. Federal student financial aid exists in the form of federal grants and/or work-study money used for educational purposes. A summary of federal financial aid programs offered at the university is provided below. Information can be obtained on the processes for applying for financial aid in the Financial Aid office.

The US Department of Education offers federal student aid programs. There are three federal financial aid programs offered at the university: Pell Grant, SEOG, and Federal Work Study. The university does not participate in any federal student loan program. Students are urged to apply as soon as possible after January 1 every year for the following academic year. Complete, accurate, and timely submission of all information requested on the application form will maximize a student's opportunity for obtaining adequate financial assistance.

Federal Pell Grant Program (Pell Grant)

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

Federal Supplemental Educational Opportunity Grant Program (SEOG)

SEOG is a supplemental campus-based grant that is awarded to those students with the lowest expected family contribution and the greatest financial need. Funding is limited and priority is awarded to those who are Pell eligible. Part time students are eligible for consideration of an award. There is no separate application to apply. SEOG awards are determined mid-term, usually in October and March. The amounts of the award typically range from \$400 to \$800 a year. The amount of an award cannot exceed a student's financial need.

Federal Work Study Program (FWS)

The Federal Work Study (FWS) program provides part-time jobs to students while attending school. Funding is limited and awarded to those who are Pell eligible with the greatest financial need. Part time students are eligible to apply. Students must inquire with the Financial Aid Office to see if they could be eligible for the federal work study program. Students apply at the Placement Office for work study jobs.

Most of the student jobs are located on campus. Whenever possible, jobs are assigned in a manner that provides enhanced learning opportunities which compliment and reinforce the student's educational program. Students are paid hourly wages and are compensated on a bi-weekly basis. Most students participating in the FWS program work 15 to 20 hours per week. The hourly wage is at, or above, the federal minimum wage. Awards range from \$1,000 to \$4,000 per year. Students selected to work must have a security background check performed before job placement is awarded. The FAFSA is used to determine eligibility for the FWS program.

Application for Federal Student Aid (FAFSA)

A student must apply online for the FAFSA in order to be considered for federal student aid programs. FAFSA on the Web is a free U.S. Department of Education web site available at www.fafsa.ed.gov. The online application offers detailed online help for each question as well as online help from a live customer service representative. The Financial Aid Office is also available to assist students and their families with completion of the FAFSA.

The online applications are electronically submitted to a U.S. Department of Education processing center. The law specifies a needs analysis formula must be performed to determine the Expected Family Contribution (EFC) for the federal student aid programs. A processing center will calculate an EFC based on the information submitted by the applicant. The results are electronically submitted to the school code(s) indicated on the FAFSA. Haskell’s school code is 010438. The electronic result is called an ISIR (Institutional Student Information Record). The university will need an ISIR to begin the financial aid process.

Accurate completion will ensure processing in a timely manner. Students are urged to start the financial aid application process during their senior year of high school and definitely no later than one semester prior to attending Haskell. In order to be considered for federal financial aid programs, students must apply each award year.

Eligibility Requirements for Pell, SEOG, and FWS:

- possess verifiable financial need determined by the Department of Education;
- be currently enrolled as a regular student in an eligible program;
- possess a high school diploma or GED, pass an approved ability-to-benefit test, or have been home-schooled approved under state law;
- be a U.S. citizen or eligible noncitizen;
- males be registered for selective service (if required)
- must have resolved any drug conviction issue
- must make satisfactory academic progress;
- have a valid social security number;
- sign certifying statements on the FAFSA such as agreeing to use federal student aid funds only for educational expenses

Financial Aid Application Process

- STEP 1. Acceptance Letter received from Admissions (New, Transfer, Re-ad only)
- STEP 2. Current FAFSA on file with the Financial Aid Office.
- STEP 3. DOCUMENT TRACKING LETTER-A Document Tracking Letter will be sent to students thru email via mail requesting document(s)/form(s) needed to complete the process. The forms can be downloaded at www.haskell.edu/haskell/admissions/financialaidforms.asp.
- STEP 4. AWARD/DENIAL LETTER-Upon completion of your financial aid process, students will be notified via email or regular mail of an award/denial.

Email Address

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

Financial Aid Cost of Attendance (COA)

Upon completion of the financial aid process, an estimated financial aid budget can be performed. An estimated COA (also known as a financial aid budget) is a standardized estimate of what it will cost to attend Haskell for the academic year. Estimated budgets include fees, room, board, books, supplies, transportation, and personal expenses. The estimated COA is subject to change each academic year. Total expenses can vary depending on degree program, living accommodations, and travel location.

Tribal/other Needs Analysis

Upon completion of the financial aid process, a financial aid needs analysis can be completed to other funding agencies. It is the student’s responsibility to submit the needs analysis form(s) to the Financial Aid Office. The Financial Aid Office will complete and mail the original form(s) to the funding agency and a copy will be sent to the student.

Other Funding Sources:

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

Tribal assistance may be available to students who have financial need as determined by the needs analysis formula. Students who are members of federally recognized tribes need to contact their tribal agency in order to obtain information regarding eligibility requirements, application procedures, and deadlines. These procedures vary greatly among the various tribal higher education agencies. The Financial Aid Office does not award BIA/Tribal funding. All tribal awards will be made by the appropriate higher education agency. Telephone numbers and addresses of Tribal Agencies may be obtained from the Financial Aid Office.

Scholarships

Many merit-based scholarships are available on a competitive basis for those who have outstanding academic records or show strong potential in a particular academic discipline. Application criteria differ for each scholarship. Students should contact the Financial Aid Office to obtain scholarship information regarding eligibility, application procedures, and deadlines. In order to be considered for scholarship awards, students need to make sure they adequately prepare their applications and submit them by the established deadlines. Here is a partial listing of popular websites offering scholarships:

Popular Scholarship Websites

- | | |
|--|--|
| www.fastweb.com | www.aiefprograms.org |
| www.scholarships.com | www.indian-affairs.org |
| www.collegefund.org | www.ih.gov |
| www.catchingthedream.org | www.gmsp.org |

Veteran Benefits

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

Satisfactory Academic Progress (SAP)

Regulations of the U.S. Department of Education require that institutions establish specific standards for students receiving federal financial aid. The Financial Aid Office has established guidelines (based on federal regulations) for evaluating your progress, your cumulative Haskell GPA, the total number of hours you have attempted and completed at Haskell, and hours that have successfully transferred from any other post secondary institution. These standards may not be exactly the same as the academic standards of the university.

A student’s progress will be monitored on an annual basis (summer, fall, and spring semesters). A student must successfully complete a minimum of 75% of the cumulative attempted hours and maintain a minimum cumulative 2.0 Haskell GPA. Attempted hours include all Haskell and transfer credits accepted. Repeated and remedial courses will count toward academic progress. Academic forgiveness courses are still counted as attempted Haskell hours. If a student has not maintained satisfactory academic progress they will be placed on financial aid probation or suspension. If you are placed on financial aid probation, you will have one academic year to meet the minimum SAP standards. If you are not meeting the minimum SAP standards by the end of your probationary year, you will be ineligible and placed on financial aid suspension. Any transfer student suspended for academic reasons is not eligible until satisfactory academic progress is met. Transcript(s) must show at least 12 credit hours with a 2.00 CGPA before reinstatement is considered.

First-time students will be placed on financial aid probation at the end of one academic year in which they fail to maintain a minimum cumulative grade point average (CGPA) of 1.75 on a 4.00 scale.

To be eligible for financial aid, you must meet Satisfactory Academic Progress standards. Students must provide transcripts from all other post secondary schools attended in order to evaluate Satisfactory Academic Progress.

Maximum Time Limit

To ensure that a student is making sufficient progress throughout the course of study, the number of hours the student attempted must be compared with the number of hours the student successfully completed. Therefore, the school must set a maximum timeframe in which a student is expected to complete an eligible degree program. Federal regulations specify that the timeframe may not exceed 150 percent of the published length of the program measured in credit hours attempted. For example, if the length of an academic degree program is 60 credit hours, the maximum timeframe for program completion may not exceed 90 attempted credit hours (60 X 1.50). The maximum hour limit includes all hours you have attempted at Haskell and/or hours that have successfully transferred from any other post secondary institution regardless of whether you received financial aid for any/all of those hours. For additional information or updates on the maximum time limit on the Pell Grant, please contact the Financial Aid Office.

Professional Judgment/Special Circumstances

Although the process of determine a student's eligibility for federal student aid is basically the same for all applicants, there is some flexibility. Students should check with the Financial Aid Officer if there are any special circumstances that might affect the amount the student and student's families are expected to contribute. Sufficient documentation is required to support the request. All requests are reviewed and a final determination is made by the Financial Aid Office. This decision only applies to the school in which the request was made. Each school has different criteria for approving professional judgment. Final decisions cannot be further appealed to the U.S. Department of Education.

Financial Aid Appeal

Upon review of a student's academic report from the Registrar, the Financial Aid Officer will place a student on financial aid probation of suspension if warranted. Also, the Financial aid Officer will notify the student by letter of such action and will provide information of the appeal process. Any appeal must be submitted to the Financial aid Officer within three weeks from receipt of the notification. If extenuating circumstances prevent a student from maintaining satisfactory progress, the student may submit an appeal in writing explaining the circumstances in sufficient detail. For example, if the circumstances are due to health problems, the student must submit, along with a personal letter, a note from a doctor that verifies the problem was sufficient enough to interfere with satisfactory progress. The Financial Aid Appeals Committee, made up of faculty and staff, will review the appeal. The decision made by this committee will be final and cannot be further appealed. A decision should be made within 2-4 weeks upon receipt, depending on the volume of appeals submitted. Approval or Denial letters will be sent to the students.

Disbursements

The Business Office will process all check requests for the financial aid programs through the BIA-Federal Financial System as directed by the BIA Central Office. Pell Grants will be disbursed into two payments during the semester. The first payment will be made on or after September 15 (fall) or February 16 (spring). The second payments will be made at the completion of nine weeks of each semester. FSEOG, ACG, and SMART Grant programs will be distributed in one payment after nine weeks of each semester. Students will receive an award letter for those that qualify each semester. The Financial Aid Office does not disburse any checks received. All checks will be disbursed from the Business Office. The Business Office will notify the student through the campus mail when the check can be picked up. The Business Office reserves the option of scheduling disbursements alphabetically or numerically.

Attendance Requirements for Financial Aid Eligibility

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

Refund and Repayments of Title IV Financial Aid

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

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

A student's withdrawal date is:

- the date the student began the institution's withdrawal process (as described in Haskell Indian Nations University's Class Schedule) or officially notified the institution of intent to withdraw; or
- the midpoint or later date of the period for a student who stops attending all classes without notifying the institution; or the student's last date of attendance at a documented academically-related activity.

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

Repayment and refund calculations are performed by the Business Office. The Business Office will notify the student of the amount of repayment within 45 days of determining the student's withdrawal. The student has 45 calendar days after notification to make repayment in full or make satisfactory repayment arrangements with Haskell's Financial Aid Office. Repayment notification will follow guidelines according to the federal policy. Refunds are calculations performed for students who withdraw and may be entitled to a portion of their financial aid.

Please contact the Business Office or Financial Aid Office for additional information on Title IV Repayment and Refund calculations.

If the student does not repay the entire amount or make satisfactory repayment arrangements within the time allotted, any repayment owed may be sent to the U.S. Department of Education for collection. The student then has the opportunity to repay or make satisfactory repayment arrangements with the U.S. Department of Education. Students who have not repaid or made arrangement to repay will be ineligible for TITLE IV aid at any college/university. Students are responsible for making any federal grant repayments. They must also repay Haskell Indian Nations University for any funds returned to the U. S. Department of Education on their behalf.

Financial Aid Resources

The Federal Student Financial Aid Handbook, containing useful information on financial aid policies and procedures, is on file for review in the Financial Aid Office. Telephone numbers for the offices that can assist with the student financial aid process are:

Haskell Financial Aid Office	785-749-8468
Federal Student Aid Information Center	800-433-3243
Hearing Impaired Information Center	800-730-8785
FAFSA on the Web	http://www.fafsa.ed.gov
The Student Guide	http://studentaid.ed.gov/students/publications/student_guide/index.html

Contact the Financial Aid Office to request an information packet.

Financial Aid Office
 Haskell Indian Nations University
 155 Indian Avenue, #5027
 Lawrence, KS 66046-4800
 Fax: 785-832-6617

Federal Student Aid Handbook

For in-depth and additional information on federal regulations regarding federal student aid programs, a current Federal Student Aid Handbook is available to review in the Financial Aid Office.

STUDENT RECORDS

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

Final Grade Report

Final semester grades are submitted by the faculty of record to the Office of the Registrar at the conclusion of the semester. Grade reports are mailed by the Office of the Registrar provided the student is cleared of any financial obligations to the university. Those students with “Holds” will not have their final grades released until the Hold is cleared by the Business Office

Transcripts

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

Diplomas

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

Privacy Rights

Access to Student Information - FERPA The Family Educational Rights and Privacy Act (FERPA), 20 U. S.C. §1232g, 34 CFR Part 99 guarantees the privacy of student records, the right of students to challenge the 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 students 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 the institutional documents such as the Haskell Catalog and Academic Affairs Policies and Procedures Handbooks. It is the responsibility of the Office of the Registrar to ensure compliance, in summary:

- Provide students with the opportunity to inspect their education records by request to the Office of the Registrar.
- Provide 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, Zto 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;
 - 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.
- Limits 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” as any person employed by, voluntarily working with, or contracting to provide services to the university. A “legitimate educational interest” means that the school official is involved in evaluating admission or placement criteria, evaluating student achievement, providing academic advising or counseling, or providing housing, health, or other services to or for the benefit of the student or the student’s family. Disclosure is limited for these purposes only, and school officials that receive the information for one purpose may not use the information for other, unspecified purposes.

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

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

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

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

Confidential Information

With the exception of the information noted above, students’ records are generally considered to be confidential. The following policies govern access to confidential student records:

1. Each type of student record is the responsibility of a designated university official, and only that person or the dean, director, or vice-president to whom that person reports has authority to release the record. The responsible officials are:
 - a. Academic records: the Registrar (Office of the Registrar), North Navarre Hall, Room 119.
 - b. Admissions records: the Office of Admissions, Navarre Hall.
 - c. Financial aid records: Student Financial Aid Office, Navarre Hall.
 - d. Business records: Business Office, South Navarre Hall.
 - e. Traffic records: Campus Parking and Traffic, North Winnemucca Hall.
 - f. Medical records: director, Haskell Health Center.
 - g. Counseling records: Director, Counseling Center, Stidham Union.
 - h. Academic Appeals, Academic Review Board or School/Department Review Board, VPA, Pushmataha Hall.
 - i. Non-academic disciplinary records: Student Conduct, Winona Hall.
 - j. Safety violations: Campus Safety Officer, Winnemucca Hall
 - k. Housing records: Director of Housing, Osceola-Keokuk Hall.
 - l. Special academic programs: VPA, Pushmataha Hall.
 - m. Mailing addresses or mailbox combinations: Mail Center, Navarre Hall.
2. Confidential educational records and personally identifiable information from those records will not be released without the written consent of the student involved, except to other university personnel, or in connection with the student’s application for financial aid; or by submitting proof of dependency; or in response to a judicial order or subpoena; or in a bona fide health or safety emergency; or, upon request, to other schools in which the student seeks or intends to enroll; or to the U.S. comptroller general, the secretary of H.E.W., the U.S. commissioner of education, the director of the National Institute of Education, and the assistant secretary for education.
3. The responsible official may release records to university officials who have a legitimate need for the information in order to carry out their responsibilities.
4. All student records are reviewed periodically. Information concerning the frequency of review and expurgation of specific records is available in the Office of the Registrar.

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

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

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

COUNSELING SERVICES

Counselors provide confidential individual counseling, group counseling, and consultation services for students. Through a comprehensive student support effort, counselors address student needs, such as academic and personal counseling, crisis intervention, chemical abuse education and prevention, assistance for students with family responsibilities, American Indian/Alaska Native cultural enrichment activities, and a seminar program in higher education success. The Counseling Office is located in Stidham Union.

Experienced, professionally trained counselors provide students with academic and social counseling services to help them adjust to and successfully cope with the stresses of academic and social problems that may interfere with their education. Referral services are available for students desiring additional assistance with problems outside the area of expertise of the counselors on campus. Counseling services are kept confidential and are intended to assist students in finding solutions to their problems, thus allowing them to attain their educational goals.

Career development services provide services and resources to assist students in developing suitable career opportunities based on their education, experiences, and interests. These services are offered through the Counseling Center, the Haskell Success Center, and the Placement Office in Admissions. Information on summer employment, internships, workshops, career fairs, and activities related to college transfer are offered. Career development provides opportunities for self-exploration and for individuals to explore career fields using personality inventories, aptitude tests, and career development resource material. Career counseling and guidance are available to all students.

The Career Development provides information on resume' writing, job search assistance, internship and summer employment, updated list of job openings on and off campus, videos and other information related to career development. The staff advises students on the career planning process and successful job search strategies. Employment opportunities listing are posted across campus, including the Human Resources Office, the Counseling Center and academic departments.

CAMPUS SECURITY

The City of Lawrence Police Department is responsible for law enforcement on the Haskell campus and cooperates closely with Campus Security and Haskell's administration in carrying out its duties. Haskell provides campus security using an independent security firm.

For Emergencies 911 (using a campus phone dial 9-911)
 Non-Emergency 832-7509
 Administration 830-7400
 City of Lawrence Police Department Investigations and Training Center, 4820 Bob Billings Parkway, Lawrence, Kansas
 Judicial and Law Enforcement Center, 111 East 11th Street, Lawrence, Kansas

Campus Security at Night (830-2763)

In addition to the Lawrence Police, the University Housing Program has a Campus Security Office in Residential Halls that is open at night from 10:00 pm to 6:00 am. The telephone number for Night Security is 830-2763. For additional information on Campus Security and the Student Conduct Office, call the Residential Hall Program Office at (785) 749-8444. Haskell Emergency Response Team (HERT) is responsible for the following activities: protecting the campus and taking necessary measures to help prevent accidents; monitoring and supervising emergency procedures during natural disasters, such as fires and storms; enforcing traffic and campus security regulations; and providing assistance and taking appropriate measures in the event of disorderly behavior.

Campus Parking and Traffic

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

Vehicle Storage

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

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

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

Abandoned Vehicles

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

CAMPUS SHOP AND SNACK BAR

The Eagle's Nest Snack Bar is located on the lower level in Tecumseh Gym. A short-order grill provides a variety of sandwiches, beverages, and assorted snacks. Adjacent to the snack bar are a game area with recreational activities and an area for students to visit and relax. A number of students are employed throughout the school year by the Eagle's Nest. Students who are interested in employment opportunities need to contact the manager.

The Haskell Campus Shop is located on the lower level in Tecumseh Gym. The Shop is open five days a week, Monday through Friday, throughout the year. The Campus Shop also is open during campus events, such as homecoming, commencement, powwows, and athletic events. A wide variety of items are available at the Shop, such as classroom supplies and necessities for residential hall life, including study guides, magazines, personal care items, and convenience foods for late night snacks. An assortment of Haskell memorabilia, such as T-shirts, sweatshirts, hats, and jackets, are available for purchase at the Campus Shop, as well as items (e.g., camera film and batteries, bleacher seats, and umbrellas) for Haskell athletic games and other special events.

FOOD SERVICE

Food service is located in Curtis Hall and offers three meals daily, Monday through Friday, and two meals on Saturday, Sunday, and holidays. Student living in residential halls pay a semester fee and receive daily meals. Off-campus students enrolled in 6 credits or more are eligible for one meal per day on the days classes are attended and can purchase additional meals as desired. Part-time students, faculty, and staff may purchase meals at a nominal cost.

Any questions concerning food services, including special dietary needs and food fees should be addressed to the Director of Food Services at 785-830-2711.

MAIL CENTER

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

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

STUDENT BANK

The Student Bank is located in Navarre Hall and provides limited banking services for Haskell students and student organizations. Students may deposit their money in the bank and withdraw as needed. All funds solicited by student organizations using the Haskell name must be deposited in the Student Bank to ensure timely audit of these funds. For additional information and updates on banking policies, please contact the Student Bank at 785-749-8435. An ATM cash machine is located on the lower level of Tecumseh Gym.

WORK STUDY

On-campus Institutional Work Study (IWS) is available to students regardless of financial need. Any currently enrolled, full-time student in "good standing" may apply for a part-time job with a campus department or office. Positions are limited and are funded by each department. Students are required to complete a federal background investigation to work on campus prior to employment. For additional information on placement, please contact the center by telephone at 785-749-8437.

STUDENT LIFE

Orientation to the University: All new and transfer students must attend the New Student Orientation conducted before enrollment each semester. The orientation sessions provide students with valuable information regarding many aspects of university life. Thus, it is vital that students participate in all orientation sessions.

Students are provided with information about selecting degree programs, enrollment, advising, and the rules and regulations that govern Haskell. These sessions also provide an opportunity for students to ask questions so they might better understand these necessary aspects of campus life. Students are given information concerning their rights and responsibilities while they are students at Haskell. A copy of the Code of Student Conduct will be available from the Student Conduct Office.

During the orientation period, new and transfer students are introduced to campus life, the many offices and programs serving students, as well as opportunities in the local community. All new and transfer students must arrive on the specified date and participate in the planned activities. The early arrival to campus of all new and transfer students is to allow required participation in scheduled orientation activities.

University Residential Housing

Haskell's residential housing mission is to provide the best possible living accommodations reflecting care, safety, and security for the American Indian/Alaska Native student. The goal is to provide a positive, meaningful, residential living experience offering a supportive structure for student academic endeavors.

Full-time Haskell students who do not have dependents (spouse and/or children) in residence are eligible to live in the residential halls. Students will find information about their arrival date through the Admissions packet or may visit their Haskell website. There are designated residential halls for new freshman/transfer students as well as continuing students. However, students are allowed to pre-assign for rooms for the upcoming semester, once they have lived in on-campus housing for one semester. Payment of housing fee does not ensure a reserved room. Re-entry students will be given the remaining spaces available.

Students must maintain a minimum of twelve (12) credit hours to be eligible to live in the residential halls. Students who fall below the twelve-credit hour minimum must vacate university housing and find housing off campus.

University residential hall application and contract are included in the Haskell application packet and are available on-line at the Haskell website, <http://www.haskell.edu>. Any inquiries concerning the residential housing program can be addressed by contacting the Housing office.

Residential Housing Program
 Haskell Indian Nations University
 155 Indian Avenue
 Lawrence, KS 66046-4800
 Phone: (785) 749-8460
 (785) 830-2703
 (785) 749-8410

University Residence Halls

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

Pocahontas Hall, built in 1931, houses 89 students. This transfer and freshmen women hall is named after Pocahontas, daughter of Powhatan, an Algonquian chief. Powhatan Hall, is a co-ed residential hall which houses 23 students. Built in 1932 and named after the Algonquian Chief, Powhatan was used as a classroom in 1955.

Osceola and Keokuk Halls (also known as O-K Hall) is home to primarily 192 male & female student/athletes. Osceola and Keokuk Hall is a co-ed freshman dorm. These two buildings were originally constructed in 1884. At that time, Osceola Hall served as a men's hall and Keokuk Hall served as a women's hall. Osceola was a famous Seminole warrior whose name means "Rising Sun", Keokuk, a Sac and Fox whose name means "Watchful Fox," was not a chief by birth, but rose to the position through skillful leadership, force of character, and brilliant oratory.

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

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

Campus Activities Association (CAA)

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

Student Activities Office

The Student Activities Office provides both large and small group activities of major interest to students. On-campus activities include dances, movies, intramural sports, and parties. Off-campus activities include skating, bowling, sightseeing, out-of-town excursions for shopping, and attendance at athletic and educational events. Student activities are planned through cooperative efforts of the Student Activities staff, the Campus Activities Association, and numerous organizations and clubs on campus. A portion of the student activity fee helps the Campus Activities Association financially support these activities.

Haskell offers a recreational program each year under the direction of the Student Activities staff. This program includes many intramural and recreational sports and activities such as flag football, basketball, volleyball, softball, racquetball, bowling, and swimming. There are also tournaments during the year in activities such as table tennis, horseshoes, racquetball, and card games.

Most of the equipment needed for participation in the recreation program can be checked out from the Student Activities Office. However, to be assured of equipment for personal use, students are encouraged to bring their own recreational equipment. The recreation program is for the benefit of all Haskell students. Off-campus students are also encouraged to participate in these activities.

STUDENT GOVERNMENT

Student Senate

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

The Student Senate is made up of :

- President
- Vice-President
- Secretary
- Treasurer
- Representatives from the senior, junior, sophomore, and freshman classes
- Representatives from the residence halls
- Representatives from recognized student clubs and organizations

Student Organizations

Numerous student organizations exist at Haskell. To name a few of a representative list is:

- American Indian Business Leaders-Phi Beta Lambda
- Native American Church
- American Indian Science and Engineering Society
- Dine' Club
- Off Campus Club
- H-Club Athletic Association
- Campus Activities Association
- Newman Club
- United Northern Nations Organization
- Baptist Student Union
- Cheerleaders
- Future Indian Teachers
- Haskell Artist Association
- Indian Leader Association
- Thunderbird Theatre
- Unity
- Kiowa Cultural Club
- Alabama-Coushatta-Euchee-Seminole-Creek Club

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

STUDENTS' RIGHTS AND RESPONSIBILITIES

All students are expected to conduct themselves in accordance with the institutional values of accountability, respect, cooperation and honesty. Students attending Haskell are accorded certain rights as outlined and supported by the Code of Federal Regulations, in 25CFR 42.3.

Student Rights

- The opportunity to pursue an education
- Freedom of speech and expression
- Freedom of the press excepting libel and slander

- Protection from unreasonable search and seizure
- A reasonable degree of privacy
- A safe and secure environment
- Decision-making rights (as applicable)
- Freedom of religion and culture
- Freedom from discrimination
- Right to peaceable assembly
- Right to redress of grievances
- Right to due process.
- A complete description of students' rights is listed in the Code of Student Conduct, which is available to each student upon admission to the university and upon request.

Student Responsibilities

- To actively pursue an education
- To attend classes regularly
- To obey the rules and procedures of the university
- To practice self-discipline
- To know the grievance process
- To respect the rights of others
- Not to infringe on the rights of others
- To be respectful while expressing yourself
- To respect all belief systems
- To recognize the right of the university to maintain health, safety, and welfare of the university environment and the students
- To observe due process procedures
- To respect others' freedom of expression
- To provide pertinent information about previous academic experiences
- To sign the Student Conduct Code Agreement

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

Substance Abuse Policy

The present policy regarding substance abuse is a zero-tolerance mandate. If a student is found to have committed any of three violations (trafficking, intoxication, possession) regarding substance abuse, the student will risk loss of university residential housing privileges. Subsequent violations may result in referral to University Judicial Council or Student Conduct Review Board for a suspension hearing.

Anti-Violence Policy

Haskell has a policy dealing with violence on campus. Students found in violation of policy stipulations regarding assault, battery, intimidation, sexual harassment, or stalking may be suspended temporarily or permanently from residential halls and from attending classes; a review by the University Judicial Council or Student Conduct Review Board is not required.



ACADEMIC POLICIES AND PROGRAMS



PROGRAMS GUIDE:

Academic Policies pages 27-36

Academic Programs

General Education
Degrees. pages 37-39

Arts and Sciences

Communication Studies
English Composition and Literature
Fine Arts
Health, Sports and Exercise Science
Indigenous and American Indian Studies/Social Sciences
Mathematics
Natural Sciences pages 39-47

Professional Schools

Business
Education
Health, Sports, and Exercise Science. pages 48-56

ACADEMIC POLICIES

Dr. Venida Chenault
Vice President of Academic
Pushmatah Hall
(785) 830-2770

Mission Statement

The academic mission of the Division of Academics is to educate American Indian and Alaska Native students with the knowledge and skills necessary to advance sovereignty and the self-determination of tribal people and to meet the needs and future challenges of communities and organizations in an increasingly diverse and global society.

Overview of Programs and Services to Accomplish Mission

The Vice-President for Academics (VPA) serves as the Chief Academic Officer for the university. This position is charged with the management and oversight of all academic programs, including the Haskell Library and Haskell Student Success Center. This management and oversight includes planning, organizing, coordinating, delegating, and implementing processes, policies, and initiatives to meet the mission of Haskell Indian Nations University, to fulfill the strategic plan and accreditation requirements of the university and to demonstrate shared governance.

Academic Classification

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

Credit Hours Earned	Academic Classification
0-29	freshman
30-60	sophomore
61-90	junior
91-120	senior

Education, tuition, and room and board at Haskell are provided in partial fulfillment of the treaty and trust obligations of the Federal Government. To ensure an equitable access of this educational opportunity, students are limited in the number of semesters they may attend Haskell. Normal progression for degree completion is six semesters for an associate’s degree and twelve semesters for a baccalaureate degree. Summer sessions count as part of the spring semester.

Academic Credits

A class meeting one hour a week will yield one credit hour; a class meeting three hours a week will yield three credit hours. A class requiring laboratory time or skill practice normally meets for more hours per week than the number of credit hours conferred. Credit hours earned in a course must be used as a block to fulfill a requirement; credit hours cannot be used to satisfy more than one requirement.

Academic Course Load

The recommended academic course load for full-time students is 15 credit hours. Students must maintain at least 12 credit hours per semester to be eligible for housing (see below under Satisfactory Academic Progress). Students enrolling in 17 or more credit hours require a cumulative grade point average of 2.00 or higher and the approval of the appropriate dean.

Academic Dismissal

The university may dismiss a student for failure to attend classes, unsatisfactory progress, failure to maintain academic standards, failure to meet the terms of academic probation or suspension, or failure to meet other university requirements.

Academic Eligibility – Intercollegiate Athletics

Students who wish to participate in a varsity sport at Haskell need to contact the Faculty Athletic Representative (FAR) and Registrar to determine eligibility.

Academic Forgiveness

Academic forgiveness allows a student to remove up to 16 credit hours (associates degree) and 24 credit hours (baccalaureate degree) from their Haskell GPA, and will be granted only once in their career at Haskell.

Academic forgiveness is available once to undergraduates who meet these requirements:

1. Have had a break in attendance of at least two years from HINU.
2. Have earned at least 12 credit hours since return.
3. Currently have an overall GPA since returning of 2.5. All grades earned at HINU since returning are used to make this grade-point average calculation.

The forgiveness policy provides students the opportunity to have their academic standing reflect increased maturity and improved level of academic performance. However, students should recognize that in some cases, Haskell's academic forgiveness may not transfer to other institutions. Haskell students who plan to transfer to another college or university should consult with the admissions office of that institution to determine the transfer of course credits and grade point average. Haskell cannot determine or guarantee student eligibility for financial aid or admission to other colleges or universities. Students may be placed on academic probation or academic suspension by the Registrar based on grades earned.

Academic 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. The Office of the Registrar reviews academic performance at the end of each semester and determines academic standings.

Academic Integrity and Academic Misconduct

Haskell Indian Nations University requires that every student consistently demonstrate academic integrity. Thus, to avoid charges of plagiarism, students must acknowledge all words and ideas taken from other sources. Students must credit all sources of information that they use to produce every course assignment, including, but not limited to, written and oral examinations, quizzes, essays, research papers, and lab reports, as directed by their course instructors. Students who fail to give credit for such use are guilty of plagiarism.

Any violation of Haskell's policies against plagiarism or any other form of academic misconduct, as defined below, may result in the following severe penalties, depending upon the specific violation:

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

Academic misconduct includes (a) cheating (using unauthorized materials, technology, information, or study aids in any academic exercise), plagiarism as noted above, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement; and (b) assisting others in any such acts. For information concerning student appeals of academic misconduct penalties, refer to Academic Review Board in this catalog.

Academic Participation

Students who fail to participate in class may be, at the prerogative of the instructor, dismissed from the class. Failure to participate is defined as habitual failure to meet assignment deadlines, to turn in homework, to do reading assignments, to take tests, to complete projects, and to engage in discussion or other class activities. Students dismissed for failure to participate will receive an F for the course. For appeals, see Academic Review Board. Students must attend classes in order to retain campus and housing and to remain eligible for financial aid. See attendance requirements for financial aid.

Academic Placement Testing

Placement in Mathematics and English courses is based on official ACT scores submitted to the office of Admissions.

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

- those who do not have ACT scores
- those over age 21 years old
- those who do not have transferable English and mathematic courses.

Academic Placement Testing will take place during orientation and before enrollment and will be used to determine math and english placement.

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 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 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 Academic Affairs, who will notify students and the appropriate college or school in writing concerning the Board's decision.

All students are guaranteed appropriate due process in all matters of appeals. All appeals must be in writing and must be addressed to the appropriate review board. Appeals must clearly explain the problems contributing to inadequate achievement and a statement explaining how these might be resolved. Students are responsible for documenting extenuating circumstances, if any, which may have affected academic performance. The appeal, which may contain recommendations from instructors, if appropriate, should clearly state the student's academic and career intentions and provide a strong educational rationale. Students successful in appealing admission or academic status may be subject to special conditions imposed by the Academic Review Board.

Academic Sessions

The academic year is divided into two semesters of approximately 16 weeks each. Summer sessions are normally eight weeks when available.

Academic Suspension

The university will place students on academic suspension if one or more of the following occurs: failure to fulfill minimal requirements of the institution; a semester and cumulative GPA below 2.00 for a student already on academic probation; withdrawal from the university of a student on academic probation; completion of the first semester by a freshman with a GPA less than 1.00; or failure to complete a semester by failing all courses in a semester. Students placed on academic suspension will not be considered eligible for readmission before the completion of the suspension period, normally one semester. Students may be subject to suspension or dismissal if they fail to provide official transcripts from colleges previously attended or fail to meet any other condition for enrollment. Facsimiles (fax) of transcripts are not official transcripts.



Administrative Withdrawal of Students

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

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

At or near the time of withdrawal, the student shall be given information and the conditions of withdrawal in writing that will include the following:

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

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

Assessment

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

Attendance

Regular class attendance is required to maintain eligibility for on-campus housing, student financial aid, athletic eligibility, student club participation, and most scholarships. Faculty will inform students in their classes of policies governing penalties for excessive absences, tardiness, and make-up work. Treatment of absences due to illness or other legitimate reasons is a prerogative of individual faculty and will vary from instructor to instructor. Dismissal from a class for excessive absences will result in grade of "W F" in the course. For appeals, see Academic Review Board.

Auditing Courses

Students admitted to the university who have paid fees and wish to informally audit a class instead of registering for it must obtain written approval of the instructor to attend the class. No grade is recorded for the audit, however, a designation of "AU" will appear on the academic transcript.

Change of Course

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

Classification of Students

- New Student: A student who has not previously attended college.
- Transfer Student: A student who attended another college
- Re-entry Student: A student whose last college attended was Haskell.
- Continuing Student: A student who attended Haskell the previous semester.
- Non-Degree-Seeking Student: A student who wishes to attend classes but is not seeking a degree.
- Part-Time Student: A degree-seeking student enrolled in less than 12 credit hours.

College Credit

College credit courses offered in academic programs shall satisfy all of the following requirements:

- The course must be founded in an accepted discipline or field of study offered at an accredited public or private college or university and counted toward completion of a two-year associates or four-year baccalaureate degree program.
- The course must be clearly utilized in the pursuit of a baccalaureate degree program.
- The course, if utilized as an elective, must be acceptable in the baccalaureate degree program, or in transfer to another institution of higher education to count as credit toward completion of a baccalaureate degree.

Commencement

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

Completed Course Hours

Only credit hours in courses for which grades of A, B, C, or D have been granted are officially recognized as completed hours.

Course Numbering

Lower division college courses are numbered 100 to 299. Upper courses are numbered 300 to 499. Generally, freshman courses are 100 to 199; sophomore courses are 200 to 299; junior courses are 300 to 399; and senior courses are 400 to 499. Freshmen and sophomores who have satisfied the prerequisites or equivalents and have consulted with their academic advisors may enroll in upper division courses not restricted by program entry requirements.

Course Prerequisites and Corequisites

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 corequisites. The instructor and academic division have the authority to waive specific prerequisites and/or corequisites for students who have completed equivalent courses at another institution, who have had equivalent experience (such as work experience), or who possess the requisite skills to proceed with the work of the course. Students should consult the instructor before registering to determine whether the course(s) or experience they present will justify waiver of the stated prerequisite(s) and/or corequisite(s).

Credit by Special Examination/Challenge

Students may receive credit for a course by passing a comprehensive challenge examination but cannot receive credit by examination for courses that they have failed or from which they have withdrawn. Students can challenge no more than 10 credit hours in pursuit of an associate degree and no more than 20 credit hours in pursuit of a baccalaureate. Students must obtain the approval of the appropriate dean, department chair, and course instructor in order to challenge a course by examination. The transcript notation "Credit by Examination" or a letter grade for the course will be awarded for creditable performance on the examination, subject to the policy of the department awarding credit. Students have the option of refusing to accept the credit hours and grade after learning the results of the examination. No official record of unsuccessful challenges is kept.

Credit for Military Service

The University may grant elective credit for courses completed in military service schools and training provided such credit is baccalaureate level as recommended by the American Council on Education in "A Guide to Evaluation of Educational Experiences in the Armed Services". Based on a review of an official transcript, elective credit may be awarded for general military training. These credit hours will be assigned provided the applicant's duration of military service exceeded one year. Veterans must provide a certified copy of their form DD-214 or DD-2384 (separation papers) as proof of military service to the Registrar, ATTN: VA coordinator, for verification in order to receive credit.

Degree Check and Petition to Graduate

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

Departmental/School Review Board

Students may appeal grades and any other academic decisions made within the college or school in which they are enrolled. Students must document the written presentation of their appeals, to include the specific action desired. The dean of the college or school shall convene this review board, composed of faculty from the college or school. The Departmental Review Board will review student appeals and submit its decisions and recommendations to the appropriate dean of the college or school, who will notify students in writing of the decision. Students may appeal the decision of the departmental board by requesting that the dean of the college or school forward the appeal file to the Academic Review Board.

Directed Study

Haskell students may enroll in directed study to earn elective credit in their major fields of study; it is designed to benefit students who show academic promise and interest in a certain discipline. A student may enroll in directed study if the following conditions are met:

- The student is in good academic standing and currently enrolled;
- The course curriculum is under the supervision of a Haskell faculty member;
- The complete course syllabus is on file with the chair of the instructional area, the dean of the appropriate school or college, the Vice President of Academics, and the Registrar;
- The course content does not duplicate a regular course offering at Haskell;
- The college or school dean and the Vice President of Academics have both reviewed and approved the student's enrollment and credit hours to be awarded for the directed study;
- The course counts only as an elective;
- Enrollment occurs during the regular enrollment period; and
- The directed study agreement, official syllabus, and enrollment form are received by the Registrar before the last day of the add/drop period.

Directed study instruction is considered an addition to the instructor's regular workload and does not preclude regularly assigned teaching responsibilities; hence it is offered at the instructor's discretion. Students wishing to enroll in a directed study program should initiate the process with their academic advisor.

Disruptive Behavior

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

Distance Education and Extension Credits

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

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.

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, will have a special final examination administered.

Grade Changes

Grades and designations of Incomplete ("I") recorded by the Registrar at the end of a semester will not be changed except in the following cases: (1) when a letter grade is submitted to replace the Incomplete, (2) when a grade resulting from an error in computation is corrected by the instructor, (3) when an error committed in the administrative recording process is corrected by the registrar's office, and (4) when a student's grade appeal has been successful, (5) and when a student fails to complete the incomplete contract, the grade will be changed to an "F". Students must initiate grade appeals for the previous semester within the first four weeks from the first day of classes the following semester. Changes, if approved, must be completed and filed with the Registrar within six weeks from the first day of classes. Student grade appeals will not normally be accepted beyond the above-indicated time frame.

Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

All grades received for college credit will appear on the transcript and will be calculated in the student's grade point average (GPA). The GPA determines academic standing. A student's grade point average is obtained by dividing the grade points earned by the hours for which the student has registered, excluding courses from which the student has withdrawn or which the student has taken for no credit. A "semester GPA" is the average numerical value of grades earned for a semester. A "cumulative GPA" or CGPA is the average numerical value of all college-level grades earned during a student's academic career. Academic preparation (remedial) courses — those courses with a course number less than 100 (e.g., MATH 010, Pre-algebra; MATH 011, Introduction to Algebra; and ENGL 090, Basic Composition, ENGL 099 College Reading Strategies) — 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 home 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 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.

Grading System

Haskell uses letter grades to evaluate academic performance in a course. Each credit hour in a course receives a numerical value corresponding to the course grade.



Grades	Performance Level	Grade Points Per Credit Hour
A	Superior	4.00
B	Above Average	3.00
C	Average	2.00
D	Below Average	1.00
F	Failure to meet grading standards	0.00
WF	Failure awarded administratively for defaulting in a class because of nonparticipation, absenteeism, disruptive behavior, or cheating	0.00 (calculated in GPA, equivalent to a failing grade).
Other Designations		
Au	Audit- Not a grade	
W	Withdrawal with academic assessment	(not calculated in GPA)
I	Incomplete	(not calculated in GPA)

Haskell-KU Exchange Program

Through a cooperative agreement between Haskell and the University of Kansas (KU), selected courses are offered for credit from either institution to students of the other. Applications are available during pre-enrollment each semester from the Office of the Registrar. Further information can be obtained from that office or from the dean of the appropriate college or school. Students must be a full-time student and in good academic standing in order to participate in the Haskell-KU exchange program.

Incomplete Course Grades

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.

Internship

Students interested in internships must submit a proposal to the department in which the internship will be completed, prior to approval and enrollment. A departmental committee will review all proposals and provide students with the criteria, expectations, and requirements for the internship, including hours required and deliverables, such as a presentation or paper. Internships normally consist of 3 credits for 120 hours of work/service. Students will be allowed only one 3-credit hour internship per academic semester. Students may arrange concurrent internships during summer with permission from the departmental committee. Internships are only available to students in baccalaureate programs.

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.

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.

Precollege Courses

Students are not allowed to withdraw from precollege courses. Precollege courses include the following: MATH 010 Pre-Algebra; MATH 011 Introduction to Algebra; MATH 012 Math Fundamentals I; MATH 013 Math Fundamental II; ENGL 090; Basic Composition; and ENGL 100 College Reading Strategies.

Program Admission

Admission is required in the following baccalaureate programs:

- Business Administration (Bachelor of Science)
- Elementary Education (Bachelor of Science)
- Environmental Science (Bachelor of Science)
- Indigenous and American Indian Studies (Bachelor of Arts)

Students who return after an absence must reapply for admission to a program.

Provisional Status

Provisional status for enrollment may be extended to students who have been unable to submit complete credentials by the beginning of the semester for which they have requested admission. The Vice President of Academics must approve the student’s provisional status. Students enrolled in this status must have all credentials on file in the Office of the Registrar and the Office of Admissions no later than the end of their first semester of enrollment at Haskell. In accordance with federal regulations, students on provisional status may not have any federal financial aid disbursed to them until all credentials have been received and evaluated to determine whether they meet satisfactory academic progress.

Readmission Review Board

The Director of Admissions will convene an admissions board as needed to review applications for readmission to the university. Membership consists of three faculty with input from student services as necessary. The board reviews all readmission applications and recommends acceptance or denial based on both the academic and social history of applicants. Students may appeal the decision of the Readmission Review Board to the Vice President of Academics.

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.

Residency Credit

Residency credit is awarded for courses taken on the Haskell campus, approved off-campus courses, courses taught by approved adjunct faculty, or courses directed by Haskell faculty. Students must enroll in at least 3 credit hours at Haskell for residency credit to be granted. Residency credit allows Haskell students to enroll at the University of Kansas (KU) and pay in-state tuition.

Satisfactory Academic Progress

Students are considered to be making satisfactory academic progress if they have completed the minimum number of hours that will permit them to graduate with an associate degree in 6 semesters or with a baccalaureate degree in 12 semesters. The 12-semester limit for completing a baccalaureate includes work done for an associate degree. Satisfactory academic progress for part-time students (those taking fewer than 12 hours) will be prorated accordingly. Students in baccalaureate programs requiring additional semesters may appeal to the respective departments, schools, and Academic Review Board. Student Financial Aid eligibility may be adversely impacted if a baccalaureate degree is not completed in 12 semesters.



Transfer Credit

The Registrar, with assistance from academic departments, will determine the transferability of credits. Acceptable transfer course credit must carry a grade of “C” or higher (2.0 on a 4.0 scale). A written evaluation of transfer credit will be made available to students and to their advisors after they are accepted for admission. The evaluation of course credits will indicate which courses have transferred and which courses fulfill general education requirements and Haskell graduation requirements. Students who have earned credits elsewhere which do not fulfill Haskell degree requirements may take a comprehensive challenge examination or request a review by the appropriate academic department to validate that level of achievement. Transfer credits are included in the calculation of the student’s cumulative grade point average (GPA) upon graduation. Students in the associate degree program must complete 15 credit hours in residence. Students in the baccalaureate degree programs must complete 30 credit hours in residence.

Evaluation of Transfer Credit:

1. An evaluation of transfer credit will be completed after final and official transcripts from each institution have been received by Haskell. Upon completion, evaluation information will be sent to the student and to the student’s academic advisor.
2. All college-level courses from colleges or universities in candidacy status or accredited by any of the six regional accrediting agencies at the time the courses were taken will be accepted for transfer. Courses from unaccredited schools will not be accepted for transfer.
3. The Office of the Registrar determines whether or not the transfer work is college level, the appropriate grading and credit conversions on transfer work, and the applicability of transfer credit toward the University core requirements. However, the colleges and schools have the prerogative to substitute transfer courses for curriculum requirements.
4. College-level courses which do not have an equivalent at Haskell will be accepted as general elective credit. The college or school will determine if the transfer electives satisfy specific curriculum requirements.
5. Transfer credit is accepted as general elective credit from vocational technical institutions if the institution is regionally accredited and the courses taken apply toward an associate degree at the institution.
6. Courses granted as elective transfer credit will count toward the total number of academic credits required for a degree, but are normally not applicable toward the General Education curriculum or major requirements.

Transfer Students from Tribal Colleges and Universities

Transfer students who have completed associate degrees at tribal colleges and universities, but who have not completed general education degree requirements may be admitted to Haskell on a provisional basis for two semesters. Upon successful completion of required courses, applications for admission into a baccalaureate program will be reconsidered. Students who have used up financial aid eligibility in an associates program will not be eligible for financial aid until admitted into a baccalaureate program.

Withdrawal from a Course or the University

The university allows withdrawal from a course and withdrawal from the university without penalty under certain conditions. A “W,” indicating an authorized administrative withdrawal, may be sought for any number of reasons, ranging from schedule conflicts or changes in a student’s academic plan to special problems such as illness or unusual personal or family problems. The designation will be recorded on the transcript for courses from which a student has withdrawn before the end of the tenth week of the semester, or after the tenth week in exceptional cases usually involving medical problems or extreme hardship; normally an F will be recorded for withdrawals after the tenth week. Withdrawals must be completed through the Registrar. Students who default in a course without officially withdrawing from it will receive a grade of WF. For appeals, see Academic Review Board.

Recognition of Academic Achievement: Honors and Distinctions

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

Academic Distinction

Academic distinction honors for graduation are based upon the following cumulative GPAs and are granted for both the associate and baccalaureate degrees.

Summa Cum Laude	3.95 to 4.00 cumulative GPA
Magna Cum Laude	3.50 to 3.94 cumulative GPA
Cum Laude	3.00 to 3.49 cumulative GPA

These academic designations are noted on the official transcript after the degree has been conferred by the Registrar’s office.

President’s Honor Roll

Students who achieve a semester GPA of 4.00 in a minimum of 12 university-level credit hours and who have no incomplete grades will be placed on the President’s Honor Roll.

Vice President for Academics Honor Roll

Students who achieve a semester GPA of 3.50 in a minimum of 12 university-level credit hours, who have no grade lower than a “B” and who do not have any incomplete grades will be placed on the Vice-President’s Honor Roll.

ACADEMIC PROGRAMS

Dr. Venida Chenault
Vice President of Academics
Pushmataha Hall
(785) 830-2770

The academic vision of Haskell Indian Nations University is to prepare graduates to assume positions of political, economic, intellectual, artistic and environmental leadership in tribal, regional, national and international contexts. The academic community is committed to assisting tribal constituents through education in their efforts to address social, cultural, economic, educational, and environmental needs for the twenty-first century.

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

GENERAL EDUCATION

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

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

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

DEGREES

Associate of Arts (AA)
Bachelor of Arts (BA)

Associate of Science (AS)
Bachelor of Science (BS)



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

Students who are unsure of their field of study are considered “undeclared” and listed in the liberal arts associate program until a formal declaration of an emphasis is made by the student. A student may transfer to another associate or baccalaureate program at Haskell as long as the requirements are met. Students interested in declaring a baccalaureate major must fulfill admissions requirements for their chosen major and be admitted into the baccalaureate program.

Elective courses are chosen by the student in consultation with the student’s academic advisor to complement the required program of study. In essence, an elective course is a course outside the core courses required for a specific associate or baccalaureate degree.

ASSOCIATE DEGREES

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

Emphasis –

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

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

Associate of Arts degrees	
Art Creative Writing Literature Paraprofessional Education Social Work	Speech Communication Television Production Theatre Undeclared
Associate of Science degrees	
Community Health Natural Resources	Natural Science Recreation & Fitness Mgmt
Refer to specific department for program emphasis requirements.	

BACCALAUREATE DEGREES

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

**American Indian Studies (B.A.)
Business Administration (B.S.)**

**Elementary Education (B.S.)
Environmental Science (B.S.)**

Major -

- Bachelor of Arts Degree (120 hours) specialization which includes 30 to 40 hours of specialized/required coursework.
- Bachelor of Science Degree (120 hours) specialization which includes 40 to 50 hours of specialized/required coursework.
- Concentration – an option of 15 required credit hours that narrows the course of study in a degree program.

Minor –

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

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

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

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

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

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

ARTS AND SCIENCES

COMMUNICATION STUDIES

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

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



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

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

The vision of the Communication Studies Department is to develop students' communication skills and theoretical perspectives through experiential learning. The mission of the Communication Studies Department is to create culturally-relevant learning experiences that will equip students to communicate effectively throughout life. This will be accomplished through courses that focus on the oral and written communication skills used in interpersonal, group, and public contexts.

Students completing an emphasis in Communication Studies will be able:

1. To think critically.
2. To listen critically.
3. To analyze various communication contexts, including historical and cultural contexts, in public and private settings.
4. To prepare and present clear and thoughtful oral messages.
5. To evaluate the impact of his or her communication acts.
6. The think and act creatively.

ENGLISH COMPOSITION AND LITERATURE

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

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

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

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

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

Students completing an emphasis in Creative Writing or Literature will be able:

1. To think critically.
2. To read critically.
3. To analyze writings, including historical and cultural contexts, in public and private settings.
4. To prepare and present clear and thoughtful writings.
5. To evaluate the cultural impact of his or her writings.
6. To think and act creatively.

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

In addition to the General Education Requirements, take the following courses for an emphasis in Creative Writing:	
<p>12 credit hours, 4 courses selected from the following: ENGL 120 Intro to Creative Writing (3) ENGL 220/221 Fiction Writing I & II (3) ENGL 222/223 Poetry Writing I & II (3)</p>	<p>Wokshop elective (3): ENGL 221, 223, 330, 333</p> <p>Literature Elective (3): ENGL 210, 212, or 300-level ENGL</p>

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

In addition to the General Education Requirements, take the following courses for an emphasis in Literature:	
<p>12 credit hours, 4 courses selected from the following: ENGL 210 Themes and Issues (3) ENGL 212 Am. Ind. Literature (3) ENGL 310 Short Fiction (3) ENGL 311 Literature of the West (3) AIS/E 340 Am. Ind. Poetry (3) AIS/E 341 Am. Ind. Narratives (3)</p>	<p>Wokshop Classes 3 credit hours: ENGL 120 Creative Writing (3) ENGL 333 Environmental Writing (3)</p> <p>Electives: 9 Credit hours</p> <p>Recommended: ENG 301 Research and Composition (3)</p>



FINE ARTS

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

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

Fine Arts Mission Statement

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

Outcomes

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

Art

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

Media Communications

These courses introduce students to various forms of media production. Practical experience is also available and encouraged in these areas of media communications. The departmental curriculum provides an associate of arts degree emphasis in Television Production as follows:

In addition to the General Education course requirements, take the following courses for an emphasis in Television Production (15 hours).	
MCOM 113 Television Production I MCOM 114 Television Production II MCOM 131 Digital Photography I MCOM 231 Introduction to Mass Communication	MCOM 212 Television News Production Or MCOM 215 Internship

Music

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

Theatre

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

In addition to the General Education course requirements, take the following courses for an emphasis in Theatre (14 hours).	
THEAT 100 Introduction to Theatre THEAT 101 Performance in Theatre Arts THEAT 102 Performance in Theatre Arts	THEAT 105 Improvisation for the Theatre THEAT 106 Acting I THEAT 203 Introduction Dramatic Literature

MATHEMATICS

Haskell graduates will demonstrate mathematical imagination grounded in intellectual independence and will be empowered to lead and serve sovereign First Nations with an enhanced ability to apply logic and think quantitatively. The mission of the Department of Mathematics is to provide all students with an understanding of mathematics appropriate to their discipline and level. Mathematics courses in the General Education program are designed to provide substantive skills in quantitative and abstract reasoning and in the use of mathematics as a computational and analytical tool. Mathematics courses in the Science, Technology, Engineering, and Mathematics (STEM) program are designed to provide a strong foundation in mathematics suitable for further study, research, or a career in mathematics or other STEM career path.

In General Education courses, students will gain an understanding of mathematical concepts, develop technical and analytical skills, and have a foundation in mathematics for use in their chosen field.

Outcomes

1. Students will be able to use mathematical tools they have learned to analyze and solve classes of applied problems that they have never seen before.
2. Students who complete the General Education Program requirements will demonstrate their ability to apply logic, think quantitatively, and apply mathematics in their daily lives.

Math Placement

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

General Education Quantitative Reasoning Requirement

The General Education Quantitative Reasoning requirement may be fulfilled by taking MATH 101 College Algebra or MATH 102 Liberal Arts Math. Go to specific degree programs or consult with an academic advisor for more information. New students with



advanced placement in Mathematics may choose from the following courses to satisfy this General Education requirement.

New Student Advanced Placement Options for the Quantitative Reasoning Requirement	
MATH 101 College Algebra MATH 102 Liberal Arts Math	MATH 207 Statistics MATH 215 Applied Calculus
Students majoring in Business should enroll in BUS 210 Business Calculus.	
Students interested in mathematics should enroll in MATH 221 Calculus & Analytic Geometry I.	

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

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

Outcomes

1. Students will be able to reason in a precise, orderly, and cogent fashion and write clear, well-organized solutions, using tools from algebra, analysis, and geometry.
MATH 226 Introduction to Linear Algebra
2. Students can effectively use mathematical definitions and criteria to understand, analyze, and construct basic proofs of mathematical theorems and conjectures.
3. Students will have a good working knowledge of differential and integral calculus in both an applied and an abstract setting.

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

Mathematics Core Courses: MATH 221 Calculus & Analytic Geometry I MATH 222 Calculus & Analytic Geometry II MATH 223 Calculus & Analytic Geometry III	Recommended Courses: MATH 226 Linear Algebra MATH 227 Differential Equations MATH electives
---	--

NATURAL SCIENCES

Natural Sciences include Biology, Ecology, Chemistry, Physics, Geography, Natural Resources, and Environmental Sciences. Natural science courses support two associate degrees (NATURAL SCIENCES, Natural Resources) and a baccalaureate degree in Environmental Science (Bachelor of Science). Natural Sciences courses provide a broad-based background for a career in environmental and biological fields, as well as the natural resources field.

Environmental Science Baccalaureate Degree Program: The Environmental Science baccalaureate program seeks to equip its graduates with the scientific skills and knowledge to be effective stewards of the natural world. 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.

Environmental Science graduates will be able to:

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

Admission Requirements

- Completion of 45 hours of university credit.
- Minimum cumulative GPA of 2.50
- Submission of AIS application packet. A complete application packet includes:
 - o Application
 - o Official Academic Transcripts from all colleges/universities attended
 - o A signed Change of Advisor form so that the a Natural Science adviser can be assigned.
- Sufficient time and ability to finish the BS degree

The application can be obtained from and, when completed, is submitted to :

Admissions Committee
 Environmental Science Program
 Haskell Indian Nations University
 155 Indian Avenue
 Lawrence, Kansas 66046-4800

Applications may be submitted at any time although proper advising during pre-enrollment dictates that applications be received before March 15 for fall semester admission and before October 15 for spring semester submission. Applicants will be notified in writing regarding admission status.

Student responsibilities: The student assumes the primary responsibility for meeting the educational requirements for the degree. Once accepted into the Environmental Science program, the student is assigned an advisor from the core Natural Science faculty. The student is expected to meet regularly with the assigned advisor to discuss grades, progress toward degree, and educational/professional goals.

The student must maintain a status of academic good standing and make continuous progress towards the degree in Environmental Science in order to remain in the program.

Graduation Requirements

To be eligible to graduate with a BS in Environmental Science, a student must have a minimum 2.00 GPA in 300-400 level science classes and have a minimum 2.00 cumulative GPA.

PROFESSIONAL SCHOOLS

BUSINESS

The School of Business offers the Bachelor of Science in Business Administration with emphases in management and tribal management. The business curriculum provides a comprehensive introduction to general principles and practices for students considering a career in management. The School of Business is a member of the Association of Collegiate Business Schools and Programs (ACBSP).

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

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



School of Business Core Values:

- Respect – We value the American Indian and Alaska Native cultures, languages, and communities; honor ourselves and others; and treat everyone with integrity, tolerance, and dignity.
- Commitment – We are dedicated to the success and growth of our students and our programs. We promote the willingness and responsibility to initiate ideas and solutions.
- Sovereignty – We honor our past and gain insight into a future of self-determination and autonomy.

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.

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

Students completing a Bachelors of Science in Business Administration will be able:

1. Our graduates communicate effectively.
2. Our graduates have strong critical thinking skills.
3. Our graduates understand business ethics, social responsibility, and service.
4. Our graduates demonstrate initiative, team effectiveness, and leadership.

All students wishing to pursue a Bachelor of Science degree in Business Administration must first be accepted by Haskell as a degree-seeking student before applying to the business program. Applications to the business bachelor program are made directly to the School of Business after completing 45 hours of credit. Letters of acceptance must come from both the Haskell’s Office of Admissions and the School of Business. Application forms are available from:

School of Business
 Blue Eagle Hall
 Haskell Indian Nations University
 155 Indian Avenue, #5012
 Lawrence, Kansas 66046-4800

Bachelor of Science Degree in Business

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

1. Students must be admitted to Haskell Indian Nations University. This requirement applies to continuing Haskell students, readmitted students, and transfer students.
2. Transfer students or students applying for re-admission intending to pursue a baccalaureate degree must first be accepted by a baccalaureate program before they will be accepted by the university.
3. Continuing students must complete a minimum of 45 semester credit hours of university credit to be admitted. Normally an AA degree, or equivalent, satisfies this requirement.
4. Continuing students must be accepted into the program after the completion of 70 credit hours to remain enrolled at Haskell.
5. Students must have a minimum cumulative GPA of 2.50.
6. Students must complete College Algebra or a higher-level Math course with a grade of “C” or better.
7. Students must complete an application portfolio materials submitted to the School of Business in a 9 x 12 envelope: 1) Application form; 2) Resume with two reference letters; 3) All official transcripts; and 4) A personal essay. (Application forms are available from the School of Business.)
8. Once a completed application portfolio has been submitted and reviewed by the School of Business, a preliminary interview may be requested.

Application deadlines and notification

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

All students wishing to pursue a Bachelor of Science degree in Business Administration are encouraged to complete the Business Foundation Courses listed below in their first 2 years.

Graduation Requirements

To be eligible to graduate with a business baccalaureate degree, students must have completed all concentration area courses and BUS 451 with a grade of “C” or better. Students are required to maintain a 2.00 GPA for continued study and graduation. Failure to maintain the minimum grade point average may result in dismissal from the baccalaureate program in the School of Business. Failure to maintain academic integrity standards may result in dismissal from the School of Business Baccalaureate program in addition to any consequences prescribed by the faculty teaching the course(s).

Students must successfully complete all of the required foundation, core, and concentration courses below.	
<p>Business Foundation Courses ACCT 203 Financial Accounting ACCT 204 Managerial Accounting CIS 102 Introduction to Information Processing CIS 250 Advanced Business Applications for Microcomputers ECON 201 Principles of Microeconomics ECON 202 Principles of Macroeconomics BUS 210 Business Calculus BUS 232 Business/Technical Writing BUS 251 or PSYC 101 Human Relations or Gen Psychology TMGMT 101 – Introduction to Tribal Management for TMGMT concentration students ONLY</p>	<p>Business Core Courses BUS 301 Legal Environment of Business I BUS 320 Business Statistics BUS 321 Principles of Marketing BUS 401 Financial Management BUS 451 Business Policy MGMT 301 Management and Organizational Behavior Upper level (300/400) Business Electives – 6 hours</p>
<p>Management Concentration Courses ACCT 302 Cost Accounting BUS 311 Legal Environment of Business II BUS 411 International Business MGMT 311 Human Resource Management MGMT 401 Production and Operations Management</p>	<p>Tribal Management Concentration Courses TMGMT 321 Indian Law and Legislation I TMGMT 325 Indian Law and Legislation II TMGMT 330 Fundamentals of Tribal Sovereignty TMGMT 410 Tribal Resources and Economic Development MGMT 311 Human Resource Management</p>



EDUCATION

Conceptual Framework

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

Conceptual Framework Components

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

SOE Mission

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

SOE Vision

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

Program Objectives

Using the Mission Statement, Professional Leadership Qualities and knowledge base supported by research and current best practices, the SOE faculty identifies fifteen Program Objectives. Teacher candidates are expected to demonstrate mastery of these objectives in the process of becoming critical thinkers, high achievers, reflective practitioners and caring leaders for tomorrow’s learners. The first thirteen objectives are closely related to the Kansas Professional Education Standards adopted by the Kansas State Board of Education September 2001. Program Objectives 14 and 15 are unique to the ETEP.) Our teacher candidates will demonstrate:

1. The ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches to create learning opportunities which make subject matter meaningful for all students.
2. The ability to use knowledge and understanding of how individuals develop and learn in the various domains (intellectual, social, and personal) and plans learning opportunities according to these domains and developmental levels.
3. The ability to use a student’s background information to create instructional opportunities that are equitable and adaptable to diverse and exceptional learners.
4. The ability to use a variety of instructional strategies to develop and enhance students’ critical thinking, problem solving and reading.
5. The ability to create learning environments which encourage positive social interaction, active engagement, and self-motivation utilizing individual and group behavior and motivation.
6. The ability to use a variety of verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interactions in the classroom.
7. The ability to design and plan instruction using content and pedagogical knowledge, curriculum goals, instructional resources, and knowledge of students.
8. The ability to use multiple types of assessment strategies and instruments to evaluate student progress, guide instruction, and ensure continual student learning and development.
9. The ability to be reflective practitioners, who continually evaluate their choices and actions in regard to interactions with students, parents, other school personnel, and actively seeks out opportunities and resources for professional growth.
10. The ability to establish collegial relationships with school personnel, parents, and agencies within the larger the community to foster student learning and well-being.
11. The ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.
12. The ability to embrace the role of technology and use technology skills to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and assist students with instructional technology.
13. The ability to be reflective practitioners who use knowledge of historical, philosophical, and social foundations of education to guide educational practices.
14. The ability to demonstrate confidence, pride, and commitment to the education profession by exhibiting the ten leadership qualities identified in the ETEP.
15. 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

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

SOE Advisory Board as important teacher candidate dispositions. The identification of these Professional Leadership Qualities is based in part on the writings and research provided by Charlotte Danielson, respected author of many educational books and a contributor to the training and evaluation practices of education professionals.

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

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

The ETEP believes teacher candidates must exhibit some of these professional leadership qualities upon program entry and therefore evaluates five pre-professional leadership qualities prior to a student's formal acceptance into the program. A continued focus on the development and enhancement of the ten leadership qualities is embedded in the program of study through course connections, field experiences, student teaching experiences, seminars and professional development activities. Mid-term and end of semester evaluation conferences are held each semester with individual teacher candidates and faculty.

Elementary Teacher Education Program of Study

The ETEP is divided into four phases of study. Each phase is defined by specific progress indicators which teacher candidates must successfully meet before entering the next program phase. The phases are designed to provide guidance and structure as candidates meet their goal of becoming Native Leaders who are critical thinkers, high achievers, reflective practitioners, and caring leaders for tomorrow's learners. Phase One involves the completion of an Associates of Arts Degree and admission to the Elementary Teacher Education Program, Phase Two involves completion of the Bachelor of Science Degree, Phase Three involves program completion and application for the Kansas Initial Teaching License, and Phase Four involves mentorship during the first three years of teaching.

PHASE ONE: Associate of Arts Degree- Para-Professional Education and Admission to the Elementary Teacher Education Program

Students interested in pursuing an elementary education career must complete an Associate of Arts Degree with a Para-Professional Education emphasis. This emphasis provides pre-teacher candidates with foundational knowledge which supports employment as a Para-Professional Educator in an elementary classroom setting. The AA Degree (Para-Professional Education) requirements include 36 hours of general education and 28 hours of electives and Elementary Education related courses. Students identifying this emphasis as their AA area of interest are assigned an SOE academic advisor who will provide assistance with enrollment.

Admissions Process

Potential teacher candidates are eligible to apply for admission to the Elementary Teacher Education Program upon completion of the AA Degree (Para-Professional Education) described above. Potential teacher candidates are advised to begin the application process in late January. Application packets are due to the School of Education departmental chair by March 1. Incomplete and/or late application packets may not be considered.

Potential candidates must meet the following admissions requirements:

1. Complete the Associate of Arts Degree with an emphasis in Para-Professional Education, a cumulative GPA of 2.8 or higher, and a "C" or better in all required courses
2. Successfully complete the Pre-Professional Skills Test (PPST) in the content areas of math, reading, and writing prior to program application. The required score for each content area is 170 or higher or passing one content area with a score of 170 and a composite score of 500. Applicants must designate Haskell as the receiving institution when taking this test. Test scores must accompany application the ETEP Application..
3. Submit a written vision statement indicating a commitment to teaching and an educational autobiography. These two documents are completed in EED 101 Intro. to Education. They should be updated and carefully edited.

4. Complete twenty documented classroom observation hours. (usually completed in EED 101)
5. Submit two letters of recommendation- one from a Haskell faculty member and one letter from a member of the community in which the candidate officially resides.
6. Demonstrate evidence of strong ethics and moral conduct by maintaining good social standing on-campus and completing a felony disclosure statement.
7. Submit application by March 1 to the SOE Department secretary.
8. Complete an interview with the SOE Interview Committee.

A rubric scale is utilized by committee members to rate candidates as they respond to interview questions. Candidates also receive ratings on five Leadership Qualities. The committee makes recommendations to the SOE based on rubric scores. If necessary a student may be interviewed twice. Students will receive an official notification of their status within 10 working days following the interview.

PHASE TWO: Bachelor of Science Degree in Elementary Education

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

Junior I semester. Building Native Leadership (17 credit hours + seven diverse school site visits)

- EED 303 Walking in Balance – Physical Well Being, (1)
- EED 308 Child Growth and Development, (3)
- EED 309 Writing for the Education Profession, (3)
- EED 311 Governance and Organization of Schools, (3)
- EED 326 Diversity in Educational Settings, (1)
- EED 329 Fundamentals of Assessment, (3)
- EED 322 Psychology in Education, (3)

Junior II semester. Understanding Diverse Learners (18 credit hours + 90 hours of field experience)

- EED 304 Walking in Balance – Emotional Well Being, (1)
- EED 318 Multicultural Education and English Language Learners, (3)
- EED 323 Understanding Exceptionalities, (3)
- EED 324 Introduction to Curriculum Theory and Development, (3)
- EED 330 Math Methods for K-3 Learners, (3)
- EED 341 Language Arts Methods for K-3 Learners, (3)
- EED 350 Field Experience in K-3 Classrooms, (2)

Senior I semester. Applying Best Practice (20 credit hours + 135 hours of pre-student teaching field experience)

- EED 404 First Days of School Seminar, (1)
- EED 408 Kansas Performance Teaching Portfolio Preparation Seminar, (1)
- EED 450 Science Methods for K-6 Learners, (3)
- EED 470 Specialty Content Methods for K-6 Learners: Health, Physical Education, and Art, (3)
- EED 480 Pre-Student Teaching Field Experience in K-6 Classrooms, (3)
- EED 460 Social Studies Methods for K-6 Learners, (3)
- EED 430 Math Methods for 4-6 Learners, (3)



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

** Candidates must submit the Student Teaching Application form and meet the required criteria prior to student teaching.

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

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

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

PHASE THREE: Program Completer and Teacher Licensure

Once a teacher candidate has completed the ETEP program of study he/she is eligible to be identified as program completer based on fulfillment of specific requirements. Teacher candidates are deemed program completers when the following requirements are successfully met:

1. graduated and completed all course requirements including student teaching with a “C” or better
2. maintained a cumulative GPA of 2.8 or higher
3. scored 20 or higher on the Kansas Performance Teaching Portfolio (KPTP)
4. attained an overall rating of 3.5 or higher on Sr. II Leadership Qualities evaluation
5. meet required scores on the Principles of Learning and Teaching (K-6 pedagogy) and Praxis II (K-6 content) exams (ETS).

Program Completers may apply to the Kansas State Department of Education for teacher licensure. Teacher candidates are encouraged to begin licensure application during the final months of the student teaching semester. Haskell’s ETEP/SOE licensure officer will provide information to applicants.

The Kansas initial licensure requirements are:

1. successful completion of an accredited teacher preparation program
2. possess a bachelor degree
3. successful completion of pedagogy (PLT) and content exams (Praxis II)
4. fingerprinting and background clearance (background fee and possible fingerprinting fee)
5. completion of licensure application online and submission of licensing fee

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

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

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

PHASE FOUR: Mentorship

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

HEALTH, SPORTS AND EXERCISE SCIENCE

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

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

The mission of the Health, Sport and Exercise Science Associate Degree Program is to academically prepare students for transferability into baccalaureate programs, as well as obtain career success. The Department of Health, Sport and Exercise Science promotes active and healthy lifestyle strategies and life-long learning as facets to improve the quality of life for American Indian and Alaska Native populations. Fields of employment include educational institutions, health and community care units, sport and athletic venues, and fitness agencies.

The Department of Health, Sport and Exercise Science established four specific program objectives that focus on the total student through:

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

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

Community Health Emphasis (23 hours)	Recreation and Fitness Management Emphasis(24 hours)
<i>Completion of the following courses:</i>	
HSES 102 Introduction to Health, Sport and Exercise Science (3)	HSES 102 Introduction to Health, Sport and Exercise Science (3)
HSES 125 Fitness for Life (2)	HSES 131 Introduction to Recreation Administration (3)
HSES 160 Principles of Nutrition (3)	HSES 161 Diabetes and the Native American (3)
HSES 161 Diabetes and the Native American (3)	HSES 201 Personal and Community Health (3)
HSES 201 Personal and Community Health (3)	HSES 204 First Aid (2)
HSES 204 First Aid (2)	HSES 220 Applied Anatomy (3)
HSES 246 Stress Management (3)	HSES 245 Introduction to Sports Marketing and Promotion (3)
HSES 262 Internship in Community Health (4)	HSES 264 Internship in Recreation and Fitness Management (4)



INDIGENOUS AND AMERICAN INDIAN STUDIES/SOCIAL SCIENCES

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

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

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

Vision: “Affirming sovereignty through action.”

The focus of the Indigenous and American Indian Studies Program is to prepare Indigenous, American Indian, and Alaska Native students for advocacy and leadership positions that promote and protect the sovereignty and self-determination of First Nations People. The Indigenous and American Indian Studies Bachelor of Arts degree is designed to provide students with an integrated foundation of interdisciplinary knowledge and the practical skills needed to contribute to the development of Indigenous, American Indian, and Alaska Native communities and Nations.

Outcomes

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

Graduates from our program have used their studies to prepare themselves for occupations in Tribal and federal government, social work, law, education, archiving and information management, information technology, and advocacy positions. Many also have entered graduate or professional programs in American Indian Studies, geography, conflict resolution, law, environmental sciences, public health, education, or in other areas related to their concentration.

Bachelor of Arts degree in American Indian Studies

Admission Requirements

- Completion of 45 hours of General Education Requirements
- Minimum cumulative GPA of 2.50
 - o If you do not have the requisite 2.50, you may write a written petition to the application committee. The petition ought to be a statement as to why you wish to be an AIS major and specifically describes your academic plan of action for bettering your academic performance.
- Submission of AIS application packet. A complete application packet includes:
 - o Application
 - o Official Academic Transcripts from all colleges/universities attended
 - o Two letters of recommendation
 - o Two essays

- Completion of AIS 102 and AIS 110 (or their equivalent) with a “C” or higher

Graduation Requirements

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

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

The Indigenous and American Indian studies Bachelor of Arts degree is designed to provide students with an integrated foundation of interdisciplinary knowledge and practical skills relevant to sustainable and intelligent capacity-building within and for Tribal communities. The AIS discipline emphasizes an Introduction to the Discipline; Federal Indian Policy; Contemporary Indian Problems, Language Study, and Law and Society.

Prior to admission into the program, students must complete AIS 102 and AIS 110. After admission, all students must complete the following requirements:

AIS core classes (12 hours):	AIS 311; AIS 349; AIS 350; AIS 402
Sovereignty class (3 hours):	TMGMT 330 or equivalent
Internships (6 hours):	AIS 397 and AIS 497. (Students must obtain permission from the AIS internship director prior to enrolling)
Senior Thesis (3 hours):	AIS 499
Concentration (12 hours):	Working with an AIS adviser, each student will declare an area of concentration by completion of her or his first semester in the AIS Program.

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

Sovereignty Studies
 Social Welfare
 Environmental and Scientific Justice
 Humanities: Culture, Philosophy, and Religion

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

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

Social Work

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

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



Social Work Emphasis – 9 credit hours

- SW 101 Introduction to Social Work (3)
- SW 110 Chemical Dependency and the Native American (3)
- SW 201 Social Welfare and Society (3)

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

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

Admission, retention and graduation requirements for the program

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



COURSE DESCRIPTIONS



COURSE DESCRIPTIONS:

Accounting.....page 61

American Indian Studies pages 61-63

Artpages 63-64

Astronomy..... page 64

Biology.....pages 64-66

Business pages 66-67

Chemistry page 67

Computer Information Science..... page 67

Communication Studies.....pages 67-68

Economicspage 68

Elementary Education.....pages 69-73

English pages 73-75

Environmental Science..... pages 75-76

Geography..... page 76-77

Historypage 77

Health, Physical Education and Recreation .pages 77-79

Intercollegiate Athletics..... page 79

Languagepage 79-80

Mathematics..... pages 80-82

Media Communications..... pages 82

Management..... page 81

Music.....pages 83-84

Natural Resources.....page 84

Physics..... page 84

Physical Science.....page 84

Psychology.....page 84

Sociology page 85

Social Work..... pages 83-84

Theatrepage 85-86

Tribal Management.....page 86-87

Course Abbreviations

ACCT	Accounting
HPER	Health, Physical Education and Recreation
AIS	American Indian Studies
IA	Intercollegiate Athletics
ART	Art
LANG	Language
ASTR	Astronomy
MATH	Mathematics
BIOL	Biology
MCOM	Media Communications
BUS	Business
MGMT	Management
CHEM	Chemistry
MUS	Music
CIS	Computer Information Science
NATRS	Natural Resources
COMS	Communication Studies
PHYS	Physics
ECON	Economics
PSCI	Physical Science
EED	Elementary Education
PSYC	Psychology
ENG	English
SOC	Sociology
ENVS	Environmental Science
SW	Social Work
GEOG	Geography
THEAT	Theatre
HIST	History
TMGMT	Tribal Management

ACCT (ACCOUNTING)

ACCT 203 Financial Accounting (3) The study of the theories of accounting valuation, their effect on the financial condition of a business and the analysis and presentation of the financial data in the journal, ledger and financial statements according to GAAP (Generally Accepted Accounting Principles). *Prerequisite: MATH 101, ENG 101*

ACCT 204 Managerial Accounting (3) A study of partnership and corporate capital structures and related reporting requirements. This course also develops a framework for the decision-making processes of management by presenting cash flow statements, the ratios used in the analysis of financial statements, and the basic principles of accounting in manufacturing. *Prerequisite: MATH 101, ENG 101, ACCT 201*

ACCT 302 Cost Accounting (3) The study of an accountant’s role in an organization and of the manager’s decisions based on cost accounting systems. Topics include cost-volume-profit relationships, job- and process-based costing, standard costs, master and flexible budgets, performance evaluation, and differential and capital investment analysis. *Prerequisites: MATH 101, ENG 101, ACCT 201, ACCT 202*

AIS (INDIGENOUS AMERICAN INDIAN STUDIES)

AIS 102 American Indian Issues 1 (3) An overview of current and historical issues which have resulted in policies and regulations affecting American Indians and Alaska Natives. The issues include: education, treaties, sovereignty and self-determination, religions, natural resources, legislation, jurisdiction, reservation and/or urban status, federal trust relationship, tribal economics and enterprises, American Indian policy, federal recognition, and current issues both regional and local. Fulfills the Native citizenship requirement.

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

AIS 301 Native and Western Views of Nature (3) Native and Western Views of Nature examines the convergences and divergences between Western and Indigenous North American perceptions, attitudes and practices with respect to the natural world. The course consists of a comparative examination of the institution of modern Western Science and what scholars today recognize as traditional ecological or environmental knowledge (TEK). The course suggests that some viable and reliable knowledge can be gained by serious examination of the practices

and methods of knowledge acquisition of native peoples. It also suggests Native peoples may be less at odds with some developments in contemporary Western science, than Western scientists trained a generation or two ago. *Prerequisite: BIOL 101 or equivalent.*

AIS 311 Introduction to American Indian Studies: American Indian Issues II (3) Introduces students to the American Indian studies (AIS) discipline, but also challenges the standard assumptions and practice the discipline has about research, academic writing, education, and critical thinking. Students will look at a) what has gone on before and is currently happening in AIS; b) what can happen (posing questions and alternatives to standard academic and AIS approaches and practices); and c) what should happen (individual/student responsibility and action). By developing an understanding of the historical context that has produced the modern day AIS discipline, students will be able to develop skills and knowledge in critical thinking and writing that will enable them to address current issues facing the AIS discipline and any American Indian pursuing an academic degree. *Prerequisites: AIS 101 and AIS 110 or equivalent. AIS Major or permission of instructor.*

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

AIS 320 Environmental Protection in Indian Country (3) Examines the nature and scope of tribal sovereignty and the interplay between tribal sovereignty, environmental protection and tribal culture. Criteria to consider when developing tribal environmental protection programs and key environmental issues facing tribes will be studied throughout the semester. *Prerequisite: Junior/senior level standing, acceptance into the American Indian studies baccalaureate program or by permission of instructor. Fulfills Native Citizenship requirement.*

AIS 321 Human Behavior in American Indian Communities (3) Course examines human behavior issues within American Indian communities using a social system approach. The course will provide students with a frame of reference for understanding the effect of social, political and cultural dynamics on the behavior of Indigenous people and the overall functioning of social structures within First Nations communities. This course will increase student’s understanding of human behavior and provide a base for effective social work practice. *Prerequisite: SW 101, SW 110, or SW 201.*

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

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

AIS 332 Records and Information Management II 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.

AIS 340 American Indian Poetry (3) Explores the continuity between traditional verse forms and contemporary songs and poetry. Students will become familiar with major contemporary American Indian poets and their themes. Attention will be paid to bi-lingual poets such as R. Young Bear, L. Tapahonso and L. Henson. Continuity of cultural traditions will be looked at in the work of American Indian writers, both in the

context of American Indian communities and of mainstream literary publications. The course will include analysis of British poetics and its influence on the hybridized forms of contemporary writers as well as tribal traditions. *Prerequisite: ENGL 212.*

AIS 341 American Indian Narratives (3) 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 will be 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: ENGL 212.*

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

AIS 346 Philosophy in Indigenous Literature (3) Readings of Indigenous American biographies and other literary works with emphasis on underlying philosophies; discussion of how Native thought relates to literary critical theory and European categories of philosophy. *Prerequisite: ENGL 210 or 212*

AIS 349 Law and American Indian Religious Freedoms (3) This course examines the impact of federal laws and policies and U.S. Supreme court decisions on the sacred ways of life of American Indian tribal groups. It also examines the legislative and legal history of the First Amendment's "Free Exercise" clause and "Establishment" clause as they apply to American Indian Religious Freedoms. Topics covered will include sacred lands, sacred practices, NAGPRA and repatriation, and environmental colonialism, from the first perspective of legal guarantees under the First Amendment as well as under Treaties. *Prerequisites: AIS 311 and Junior/Senior level standing*

AIS 350 Foundations of Indigenous Philosophy (3) Introduces the philosophies of specific Meso-American and North American indigenous peoples. The relationship of the land and culture and its connection to indigenous worldviews will be explored. Specific cultures of the Huron, Iroquois, Maya and the mound builders will be examined. *Prerequisites: AIS 311, HIST 110 or HIST 112 or HIST 222 or completion of a third English course.*

AIS 360 Theories of Decolonization and Indigenization (3) This course introduces and examines colonization, decolonization, and Indigenization through exploring their respective, yet overlapping, theories, and philosophies. The major purposes of this course are (1) to increase understanding

of 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: Junior/Senior level standing.*

AIS 397 Internship (3) Students are responsible for contacting the AIS faculty member in charge of Internships before enrolling in this course. *Prerequisite: Acceptance into the AIS program and Internship Director's Permission*

AIS 402 American Indian Treaties and Agreements (3) A senior-level course introducing students to the scholarship of examining American Indian Treaties and Agreements through cross disciplinary approaches, including law, written and oral history, and geography. The specific nature of various First Nations' documents as well as the importance of these treaties in both national and international law today will be examined. *Prerequisites: AIS 311 and Junior/Senior level standing.*

AIS 410/411 American Indian Literature Seminar (3) A class in a selected American Indian literary topic, genre, time period, or author(s). The topic changes each semester. The course can be repeated as AIS 411 for additional credit. Each student will develop and present a substantial research project within the forum of the seminar. *Prerequisite: senior standing in the AIS program.*

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

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

AIS 423 Biography of American Indian Leaders: Past & Present (3) This course will address American Indian leadership issues both past and present. We will seek to clarify and understand the motivations that inspired or forced tribal

members to assume leadership roles in tribal communities. We will analyze and compare the social, cultural, and political (economic) differences between the European views of cultural management as compared with how the many tribes viewed life. We will review the conditions and consequences of abrupt social and cultural change and the impact this change brought for Indian people. Sometimes tribes sought to negotiate a peaceful relationship to avoid warfare, other times, warfare became the first option to force a more amenable negotiation. *Prerequisites: AIS101, AIS110, and AIS312*

AIS 490 Directed Studies (3) This course offers the opportunity for a student to work closely with an instructor on a subject that is not otherwise offered in the course schedule. Contact the AIS program for more information. *Prerequisite: Acceptance into the AIS Program and permission of the AIS Chair*

AIS 497 Internship (3) Students are responsible for contacting the AIS faculty member in charge of Internships before enrolling in this course. *Prerequisite: Acceptance into the AIS Program and Internship Director's Permission*

AIS 499 AIS Senior Capstone (3) A senior-level class in a selected American Indian topic, genre, time period, or author(s). The course will change from 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: senior standing in the AIS program and Instructor's Permission*

ART (ART)

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

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

ART 111 Drawing II (3) This course provides for the continued utilization of drawing principles with a focus on additional skill development in the use of value and line. There is also an emphasis on exploring the picture plane, texture, composition, and thematic development. *Prerequisite: ART 110*

ART 112 Figure Drawing (3) This course is designed for students with some drawing experience. It provides an opportunity to draw from a live model so that students can continue to refine skills and study representation of the human form. Concentration will be on traditional naturalistic depictions of the figure with emphasis on process and conceptual aspects of drawing. Contemporary trends and expressions of the human form will be examined to promote personal expression. *Prerequisites: ART 110 and ART 111*

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

ART 121 Design II Exploration of three-dimensional design concepts in regard to space, form and vision. *Prerequisite: ART 120*

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

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

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

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

ART 161 Ceramics II (3) This course presents a continuation of practice experiences in the art of ceramics, providing an emphasis on wheel technique, specific examination of traditional Native American forms and firing techniques and contemporary sculptural forms. *Prerequisite: ART 160*

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

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

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

ART 254 Indian Painting II (3) The second course of Indian painting with emphasis on composition, design, and artistic development. *Prerequisite: ART 253*

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

ART 270 Sculpture (3) Introduction to three-dimensional form through a variety of materials. *Prerequisites: ART 112, ART 121, and ART 160*

ASTR (ASTRONOMY)

ASTR 101 Astronomy (3) This 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 and the objects that make up the Solar System; stellar evolution; the description of galaxies, galaxy clusters, and superclusters; and a general discussion of cosmology. *Prerequisites: None*

BIOL (BIOLOGY)

BIOL 103 General Biology and Lab (5) Intended for non-science majors. A one-semester introduction to the principles of biology, designed for students with little or no formal background in the biological sciences. The focus of the course is on basic biological principles and includes an overview of cell biology, genetics, evolution, organismal diversity, animal physiology, populations, and ecology. Not applicable towards the environmental science degree, this course is not intended for students expecting to major in environmental science, biology or certain health fields. Lecture and laboratory. *Prerequisite: MATH 100*

BIOL 121 Principles of Molecular and Cellular Biology (5) First semester of a two-semester general biology course for science majors. This course covers fundamental principles of biochemistry, cell biology, genetics, and molecular biology. Lecture and Laboratory. *Prerequisite or corequisite: CHEM 101*

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

BIOL 220 General Botany (5) Introduction to 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. Lecture and laboratory. *Prerequisite: BIOL 101 or equivalent*

BIOL 251 Human Anatomy & Physiology I (4) Study of the structural and functional relationships of the human body systems, emphasizing concepts of the regulatory processes that integrate body cells, tissues, and organs. Topics include: organization of the body; development of the tissues; the integumentary, skeletal, muscular, and nervous systems; and the senses. Students will perform selected laboratory exercises in correlation with the lecture material. *Prerequisite: BIOL 101 with a C or better*

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

BIOL 260 Microbiology (5) Study of the fundamental characteristics and biology of pathogenic microorganisms; the host-microbe interactions resulting in infection and infectious disease; and the principles and techniques of asepsis, disinfection, and sterilization. Lecture and laboratory. *Prerequisite: BIOL 101*

BIOL 310 Vertebrate Zoology (4) Presents an overview of the major features of vertebrate animals in relation to environmental change throughout geologic time. The lecture presents a survey of vertebrate diversity with topics that cover morphology, physiology and zoogeography. Designed to introduce students to the basic facts of evolutionary biology, relationships and classification. Laboratory focuses on analysis of locomotion related to skeletal morphology. Lecture and laboratory. *Prerequisite: BIOL 121 and BIOL 122*

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

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

especially as it relates to natural resource issues that may be confronted by Tribal resource managers. Lecture & laboratory. *Prerequisite: BIOL 121 and BIOL 122*

BIOL 380 Ecology of Infectious Diseases (3) This course focuses on the interactions between host and pathogen populations with the environment that result in infectious disease. Potential consequences at the individual and population levels are examined. Major pathogen groups are surveyed along with in-depth case studies of some of the diseases they cause in plant and animal (including human) hosts. Emphasis is placed on understanding the variables that influence patterns of disease. Students will learn to evaluate the implications of different routes of transmission for implementation of control strategies, examine the effects of genetics and evolution on disease patterns and understand how ecosystems change can affect disease.

BIOL 385 Biostatistics (3) Biostatistics is an introduction to probability and common statistical methods used in the natural sciences (and many other fields). The course will cover such topics as sampling design, measures of variability, probability, hypothesis testing, and use of computer statistical packages. Emphasis will be on an applied statistical foundation, which will involve the analysis of biological data sets, and interpretation and communication of statistical results. *Prerequisites: BIOL 121 or BIOL 122 and Math 101*

BIOL 400 Ethnobiology (5) Integrates Native American traditional knowledge of ecology and biology with modern Western science. One purpose of this course is to preserve the unique knowledge and varied cultural traditions relating to the life sciences that are possessed by indigenous peoples of the Americas. Lecture and laboratory. *Prerequisite: BIOL 101 or BIOL 121*

BIOL 440 Comparative Vertebrate Anatomy (5) Structure, function, and evolution of the vertebrates with a focus on understanding major events in the history of vertebrate evolution and the integration of morphology with ecology, behavior and physiology. Overviews of major organ 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, mudpuppy and cat. Lecture and Laboratory. *Prerequisites: BIOL 121, BIOL 122 and BIOL 310*

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

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

BIOL 470 Animal Behavior (3) This course provides an introduction to the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis for behavior, foraging behavior, kin selection, mating systems, and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques. *Prerequisites: BIOL 121, BIOL 122 and MATH 215 or MATH 221*

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

BUS (BUSINESS)

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

BUS 210 Business Calculus (5) 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 antidifferentiation of algebraic,

exponential, and logarithmic functions; applications of differentiation and integration; and functions of two variables. Topics will be approached using the “rule of four” (algebraically, numerically, graphically, words). *Prerequisite: MATH 101*

BUS 232 Business/Technical Writing (3) Provides an opportunity to improve written business and technical writing. Practice will be given in creating letters, proposals, memorandums, and related technical documents. *Prerequisites: ENG 101, CIS 250, and ENG 102*

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

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

BUS 311 Legal Environment of Business II (3) This course interfaces with materials covered in Legal Environment of Business I. The student will learn to integrate laws and regulations with their knowledge of business management and practices. Emphasis will be placed on commercial transactions, including secured transactions in native communities. Students will learn to analyze marketing strategies and legal risk in Indian, nation, and global business environments. *Prerequisite: BUS 301*

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

BUS 321 Principles of Marketing (3) In-depth study and research of the basic principles underlying marketing practices in the modern business environment. *Prerequisites: ACCT 201, ACCT 202, AND MGMT 301*

BUS 401 Financial Management (3) 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 analyses of financial statements, solve time value of 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.

BUS 411 International Business (3) A study of the legal, financial, marketing, cultural policies, and governmental structures found in operating multi-nation corporations (businesses) in an international (global) environment. Topics explored will be international trade, foreign investment, marketing in a global market, the process of internationalizing business, selecting the business model for your export business, and government intervention. *Prerequisites: BUS 321 AND BUS 311*

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

BUS 495 Internship (1-3) (See Academic Policies) The student should contact the Business faculty member in charge of Internships before enrolling in this course. *Prerequisite: Instructor Permission*

CHEM (CHEMISTRY)

CHEM 101 General Chemistry I (5) Basic principles and calculations of chemistry involving atomic theory, stoichiometry, gases, thermochemistry, atomic structure, periodic table, and bonding. Lecture and laboratory. *Prerequisites: completion or concurrent enrollment in MATH 101 and Instructor Permission*

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

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

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

CIS (COMPUTER INFORMATION SYSTEMS)

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

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

COMS (COMMUNICATION STUDIES)

COMS 131 Public Speaking (3) Public Speaking is an introductory class in rhetoric and public address, emphasizing the practical demonstration of public communication skills, including topic selection and audience adaptation, research, message organization, effective delivery, incorporation of technology and multi-media, apprehension reduction, and informative and persuasive speaking strategies. *Prerequisite: ENG 101 or concurrent enrollment*

COMS 151 Speech Communication (3) This course is an introduction to human communication theory with practice in developing speaking skills in the intrapersonal, interpersonal, and public communication contexts. *Prerequisite: ENG 101 or concurrent enrollment*

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

COMS 231 Persuasive Public Speaking (3) This course offers advanced theoretical and skills training in persuasive public speaking. It employs oratorical problem-solving activities and in-depth study of the relations of rhetoric to speechmaking, and expands knowledge of research, communication theory, process and practice. While studying elements of argumentation and logic, students analyze important speeches within both Indigenous and Western traditions. Students construct, present and critique speeches that are complex, dynamic, and purposeful. *Prerequisite: COMS 131*

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

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

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

COMS 310 Traditional and Contemporary Native American Rhetoric (3) This is a course in rhetorical analysis and criticism of traditional and contemporary Native American discourse. This course will examine predominant themes in historical and contemporary Native American oratory while gaining knowledge of and skill in both classical and indigenous rhetorical theory and criticism. In addition, the course will examine how historical context, social and political agendas, and translation impact our understanding and interpretation of Native American oratory. The course challenges students to research traditional and contemporary Native American rhetorical discourse, write critically about it and present their work in a public setting. *Prerequisite: COMS 131 or COMS 151*

COMS 360 Environmental Communication (3) An examination of the discourse about 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. Completion of COMS 246 (Intercultural Communication) is strongly recommended prior to enrolling in this course. *Prerequisites: COMS 131 or COMS 151 and ENG 102*

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

ECON (ECONOMICS)

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

ECON 202 Principles of Macroeconomics (3) This course is an introduction to the study of the economy as a whole and provides an analysis of the structure and functioning of the national economy. Issues covered include the analysis of national income determination, inflation and unemployment, banking, monetary and fiscal policy, and aggregate economic growth, from a variety of macroeconomic perspectives. *Prerequisite: MATH 101*

EED (ELEMENTARY EDUCATION)

EED 101 Introduction to Education (2) This course is designed to introduce students to education as a profession and potential career. Students will explore the history of American education, principles of teaching and learning, characteristics of today's students, legal rights of teachers and students, and other current trends/issues in education. Authentic teaching stories and video cases will contribute to student knowledge of different types of teacher/student interactions, instructional methods and effective teaching. Twenty observation hours in an educational setting are required. Students are responsible for transportation to and from observation placement sites. *Prerequisites: ENGL 101*

EED 202 Math Content Standards for Elementary Teachers (3) This course provides an introduction to math standards from which elementary mathematics curriculums are created. Topics will focus on the processes for learning mathematics and basic learning theories in mathematics. Students will examine the content standards, created by the National Council of Teachers of Mathematics, and explore the general span of instruction and skills for elementary grade levels, as related to these standards. *Prerequisites: College Algebra and Introduction to Education*

EED 208 Exploring Cultural Arts, Music and Drama/Dance with Technology (3) 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 and present a variety of information reflective of the art, music and dance of specific cultural groups. Students will utilize a variety of presentation software to organize topics and visual images to guide oral presentation. Other class experiences include art projects related to specific countries and/or cultures and a culminating group activity. *Prerequisite: ENGL I (or concurrent enrollment)*

EED 204 Children's Literature (3) The School of Education at Haskell Indian Nations University is a participant in the Reading First Teacher Education Network (RFTEN). Consequently, this introductory children's literature course will focus on Scientifically Based Reading Research (SBRR) strategies and activities. The SBRR strategies introduced in this course are designed to assist pre-service candidates with the selection, evaluation, and utilization of literary materials for children from kindergarten through 6th grade (ages 5–12). The primary emphasis in this course will be the use of research based strategies to help young children develop critical reading and comprehension skills through the use of phonemic awareness, phonics, fluency, and vocabulary development. Integrating SBRR strategies with language arts activities will also be explored. In addition to learning the SBRR strategies recognized by the Reading First Teacher Education Network, candidates will be expected to read a variety of literary selections in order

to discuss and demonstrate sensitivity in book selection and analysis with regard to gender, class, disability and ethnicity. *Prerequisites: Completion of English I and II.*

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

EED 206 Elementary Classroom Design and Management (3) This course provides an introduction to establishing an effective elementary classroom. Course content will focus on processes used for creating a well-managed classroom. The use of physical space, office machines, computer software, and other related material and resources will provide course focus. Behavior management techniques and discipline planning will also be studied. *Prerequisites: General Psychology and Introduction to Education*

EED 210 Foundations of Education (3) This course presents an introduction to the historical, philosophical, sociological, cultural, and curricular foundation of education. The influential views from Western Education, Early American Education, Indian Education and current practices will be presented and analyzed in a comparative manner. *Prerequisites: Completion of English I and II and EED 101 Introduction to Education.*

EED 303 Walking in Balance I- Physical Well Being (1) This course is designed to provide support for teacher candidates as they prepare to become educators. Course content emphasizes the importance of self care as it relates to physical well being. A healthy diet, exercise and other related topics will be addressed. Candidates will reflect on and assess their physical well being, identify contributing factors, describe a short term goal, take action and track personal progress. Participation in discussion of course topics, sharing of related experiences and group activities are required. *Prerequisites: Admission to ETEP, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com*

EED 304 Walking in Balance II- Emotional Well Being

(1) This course is designed to provide support for teacher candidates as they prepare to become educators. Course content emphasizes the importance of self care as it relates to emotional well being. Managing and expressing feelings, maintaining optimism, adjusting to change, and coping with stress in a healthy way will be addressed. Candidates will reflect on and assess their emotional well being, identify contributing factors, describe a short term goal, take action and track personal progress. Participation in discussion of course topics, sharing of related experiences and group activities are required. *Prerequisites: Successful completion of ETEP Junior I Semester courses ("C" or better), concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com*

EED 308 Child Growth and Development (3)

This course involves the study of child growth and development during early and late childhood, with a focus on elementary school aged children (5 -12 years). Course content will include the study of developmental domains (physical, cognitive, and emotional/social) and their integration and change as related to developmental stages. Course content is designed to highlight the study of various perspectives and theories (psychoanalytic, behaviorism, social learning, cognitive-developmental theory, information processing, socio-cultural, ecological). *Prerequisite: Admission to ETEP, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com*

EED 309 Writing for the Education Profession (3)

The purpose of this course is to assist teacher candidates in the development of professional writing skills. Candidates will engage in various writing activities – various writing forms, 6 + 1 Writing Traits, writing process and review grammar skills and rules. In addition, candidates will be introduced to the development and maintenance of an electronic professional portfolio along with the methodology behind the writing of rationale statements and choosing supporting artifacts. *Prerequisites: Admission to ETEP, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com*

EED 311 Governance and Organization of Schools (3)

This course explores the governance and organization of various schools operated in America. The focus will be on public, private, and BIA-funded/Tribally-controlled elementary schools along with legislation and law issues affecting these schools. Students will actively participate in activities examining various aspects involved in the operation of elementary schools through visitation of school sites. *Prerequisites: Admission to ETEP, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com*

EED 318 Multicultural Education and English

Language Learners (3) This course introduces teacher candidates to the changing demographics of this country and their implications for education. Individuals may differ in class, ethnicity and race, religion, and language. English Language Learners represent a growing number of students in today's classrooms. Principles for working with English Language Learners will be addressed. Gender, sexual orientation, age and physical and mental abilities also contribute to diversity. Teacher candidates will explore these differences to build understanding of the role they play in students' lives. This course will identify responsive approaches for meeting diverse student needs that draw from the cultures of students and their communities while supporting the practice of democratic citizenship for all learners. *Prerequisites: Successful completion of ETEP Junior I Semester courses ("C" or better), concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com*

EED 322 Psychology in Education (3)

This course is designed to study the relationship between psychological principles and their application to teaching and learning. Topics of study will include: learning theory, learning styles, multiple intelligences, behavioral analysis and differentiated learning. Cultural influences on the physical, emotional, intellectual, and spiritual/cultural development of American Indian and Alaska Native elementary school children will also be explored. *Prerequisites: Admission to ETEP, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com*

EED 323 Understanding Exceptionalities (3)

This course is designed to provide candidates with an introduction to the field of special education. Candidates will gain an awareness and understanding of the various types of exceptional characteristics, needs, and strengths which influences the development and learning process in elementary children who have been diagnosed as an exceptional child or at-risk student. Other topics of study will include: state and federal legislation, IEP process and document, intervention strategies, meaningful accommodations, and adapting instruction and curriculum to meet the diverse needs of all the students in the classroom (ELL, ESL, and Bilingual). *Prerequisites: Successful completion of ETEP Junior I Semester courses ("C" or better), concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com*

EED 324 Introduction to Curriculum Theory and

Development (3) This course is designed to provide teacher candidates with an introduction to curriculum theory and development, at the elementary (K-6) level. National and Kansas State Department of Education standards will be utilized. Teacher candidates will utilize the Taskstream system to reference standards, rubrics, required lesson plan formats, to make lesson plan submission, and to receive evaluations. Teacher candidates will study various lesson planning models and strategies, including direct instruction, indirect instruction, cooperative learning,

questioning strategies, and application of Bloom's Taxonomy. Class participants will study lesson planning in relationship to childhood development, use of assessment data, and alignment with state and local curriculum standards. Class participants will demonstrate skills learned during microteaching activities. *Prerequisites: Successful completion of ETEP Junior I Semester courses ("C" or better), concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com*

EED 326 Diversity in Educational Settings (1)

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

Prerequisites: Admission to ETEP, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com

EED 329 Fundamentals of Assessment (3)

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

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

This course is designed to provide teacher candidates with knowledge and application of methods used to present mathematical concepts to students, grades kindergarten through sixth. Emphasis will be placed on concept introduction, concept expansion and reinforcement, and assessment practices. The National Council of Teachers of Mathematics (NCTM) content and process standards provide the framework for course content. Course content is also 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 for course content. Course content will address, in

part, KSDE Content Standard 2 and KSDE Professional Educator Standards 1-12. *Prerequisites: Successful completion of ETEP Junior I Semester courses ("C" or better), concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com*

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

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

EED 350 Field Experience in K-6 Classrooms (3)

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. *Prerequisite(s): Successful completion of all ETEP Junior I Semester courses with a grade of C or better, concurrent enrollment in all ETEP Junior II level courses, and subscription to www.taskstream.com*

EED 404 First Days of School (1)

This seminar is designed to provide teacher candidates with the opportunity to observe and assist with the process followed by elementary school faculty when preparing for the first days of school. Three seminar sessions, held on 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 and II Semester courses ("C" or better), concurrent enrollment in all SOE Senior I level courses and subscription to www.taskstream.com*

EED 408 Kansas Performance Teaching Portfolio

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

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

This course is designed to provide teacher candidates with knowledge and application of methods used to present mathematical concepts to students, grades kindergarten through sixth. Emphasis will be placed on concept introduction, concept expansion and reinforcement, and assessment practices. The National Council of Teachers of Mathematics (NCTM) content and process standards provide the framework for course content. Course content is also 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 for course content. Course content will address, in part, KSDE Content Standard 2 and KSDE Professional Educator Standards 1-12. *Prerequisites: Successful completion of ETEP Junior I, Junior II, and Senior I Semester courses ("C" or better), concurrent enrollment in all SOE Senior II level courses and subscription to www.taskstream.com.*

EED 450 Science Methods for K-6 Learners (3)

Instruction in the design and assessment of science lessons to instruct elementary students in the content areas of physical, life, earth, and space sciences is focus of study. Investigation of the unifying concepts of science, the scientific method, and processes of inquiry used to understand, build, and discover new knowledge. The course may also explore Native American/Alaska Native cultural views of science and their relationship to participant's scientific skills and perspectives. *Prerequisites: Successful completion of ETEP Junior I, Junior II, and Senior I Semester courses ("C" or better), concurrent enrollment in all SOE Senior II level courses and subscription to www.taskstream.com*

EED 460 Social Studies Methods for K-6 Learners

(3) This course is designed to provide teacher candidates with knowledge and experiences to apply effective instructional methods to the teaching of social studies for K-6 learners. The (NCSS) Standards (K-6) and Kansas Early Childhood – Late Childhood Standard 4 (history, civics-government, geography and economics) will provide a framework for this course. Teacher candidates will build knowledge and skills for effective teaching strategies and create activities to support the curriculum, instruction, and assessment of social studies content. Teacher candidates will apply their acquired knowledge and skills through presentation of social studies content appropriate for varying grade levels that align standards, curriculum and assessment. The influence of technology and the diversity represented in today's classrooms will be addressed. *Prerequisites: Successful completion of ETEP Junior II Semester courses ("C" or better), concurrent enrollment in all SOE Senior I level courses and subscription to www.taskstream.com*

EED 441 Language Arts Methods for 4-6 Learners

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

EED 409 Kansas Performance Teaching Portfolio

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

EED 490 Student Teaching in K-6 Classrooms (15) This course is designed to provide a structured experience to develop, refine, and demonstrate the competencies necessary for effective instruction of children with diverse abilities and background. The overall aim is to help student teachers become effective and reflective decision makers by applying the theories and methods learned in the university program of study and related activities in real elementary classroom settings under the supervision and guidance of a cooperating teacher and a SOE faculty member. During student teaching, students will be required to assume partial responsibility (Phase I), partial to full responsibility (Phase II), and full responsibility to phase out (Phase III) during the 15 week timeframe. The evaluation of the student teacher performance and level of mastery will be based on the KSDE Professional Education and Content Standards, and the ETEP Outcomes. *Prerequisites: Successful completion of ETEP Junior I, Junior II, and Senior I Semester courses ("C" or better), concurrent enrollment in all SOE Senior II level courses and subscription to www.taskstream.com*

EED 470 Specialty Content Methods for K-6 Learners:

Health, Physical Education and Art (3) This course is designed to provide teacher candidates with knowledge and experiences to apply effective instructional methods to the teaching of three specialty areas, Health, Physical Education and Art. Kansas Early Childhood – Late Childhood Standards 5 and 6 will provide the framework for this course. Teacher candidates will build knowledge and skills for effective teaching strategies and activities to support the curriculum, instruction, and assessment of these specialty areas. *Prerequisites: Successful completion of ETEP Junior I and II Semester courses ("C" or better), concurrent enrollment in all SOE Senior I level courses and subscription to www.taskstream.com*

EED 480 Pre-Student Teaching Field Experience in K-6 Classrooms (3)

Course Description: Teacher candidates are required to accumulate 135 hours of 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 nine elementary classroom hours in a typical week. This placement will be maintained through spring semester and student teaching. *Prerequisites: Successful completion of ETEP Junior I, II Semester courses ("C" or better), concurrent enrollment in all SOE Senior I level courses and subscription to www.taskstream.com*

ENGL (ENGLISH)

ENGL 90 Basic Composition (4) This is an intensive preparatory course in composing, analyzing, and revising sentences and paragraphs. Grammar and writing processes are reviewed. No college credit, institutional credit only. *Prerequisite: Placement*

ENGL 100 College Reading Strategies (2) A college-level, computer-based course in reading comprehension and writing, with attention to specialized rhetorical styles of science, social science, literature, and other academic disciplines. This course is recommended for Basic Composition students. *Prerequisite: None*

ENGL 101 English I: (3) Study and practice in the writing process, with attention to: 1) principles of unity and coherence; 2) methods of development in paragraphs and essays; 3) critical reading of narration, description, exposition, and argument; and 4) analysis of tone and meaning in prose. *Prerequisite: Placement or ENG 90.*

ENGL 102 English II (3) An examination of selected fiction, verse, and drama (optional) leading to critical analysis; continued practice in composition; and research strategies (MLA-specific). The aims of the course are twofold: to enable students to experience literature more fully, and to provide opportunities for them to express – and to sharpen – their critical awareness through discussion and writing. The course addresses two questions: how does one read imaginative literature, and what approaches and techniques are useful in analyzing it. *Prerequisite: ENG 101*

ENGL 104 Beginning Honors English (3) A combination of the rhetorical and literary critical aims of English I and English II with a more extensive and challenging curriculum. This course introduces students to the study of selected masterpieces of world literature from a variety of genres and periods with the aim of developing critical reading and writing skills. *Prerequisite: One of the following criteria must be met prior to enrollment in this course: 1) an ACT English score of at least "25"; 2) an advanced placement examination English score of "3"; or 3) adequate performance (passing or above) on a freshman honors placement examination administered by the English Department (note: to be eligible to take the honors English placement examination students must a) either have a score of between "17" and "21" on the English portion of the ACT examination and be placed in English I or b) have an advanced placement English examination score of "2".* *Prerequisite: Departmental Permission*

ENGL 120 Creative Writing (3) Instruction and work in writing poetry and short fiction, with emphasis on intention and meaning and the basic elements of both genres. This course does not fulfill a humanities general education requirement.

ENGL 210 Themes and Issues in Literature (3) Study of a major concern in several genres and various periods of literature; continued practice in composition. The purpose is to develop reading and writing abilities further and to encourage a coherent approach to significant topics and issues in imaginative literature. *Prerequisite: ENG 102*

ENGL 212 American Indian Literature (3) This course includes exploration of several literary 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: ENG 102*

ENGL 220 Fiction Writing I (3) This course offers study and practice in the writing of fiction, and critical approaches to the genre. Special attention is given to employing the elements of fiction in original work and as the basis for discussion in critical work, both written and oral. The course also offers opportunity for extensive reading writing, and critical thinking. This course does not fulfill a humanities general education requirement. *Prerequisite: ENG 120 or Instructor Permission*

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

ENGL 222 Poetry Writing I (3) This course offers study and practice in the writing of poetry, with attention to form and content. The historic range of verse, from the Renaissance sonnet form to the contemporary prose poem, is taught, as well as the joining of subject matter to appropriate form. In addition, critical reading of poetry and methods of revision be included. This course does not fulfill a humanities general education requirement. *Prerequisite: ENG 120 or Instructor Permission*

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

ENGL 310 Short Fiction (3) This course traces the development of the short story. Major authors of the past and present are studied, as well as the structural characteristics of the genre. This is a junior- or senior-level course. *Prerequisites: ENG 210, ENG 212 OR THEAT 203*

ENGL 311 Literature of the American West (3) A survey of fictional writings, historical documents, inspired artwork, personal narratives, and critical essays produced by writers and authors of the American West. Major authors are Mark Twain, Zane Grey, N. Scott Momaday, Sherman Alexie, and others, this course will deepen students' understanding and appreciation of literature. *Prerequisites: ENG 210, ENG 212 OR THEAT 203*

ENGL 315 Advanced Composition (3) This is a junior/senior level course covering the principles of effective composition for college and professional writing, with attention to grammar, usage, and electronic and print media research. The course provides additional practice in writing, to offer students the opportunity to order and articulate their knowledge. *Prerequisite: ENG 102*

ENGL 332 Writing in the Sciences (3) This course is recommended for Indigenous and American Indian Studies and Environmental Sciences majors. The course includes research methodologies specific to the social and physical sciences. Serving as a third semester of composition, advanced research and writing formats and their applications will be studied. *Prerequisite: Any 200- or 300-level English Course*

ENGL 333 Environmental Writing (3) The course offers a survey of creative nonfiction writers with attention to their underlying philosophies about the various definitions of environment and the writers' perceived sense of place in those environments. Creative nonfiction techniques used in writing essays for publication are covered. *Prerequisite: Any 200- or 300-level English Course*

ENGL 370 Linguistics and Language Revitalization (3) This junior-level course introduces students to the discipline and language of the field of linguistics and to the state of native languages 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.

AIS 340 American Indian Poetry (3) A junior/senior-level class exploring the continuity between traditional verse forms (traditional songs and ceremonies; narrative verse) and contemporary songs and poetry (peyote songs, literary poetry). Students learn major contemporary American Indian poets and their themes. Attention will be paid to bi-lingual poets such as Ray Young Bear, Luci Tapahonso and L. Henson. The course includes some analysis of English-language poetics and its influence on the hybridized forms of contemporary writers, as well as tribal traditions. *Prerequisites: Junior/Senior level standing and ENG 212*

AIS 341 American Indian Narratives (3) This course explores the continuity between traditional oral narratives and literary prose, including novels, short fiction, essays and memoirs. Themes such as twins, geographic sites, renewal, healing and elements of nature are followed through a variety

of histories and genres, including film. Attention is paid to the author-function as its shifts from members of an oral tradition to specific writers of contemporary texts. *Prerequisites: Junior/Senior level standing and ENG 212*

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

AIS 344 American Indian Literature in Translation (3) Cross-disciplinary study of language, literature, and translation issues. Alternative forms of literacy are considered, including winter counts, pictographic ledger book narratives, and visual sign systems. *Prerequisites: Junior/Senior level standing, ENG 210 or ENG 212 or THEAT 203*

AIS 410 American Indian Literature Seminar I (3) This is a senior-level class in a selected American Indigenous literary topic, genre, time period, or author(s). The course focus will change from semester to semester, and the course may be repeated for credit as AIS/ENG 411. Students will be expected to participate as readers, as researchers, and also as presenters. A substantial research project from each student will be presented and critiqued within the forum of the seminar. *Prerequisites: Junior/Senior level standing and a 300-level AIS class*

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

ENVS (ENVIRONMENTAL SCIENCE)

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

ENVS 102 Environmental Issues (3) Exposure of students to issues within the natural environment intended to provide students basic information on environmental sustainability, common to global and therefore, tribal health. *Prerequisite: WWW.TASKSTREAM.COM 101*

ENVS 103 Introduction to Environmental Science (3) Introduction to growing fields of the environmental sciences. Current thinking and research concerning the impact of

industrialization and urbanization on environmental quality and depletion of natural resources; the pollution of air, land surface, water, and the public agencies and policies designed to solve environmental problems in mainstream as well as tribal communities.

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

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

ENVS 320 Sustaining Watersheds (4) Utilizing basic geologic concepts as a backdrop, sustainable watersheds is intended to present the morphological development of watersheds, along with the natural hydrologic processes, to better understand ecological sustainability. Lecture and laboratory. *Prerequisites: ENVS 102*

ENVS 340 Air Quality (3) This course establishes the history and evolution of Earth's atmosphere, its composition and structure, the natural cycles that maintain and control the atmosphere, how man-made events affect the atmosphere, how construction affects indoor air, and discusses air quality standards and health related issues as well as legislation, policies, and treaties, such as the Clean Air Act and the Montreal Protocol. *Prerequisites: CHEM 101 or PSCI 100*

ENVS 360 Energy (3) A look at the sources and uses of energy both in the natural world and for human technology. The science of energy will be integrated into the discussion of the role of energy, sources of energy, efficiency in the use of energy, energy economics, and environmental and social impacts of the use of energy. Special emphasis will be placed on energy and its role with regard to Indian land.

ENVS 410 Ecological History of North America & Its People (3) Lecture & evidence-based discussion course familiarizes students with environmental changes and animal/plant overturns in North America during the past 65 million years, and examines causes and results of extinctions and ecological replacement. A background is provided to past ecological patterns specific to North America, including habitats and natural communities now gone or drastically changed, as well as the geographical and climatic causes of past ecological changes. Final two-thirds of course examines how the Pleistocene Ice Ages and humans impacted the continent and its plant and animal life, and how past events and practices relate to the present. *Prerequisites: BIOL 121 and BIOL 122*

ENVS 411 Environmental Toxicology (5) An interdisciplinary approach to problems related to the presence of biologically active substances and potentially hazardous synthetic chemicals in man's environment. The course covers principles of environmental chemodynamics and toxicology, basic ecological processes, such as biomagnification of hazardous substances in local and nonlocal food webs, foods we eat, nutrient and geochemical cycles, along with environmental protection laws, organic chemistry, and the effects of environmental chemicals on people and ecosystems. Topic areas include: risk assessment; toxicological 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; chemicals/drugs found in food/meat/drinking water; mining waste; and hazardous substances on tribal lands. Lecture and laboratory. *Prerequisite: CHEM 201*

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

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

ENVS 450 Aquatic Biology (5) An overview of aquatic ecosystems and their organisms. Topics include the systematics of aquatic environments (rivers, lakes and wetlands); collecting and identification of major aquatic taxa (fish, microbes, algae, aquatic insects and other aquatic invertebrates); water chemistry and biogeochemical cycles; community structure; and applied

topics (invasive species, effects of pollution in aquatic systems, aquatic diversity, biological metrics). Marine systems will be touched upon if there is time. Lecture and Laboratory. *Prerequisites: BIOL 121 and BIOL 122*

ENVS 480 Undergraduate Research (1 to 3) Students are required to submit a one-page summary of the research planned to their research sponsor and the chairperson of Natural Science. A detailed five- to ten-page report on the completed work must be submitted to the research sponsor and chairperson of Natural Science the Friday before final examinations. A 10-15 minute presentation (or poster) of the completed research must be given to an audience of the research sponsor's choosing. *Prerequisite: Consent of sponsor and chairperson of Natural Science.*

GEOG (GEOGRAPHY)

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

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

GEOG 210 Cartography (3) Cartography is the study of techniques to produce maps that communicates honestly and effectively. It therefore begins with basic principles such as scale, projection, symbolization, generalization and classification. It then applies these principles to the production of original maps using pen-and-ink, drawing software, and GIS software. This course will also have a special emphasis on the role of map-making as an expression of sovereignty. This course is a complement to coursework in GIS; the skills learned here will equip a GIS practitioner to produce outputs that communicate more effectively than typical GIS maps do. The course may be taken before beginning the GIS sequence, concurrently, or after completing GIS courses. *Prerequisites: ENGL 101 and MATH 100*

GEOG 220 Remote Sensing for Spatial Analysis (3) Remote sensing collects information about the physical and cultural environment from aircraft, satellites, and, increasingly, a variety of new small vehicles. It uses tools that include cameras, lasers, radars, and other sensors to produce data that are used for maps and other analytical products. Most of the maps we use today depend, at least in part, on remotely sensed data. However, remote sensing raises difficult issues of privacy, ownership of information, and sovereignty over the skies. This course will

explore the technical issues of collecting data by remote sensing and the ethical and political issues of how those data can be used responsibly. *Prerequisites: ENGL 101 and MATH 100*

GEOG 310 Introduction to Geographic Information Systems (3) An introduction to core GIS concepts including data input, spatial analysis, and cartographic output. Specific 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: MATH 101*

GEOG 320 Applications of ArcGIS (2) This course will give students a significant amount of hands-on practice with the various software components of ArcGIS (ArcMap, ArcCatalog, ArcToolbox, ArcGlobe, etc.) through several tutorial and application-oriented exercises. The course is designed to complement the core GIS concepts and applications covered in

GEOG 330 Advanced GIS and GPS (3) A continuation of the "Introduction to GIS" course with advanced GIS concepts. Specific topics include database design and editing, raster analysis and modeling, vector analysis and modeling, the Global Positioning System, remote sensing, customizable GIS, 3-D visualization, GIS project design and management, GIS and society, and GIS applications. Students will complete a research project applying GIS to a particular area of interest, and will present the research results to the class. *Prerequisites: GEOG 210*

HIST (HISTORY)

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

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

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

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

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

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

HSES (HEALTH, SPORTS, AND EXERCISE SCIENCE)

HSES 100 Personal Hygiene (2) The study of the principles and practices for developing and maintaining personal health; to include recognized personal hygiene practices to systems of the human body.

HSES 101 Weight Training and Conditioning (1) Specialized strength and conditioning program.

HSES 103 Fundamentals and Conditioning of Basketball (1) Emphasis on skills, fundamentals of movement, strength, systems of play, and physical conditioning for students. **HSES 104 Body Weight Control (1)** Exercise class for students interested in nutrition, diet and exercise in weight control. Includes various methods of exercise for aerobic and physical conditioning.

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

HSES 106 Racquetball (1) Fundamentals and rules of racquetball; includes techniques, strategy and competition.

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

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

HSES 109 Intermediate Swimming (1) Skills, techniques, knowledge, and conditioning for students who have completed Beginning Swimming or who have otherwise achieved basic

skills. Prerequisite: HSES 108 Beginning Swimming

HSES 110 Advanced Swimming (1) Instruction in water safety and lifesaving techniques. Open to students who have completed swimming or the equivalent. Prerequisite: HSES 109 Intermediate Swimming

HSES 112 Introduction to Health, Sport and Exercise Science (3) Study of the nature, scope and philosophy of health, sport and exercise science. Includes examination of the history, objectives and scientific foundations of the health, sport and exercise science and its relation to other educational and scientific disciplines.

HSES 125 Fitness for Life (2) Individualized 30-minute total body workout program designed to improve cardiovascular efficiency.

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

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

HSES 162 Principles of Nutrition (3) Study of the principles, concepts, and chemical process surrounding nutrition: the ways of promoting and maintaining a balanced diet, and the impact nutritional choices have on health disparity issues in Indian Country.

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

HSES 201 Personal and Community Health (3) Study of principles, attitudes and issues surrounding personal and community health, and ways of promoting and maintaining it. Emphasis is placed on the relationship between population and

disease, the life cycle, the ecosystem, and health care.

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

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

HSES 204 First Aid (2) The study of modern first aid techniques, health precautions, and guidelines for administering first aid and emergency cardiovascular care.

HSES 206 Introduction to Coaching Basketball & Golf (2) Coaching development, strategies and techniques for interscholastic and intercollegiate basketball success; for individuals pursuing a degree in Health, Sport and Exercise Science. Prerequisite: HSES 200 Theory and Principles of Coaching

HSES 207 Introduction to Coaching Softball & Track (2) Coaching development, strategies and techniques for interscholastic and intercollegiate softball success; for individuals pursuing a degree in Health, Sport and Exercise Science. Prerequisite: HSES 200 Theory and Principles of Coaching

HSES 208 Introduction to Coaching Soccer and Volleyball (2) Coaching development, strategies and techniques for interscholastic and intercollegiate soccer success; for individuals pursuing a degree in Health, Sport and Exercise Science. Prerequisite: HSES 200 Theory and Principles of Coaching

HSES 230 Care and Prevention of Athletic Injuries (3) This course is the first component of an athletic training program. Emphasis is two-fold: (1) care/minor treatment of acute and chronic sports related injuries, and (2) prevention of injuries during pre-season conditioning, in-season competition, and off-season training. Prerequisite: HSES 204 First Aid, HSES 220 and class standing (sophomore or junior level)

HSES 240 Sport in Society (3) This course is designed to explore the cultural dynamics of individual and group behavior in sport. Emphasis will be on the role of sport in multicultural and cross-cultural settings. Prerequisite: SOC 101 Introduction to Sociology

HSES 245 Introduction to Sports Marketing and Promotion (3) This course is designed to explore marketing and promotional strategies in sporting venues. A foundation course in sports administration set to provide experiential learning opportunities in basic athletic management. Prerequisite: ENGL 101 English I

HSES 250 Practicum in Coaching Team Sports (2) A directed study course in Health, Sport and Exercise Science; emphasis is in the dynamics and practical application of coaching a team sport. Prerequisite is the completion of an Introduction to Coaching course.

HSES 255 Administration of Sport Programs (3) This course is designed to explore concepts of administration relative to sports, fitness, and physical education programs. The course will encompass principles, methods, and strategies to effective administration. Prerequisite: ENGL 101 English I

HSES 260 Internship in Care and Prevention of Athletic Injuries (4) The course will serve to provide students with athletic training field experience. The experience will provide for enhanced athletic training competencies: knowledge, skills and abilities relevant to injury prevention, assessment, treatment, and rehabilitation. Students will also continue to develop and further their understanding of athletic training modalities, organization and administration of athletic training and general sports medicine facilities. Students will be supervised by a NATABOC certified athletic trainer or health care provider. Prerequisite: HSES 230 Care and Prevention of Athletic Injuries or other advanced athletic training course, and acceptance into the internship program.

IA (INTERCOLLEGIATE ATHLETICS)

One credit will be awarded per course for the academic and athletic year of the scholar-athlete. Enrollment in an intercollegiate course is by permission only.

IA 104 Intercollegiate Athletics (1) This course develops sport specific knowledge and skills relevant to the first year intercollegiate experience.

IA 105 Intercollegiate Athletics (1) This course serves as the second level intercollegiate sport experience. Human performance components address sport specific development through position specific strength training and conditioning, and technical and tactical demonstration.

IA 106 Intercollegiate Athletics (1) This course serves as the third level intercollegiate sport experience. Year three extends human performance development, and continues experiential learning through leadership and service to community.

IA 107 Intercollegiate Athletics (1) This course is the final intercollegiate experience course for the academic term of the scholar-athlete. The course provides the scholar-athlete with the knowledge, skills, and abilities to effectively demonstrate leadership qualities for their respective sport program, as well as

tools to serve as change agents for athletics.

IA 114 Weight Training and Conditioning (1) 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) Advanced instruction strength techniques to improve skill and performance on the field of competition.

IA 116 Weight Training and Conditioning (1) 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) Advanced instruction in teaching weightlifting techniques at a level of competence so the student can prepare and supervise novice collegiate lifters in strength programs.

LANG (LANGUAGES)

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

LANG 102 Cherokee II (5) Continuation of Cherokee Language I Intermediate level of vocabulary skill and increased emphasis on reading and writing. Prerequisite: LANG 101 or Instructor Permission

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

LANG 111 Choctaw II (5) Continuation of Choctaw I Primary emphasis on reading, writing, and basic translation. Includes review of elements of Choctaw I. Prerequisite: LANG 110

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

community. Prerequisite: LANG 102

LANG 302 Cherokee IV (5) This course is a continuation of LANG 301, Cherokee Language III, and includes the study of grammar, with particular attention to speaking fluency and continued practice in reading and writing. Prerequisite: LANG 301

LANG 495 Potawatomi Language Preservation (6)
Prerequisite: Permission of Instructor

MATH (MATHEMATICS)

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

MATH 011 Introduction to Algebra (3) Manipulation of integers and through the real number system and simplification of algebraic expressions. The course will emphasize basic algebra, and will include solving and graphing linear equations and inequalities. Students will learn to relate their mathematical knowledge to everyday situations whenever appropriate. Prerequisite: Math 010 or Placement

MATH 012 Individualized Math Fundamentals I (3)
This is an open-ended, one semester course that combines Pre-Algebra and Introduction to Algebra for those students who do not need a complete review before taking Intermediate Algebra. There will be a review of whole number and fraction manipulation; decimals, percent, and problem solving techniques. Algebra topics include manipulation of integers, the real number system, and simplification of algebraic expressions. There will be an emphasis on basic algebra, which will include solving and graphing linear equations. Students will learn to relate their mathematical knowledge to everyday situations whenever appropriate. This course is self-paced (with deadlines) and addresses individual student needs. Successful completion of the course Pre-Algebra topics is required. Successful completion of Introduction to Algebra is possible. Prerequisites: Placement or Referral by Math Department; Equivalent Course: Math 010 Pre-algebra

MATH 013 Individualized Math Fundamentals II (3) This is an open-ended, one semester course that combines Introduction to Algebra and Intermediate Algebra. Introduction to Algebra topics include manipulation of integers, the real number system, and simplification of algebraic expressions. There will be an emphasis on basic algebra, which will include solving and graphing linear equations. Intermediate Algebra topics include exponents and polynomials, factoring polynomials, rational expressions, roots and radicals and quadratic equations. This course is self-paced (with deadlines) and addresses individual

student needs. Successful completion of Introduction to Algebra topics is required. Successful completion of Intermediate Algebra is possible. Successful completion of the Individualized Math Fundamentals I and II sequence is considered equivalent to successful completion of MATH 010 and MATH 011, with the potential for students to additionally earn credit for MATH 100 under Haskell credit by exam policy. Prerequisites: MATH 012 or Placement; Equivalent Course: Math 011 Introduction to Algebra

MATH 100 Intermediate Algebra (3) Polynomials, factoring, rational expressions, rational exponents and radicals, and quadratic equations and inequalities. The second in a two-course sequence covering basic algebra skills and concepts, this course assumes that the student already has a background in real numbers and variable expressions, solving equations and inequalities, linear functions and inequalities in two variables, and systems of equations and inequalities. Intermediate Algebra builds on that background and covers operations on polynomials, factoring, rational expressions, rational exponents and radicals, and quadratic inequalities. Successful completion of Intermediate Algebra prepares a student for College Algebra. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisite: A grade of C or better in either MATH 011 or MATH 013, or a grade of A in MATH 012, or Placement.

MATH 101 College Algebra (3) Covers real numbers, algebraic expressions, equations and inequalities, graphs and transformations of graphs, functions and properties of functions, systems of equations and linear programming, exponential and logarithmic functions, and complex numbers. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisite: MATH 100 or Placement

MATH 102 Liberal Arts Mathematics (3) This course is designed for students in liberal arts programs and other fields that do not require a core of mathematics. Topics covered include introductions to logic, sets, counting and combinatorics, elementary probability and statistics, and geometry. Additional topics(s) which may be covered include introductions to finance, voting and apportionment, number systems and number theory, graphy 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: MATH 100 or Placement

MATH 102 Liberal Arts Mathematics (3)
This course is designed for students in liberal arts programs and other fields that do not require a core of mathematics. Topics covered include introductions to logic, sets, counting and combinatorics, elementary probability and statistics, and geometry. Additional topics(s) which may be covered include introductions to finance, voting and apportionment, number systems and number theory, graph theory, exponential growth and decay, logarithmic scales, matrices and Markov chains, and linear programming. A Texas Instruments graphing calculator

(or equivalent) is required for this course. Prerequisite: MATH 100

MATH 103 College Trigonometry (3) Covers trigonometric functions, identities, graphs, trigonometric equations, radian measure, complex numbers, polar coordinates, solving triangles and applications. High school or college plane geometry background is recommended. This course is offered every fall semester. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisite: MATH 101

MATH 104 Pre-calculus (5) Pre-calculus includes a study of exponential, logarithmic, and trigonometric functions and their properties. Other topics may include polynomial functions, conic sections, matrices, sequences and series, as time permits. The course is intended for students pursuing a course of study in science, technology, engineering, mathematics, or finance. A grade of "C" or better in Precalculus is required in order to take MATH 221 Calculus & Analytical Geometry I. Students may enroll directly in MATH 221 instead of MATH 104 based on approval from the Mathematics Department. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisite: A grade of "C" or better in MATH 101 and MATH 103 or an ACT math score of 23 or higher.

MATH 207 Statistics (3) Descriptive statistics, sampling, elementary probability, probability distributions, estimation and an introduction to statistical inference. Students will work with applications from a variety of academic disciplines. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisite: MATH 101

MATH 215 Applied Calculus I (3) Single variable calculus involving functions, limits, derivatives, applications of derivatives, exponential growth and decay and an introduction to integration. This course is not intended for students who plan to study mathematics or engineering. This course is offered every spring semester. A Texas graphing calculator (non-symbolic) is required for this course. This course is offered every spring semester. Prerequisites: MATH 101

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

MATH 221 Calculus and Analytic Geometry I (5) This course is the first in the calculus sequence. This course consists of the review of functions and graphs, limits, the definition of the derivative, differentiation and its various techniques, application of the derivative, and an introduction to the definite and indefinite integral. Designed to provide students majoring in Science, Technology, Engineering, or Mathematics related fields with a strong background in the fundamentals of analysis. A Texas

Instruments TI-84, or TI-89 graphing calculator is required for this course. Prerequisite: A grade of C or better in MATH 103 and MATH 104 or an ACT math score higher than 23 and the recommendation of the Mathematics Department.

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

MATH 223 Calculus and Analytic Geometry III (3)
A continuation of Calculus and Analytic Geometry II that is designed to provide students majoring in Science, Technology, Engineering, and Mathematics fields with a strong background in the techniques and applications of vectors, three dimensional vector geometry, 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 of the plane. A Texas Instruments TI-84, or TI-89 graphing calculator is required for this course. Prerequisite: MATH 222.

MATH 226 Introduction to Linear Algebra (3) This course will cover the fundamentals of linear algebra including matrix algebra, systems of linear equations, reduction to diagonal form, determinants, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and applications. A Texas Instruments TI-84, TI-89 graphing calculator or equivalent is required for this course. Prerequisite: C or better in Math 221, Calculus and Analytic Geometry I, or equivalent.

MATH 227 Differential Equations (3) This course will cover the definitions and terminology of differential equations, initial value problems, first-order differential equations, modeling with differential equations, and linear and nonlinear models. A Texas Instruments TI-84, TI-89 graphing calculator or equivalent is required for this course. Prerequisite: C or better in Math 221, Calculus and Analytic Geometry I, or equivalent

MATH 240 High Power Rocketry (3) Students will assist in the construction, testing, pre-launch, launch, and recovery procedures of one or more advanced high power rockets as a team. They will do preliminary analysis of realtime GPS data, and digital altimeter data to illustrate kinematical concepts (position, velocity, acceleration, and jerk). Students will model the flight path and flight dynamics of these rocket designs with rocket simulator software, and compare the actual to the predicted flight patterns. This is an advanced, hands on engineering project that is only open to students interested in pursuing a mathematically intensive

Science, Technology, Engineering, or Mathematics degree program. *Prerequisite: MATH 221 or concurrent enrollment.*

MATH 245 Introduction to Radio Controlled Remote Sensing Helicopters and Aircraft(1) Students will participate in the construction, testing, flight, and repair of a radio controlled helicopter and an airplane built for remote sensing purposes. We will fly the helicopter and airplane with test payloads, crash them, repair them, develop flight paths and procedures, and finally, fly them with cameras and video recorders on board. Students will do preliminary analysis of realtime GPS data, and digital altimeter data to illustrate kinematical concepts (position, velocity, acceleration, and jerk). This is an advanced, hands-on engineering project that is only open to students interested in pursuing a mathematically intensive Science, Technology, Engineering, or Mathematics degree program. *Prerequisite: MATH 221 or concurrent enrollment.*

MCOM (MEDIA COMMUNICATIONS)

MCOM 113 Television Production I (3) Basic operating procedures of television 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 114 Television Production II (3) Experience producing industrial video presentation for area civic organizations and producing a monthly program to be aired on a local channel. Students 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. *Prerequisites: MCOM 113*

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

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

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

MCOM 150 News Writing (3) 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.

MCOM 212 Television News Production (3) The news production class will teach students to write, edit, report and broadcast a student-run TV news show — “Haskell News.” Students are responsible for all reporting, producing, studio management, editing, and broadcasting of the student-produced show. *Prerequisites: MCOM 113 OR Concurrent Enrollment in MCOM 201*

MCOM 215 Internship in TV Production (3) Instruction provided in this course will be given in a professional broadcast environment. Students will work with a wide variety of video production tools. *Prerequisites: MCOM 114 AND Instructor Permission*

MCOM 231 Introduction to Mass Communication (3) A historical and descriptive survey of mass media for communicating public information. Students will analyze newspapers, magazines, radio, television, motion pictures, and audio recordings through various projects to see how these forms of media define our values, thoughts, and actions. *Prerequisite: ENG 101*

MCOM 279 Portfolio Development in Photography (3) Advanced photography studio with emphasis in contemporary American Indian culture and portfolio development. *Prerequisite: MCOM 223 OR Instructor Permission*

MGMT (MANAGEMENT)

MGMT 301 Management and Organizational Behavior (3) This course serves as an introduction to the study of individual and group behavior within the context of an organization in order to develop the student’s potential for becoming an effective organization member and manager of people. Experiential learning methods are utilized to actively involve the student. A wide variety of topics and theories may be covered to include motivation, leadership, ethics, job design, group dynamics, and formal organizational structure and process. *Prerequisites: BUS 251 or PSYC 101 or SOC 101 and Junior*

level standing

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

MGMT 333 Records and Information Management III (3) This course is an in-depth examination of federal records and information management. Students will apply good business practices when planning, verifying and evaluating record inventory results; use guidelines and strategies to develop and evaluate records schedules; apply cost benefit analysis and asset and risk management strategies to records management programs; evaluate comprehensive records and information management programs; and learn to develop program goals and promotional strategies. All required content and training provided by the 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 of NARA. *Prerequisites: AIS 331 and AIS 332*

MGMT 401 Production and Operations Management (3) This course examines operations and production strategy in manufacturing, service, and public organizations. Themes include the relation between productivity and competitiveness, and the role of operations in acquiring competitive advantage by adding value through productivity, quality, flexibility, timeliness, and technology. This course will introduce quantitative methods to support business decision processes. *Prerequisites: ECON 201, ACCT 202, CIS 250, BUS 320, and MGMT 301*

MUS (MUSIC)

MUS 100, 101, 200, 201 Haskell Band (1) Instruction and performance in instrumental ensembles — concert, marching, and pep bands — designed to address needs and concerns of students who have never before performed in a band. Open to all Haskell students regardless of playing experience. Instruments provided but limited by availability. No auditions required.

MUS 104 Fundamentals of Music (2) A course in basic music theory, covering the areas of keys, key signatures, major minor scales, note value, rhythmic notation, and harmonic structure through diminished chords. The instruction includes an overview of written harmony, keyboard harmony, ear training, and sight singing.

MUS 104 Fundamentals of Music (2) A course in basic music theory, covering the areas of keys, key signatures, major-minor scales, note value, rhythmic notation, and harmonic structure through diminished chords. The instruction includes an overview of written harmony, keyboard harmony, ear training, and sight singing.

MUS 110 Music Theory I (4) This is the first course in a comprehensive music theory sequence involving written analysis, composition, aural skills, sight singing and keyboard harmony. Music Theory I begins with a review of music theory fundamentals and proceeds with a linear approach to harmony through predominant harmony and tonic expansions. *Prerequisite: MUS 104 or Instructor Permission*

MUS 111 Music Theory II (3) This is the second course in a comprehensive music theory sequence involving written analysis, composition, aural skills, sight singing and keyboard harmony. Music Theory II expands upon harmonic functions presented in Music Theory I with the addition of secondary dominants and voice-leading harmony. *Prerequisite: MUS 110 or Instructor Permission*

MUS 121, 122, 223, 224 Haskell Chorus (1) A performing organization open to all students. Rehearses daily and performs on campus and on tours. Popular, sacred, and traditional Indian music repertoire.

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

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

MUS 137 Music Appreciation Through the Classical Period (3) Survey of the development of music in Western civilization from medieval to classical times.

MUS 138 Music Appreciation from Classical Through Contemporary Times (3) Survey of the development of music from classical European to contemporary American eras.

MUS 141, 142, 243, 244 Private Voice Instruction (1) Instruction in voice for students interested in acquiring techniques for performance.

MUS 210 Music Theory III (3) This is the third course in a comprehensive music theory sequence involving written analysis, composition, aural skills, sight singing and keyboard harmony. Music Theory III further develops the students' harmonic vocabulary with topics, such as form, modulation, chromatic harmony using augmented sixths and the Neapolitan sixth chord. *Prerequisite: MUS 111 or Instructor Permission*

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

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

NATRS (NATURAL RESOURCES)

NATRS 105 Introduction to Natural Resources Management (3) Principles of ecology relating to conservation of natural resources, including forests, range land, soils, fish and wildlife, minerals, oil and gas and alternative energy forms; the nature and extent of those resources; politics and economics of resource conservation. *Prerequisites: MATH 100 and WWW.TASKSTREAM.COM 101*

NATRS 201 Introduction to Soils (4) Fundamental chemical, physical and biological and morphological properties of soils; their formation, fertility and management. Emphasis will be on management problems and solutions. Lecture and laboratory. *Prerequisites: CHEM 101 and ENVS 102*

NATRS 215 Weather Studies (3) This course introduces structure, composition and interaction of the atmosphere with emphasis on atmospheric processes and related phenomena, storm systems, weather information resources, basic forecasting, equipment and techniques of meteorologists, and climate variability. It is designed to complement interest and understanding of how these weather phenomena affect and are affected by events such as wild fire and prescribed fire, hurricanes and tornados. *Prerequisites: General Biology (BIOL 101) or equivalent; permission of the instructor*

NATRS 355 Culture and Fire (3) A synthesis of written and oral information leading to knowledge and an understanding of (1) the importance of wildfire determining a sense of place for indigenous cultures of North America and (2) the importance those cultures placed on the use of fire. An exploration if the

incorporation of wildfires used for the sustainability within cultures worldwide and the perennial affects on the flora and fauna on which the cultures depended. An Awareness of the benefits of fire is essential to understanding the total dimensions of wildfire suppression, pre-suppression and management. *Prerequisite: NATRS 210*

PHYS (PHYSICS)

PHYS 211 College Physics I (5) The first course in a two-course sequence in introductory physics. Units, motion in one, two, and three dimensions, rotational motion, Newton's laws, conservation laws, mechanics of solids and fluids, and waves are covered. Lecture and laboratory. *Prerequisite or co-requisite: MATH 215 or MATH 221*

PHYS 212 College Physics II (5) The second course in a two-course sequence in introductory physics. Heat and thermodynamics, electricity and magnetism, and nuclear and atomic physics are covered. Lecture and laboratory. *Prerequisite: PHYS 211*

PSCI (PHYSICAL SCIENCE)

PSCI 100 Physical Science (5) A general introductory laboratory course in the physical sciences which develops some of the major concepts from physics, chemistry, the earth sciences, and astronomy. Lecture and laboratory. *Prerequisite: completion of or concurrent enrollment in MATH 100*

PSYC (PSYCHOLOGY)

PSYC 101 General Psychology (3) Introduction to facts and principles essential to a perspective toward the entire field of psychology. Using a critical-thinking approach to the study of behavior, this course examines and integrates the current leading perspectives on human thought and behavior and encourages their application to everyday living.

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

Psyc 202 Social Psychology (3) An integration of sociology and psychology in the study of personality development, social adjustments, and social controls. It deals with the behavioral interaction of individuals within groups and the interaction between groups. *Prerequisite: PSYC 101 OR SOC 101*

SCTEC (SCIENCE TECHNOLOGY)

SCTEC 150 Spreadsheet Use in Science (3) Introduces spreadsheets as tools for deriving results from experimental data, organizing information, and for problem solving. Includes graphs, calculations, statistics and iteration. A small amount of programming and an introduction to presentation programs such as Power Point are included. *Prerequisite: MATH 101*

SOC (SOCIOLOGY)

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

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

SOC 110 Introduction to Criminal Justice (3) Introduction to criminal justice presents a variety of justice-related issues. Topics include an overview of the U.S. criminal justice system; comparison of the U.S. system; selected other nations; discussion of the local criminal justice agencies; presentations by representatives of local, state, and federal law enforcement agencies; and discussion of critical issues and future trends in law enforcement.

SOC 201 Marriage and Family (3) Using an interdisciplinary approach, this course examines the courtship, marriage, and family practices found within American Indian, Alaska Native, and contemporary society. The impact of historical and contemporary political, social, economic events affecting family structure will be surveyed. Cultural values, assumptions, and behaviors affecting relationships and family development will be explored throughout the course. *Prerequisite: SOC 101*

SW (SOCIAL WORK)

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

SW 110 Chemical Dependency and the Native American (3) This course introduces students to the field of addictions and examines the continuum of chemical abuse and dependency.

Factors contributing to abuse and dependency and the emotional, physical, intellectual, and spiritual effects on the individual, the family, and community will be explored. Major theories of causality, their effects on treatment approaches, and a special emphasis on integrating American Indian/Alaska Native scholarship, research, and treatment approaches to chemical abuse and dependency will be examined throughout the course. Fulfills Social Sciences requirement, part a, or Native citizenship requirement. There are no prerequisites for this course.

SW 201 Social Welfare and Society (3) This course introduces students to the social welfare system and its functioning within the social structure of the United States. The historical development and forces impacting the social welfare system and its relationships to other social institutions will be examined. Historical content on the social structures traditionally found within American Indian communities, the function and effectiveness of these systems (historically and contemporarily) and approaches being used to respond to social issues in American Indian communities today will be examined. Not opened to first semester freshmen. Fulfills Social Sciences requirement, part a.

AIS 321 Human Behavior and the American Indian Community (3) Course examines human behavior issues within American Indian communities using a social system approach. The course will provide students with a frame of reference for understanding the effect of social, political and cultural dynamics on the behavior of Indigenous people and the overall functioning of social structures within First Nations communities. This course will increase student's understanding of human behavior and provide a base for effective social work practice. *Prerequisites: SW 101, 110, or 201*

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

THEAT (THEATRE)

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

THEAT 101, 102, 201, 202 Performing Theatre Arts

(1) Practicum in theatre procedures and techniques through participation in theatre productions.

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

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

THEAT 160, 161, 190, 260, 261 Theatre Tour (2)

Experience in all aspects of touring a theatrical production. Loading in and assembling sets, hanging and focusing lighting instruments and touring lighting board, running lights for performances, setting up sound system and running sound cues for performance, maintaining costumes, performing productions in a wide range of performance settings, and striking and loading sets, equipment, and costumes at the conclusion of performances.

THEAT 203 Introduction to Dramatic Literature (3)

Survey of plays from Greek theatre to contemporary theatre. *Prerequisite: ENG 102.*

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

THEAT 225 Introduction to American Indian Theatre

Performance (3) Develops techniques for adapting American Indian/Alaska Native literature, legend, and subject matter to the stage through improvisation and script preparation.

AIS 352 American Indian Drama (3) Survey of plays from contemporary American Indian / Alaska Native playwrights.

Prerequisites: Junior/Senior level standing, ENG 102 or ENG 212

TMGMT (TRIBAL MANAGEMENT)**TMGMT 101 Introduction to Tribal Management (3)**

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

TMGMT 201 Tribal/Federal Government Relations (3)

This course presents an overview of the federal government, Indian Nation governments, the nature of the federal trust responsibility to Indian nations, and the impact of the three branches of federal government on Indian nations and their sovereignty. *Prerequisite: ENGL 101*

TMGMT 202 Introduction to Casino Management (3)

Overview of the casino; practices and problems associated with casino management, including staffing, security, control, and gaming device management.

TMGMT 300 Advanced Casino Management (3)

Advanced study of managing a tribal casino. Course will involve bring practical application of textbooks theory into the classroom through lecture by practicing managers of various tribal casino gaming operations. *Prerequisite: TMGMT 202*

TMGMT 321 Indian Law and Legislation (3)

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

TMGMT 325 Indian Law and Legislation II (3)

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

Indigenous Peoples and their communities. *Prerequisites: Junior Level and TMGMT 321*

TMGMT 330 Fundamentals of Tribal Sovereignty (3)

The purpose of this course is to introduce students to the basic principles underlying the sovereignty of Indian Nations and Tribes. Through an examination of the threats to sovereignty and the ways in which sovereignty is affected by various aspects of tribal like, it is intended that the student gain a greater appreciation of the fragile nature of tribal existence. *Prerequisite: Instructor Permission*

TMGMT 410 Tribal Resources and Economic

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

TMGMT 201 Tribal/Federal Government Relations (3)

This course presents an overview of the federal government, Indian Nation governments, the nature of the federal trust responsibility to Indian nations, and the impact of the three branches of federal government on Indian nations and their sovereignty. *Prerequisite: WWW.TASKSTREAM.COM 101*

TMGMT 202 Introduction to Casino Management (3)

Overview of the casino; practices and problems associated with casino management, including staffing, security, control, and gaming device management.

TMGMT 300 Advanced Casino Management (3)

Advanced study of managing a tribal casino. Course will involve bring practical application of textbook theory into the classroom through lecture by practicing managers of various tribal casino gaming operations. *Prerequisite: TMGMT 202*

TMGMT 321 Indian Law and Legislation I (3)

Students are introduced to federal Indian policy through United States Supreme Court decisions and federal laws that affect American Indian nations and individuals. Students study federal case law that both recognizes and impairs Indian Nation sovereignty. *Prerequisites: Junior level standing, TMGMT 201 or AIS 101 or Instructor Permission*

TMGMT 325 Indian Law and Legislation II (3) This course builds on student understanding of federal law impacting American Indian nations and individuals covered in Indian Law and Legislation I. This course presents federal statutes and Supreme

Court decisions with direct and specific impact on individual and nation-owned businesses and economic development in Indian communities. The relationship between the strength of Indian nation governance and economic development is analyzed, and students are provided with an overview of trends in federal and international treatment of Indigenous Peoples and their communities. *Prerequisites: Junior level standing and TMGMT 321*

TMGMT 330 Fundamentals of Tribal Sovereignty (3)

The purpose of this course is to introduce students to the basic principles underlying the sovereignty of Indian Nations and Tribes. Through an examination of the threats to sovereignty and the ways in which sovereignty is affected by various aspects of tribal life, it is intended that the student gain a greater appreciation of the fragile nature of tribal existence. *Prerequisite: Instructor Permission*

TMGMT 410 Tribal Resources and Economic

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



DEGREE CHECKLISTS



DEGREE TEMPLATES AND CHECKLISTS

General Education Requirements **pages 87-88**

Associate of Art Template **pages 89-90**

Associate of Science Template **pages 91-92**

Baccalaureate Degree Template **pages 93-94**

Bachelor of Science in Business - Management **pages 95-96**

Bachelor of Science in Business - Tribal Management **pages 97-98**

Bachelor of Elementary Education **pages 99-100**

Bachelor of Science in Environmental Science **pages 101-102**

Bachelor of Arts in Indigenous and American Indian Studies **pages 103-111**

ASSOCIATE AND BACCALAUREATE DEGREES

Haskell’s academic programs offer course work that can lead to an associate degree or a baccalaureate degree. The Associate and Bachelor of Arts degrees offer a flexible and broad education while an associate or bachelor degree in science has more specialized course requirements in a chosen program and fewer electives.

The associate degrees are intended to prepare students for employment in specific fields, to be used as an entry for baccalaureate work at Haskell or to transfer to another four-year institution. See department sections in this catalog for more information. An emphasis in an associate degree is course work chosen by the student in consultation with the student’s advisor. Associate degrees are not required for admission into baccalaureate programs. Associate of Arts and Associate of Science degree templates are in this section. See departments for more details.

The university offers majors in American Indian Studies (B.A.), Business Administration (B.S.), Environmental Science (B.S.), and Elementary Education (B.S.). Degree checklists and templates are in this section. See a faculty advisor in the department to discuss the degree program.

All degree programs have the same General Education requirements. Students should visit with a faculty advisor in their chosen field for information on required and elective courses to fulfill a degree program.

GENERAL EDUCATION REQUIREMENTS: (34-36 hours)

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

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

Students with advanced placement may satisfy a General Education requirement with a higher level course from the same department with the department’s approval.

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

See the back of this page for courses meeting this requirement.

Categories to be Met Under Each Outcome	Courses Meeting the General Education Program Requirements
Humanities and Arts (3 hours)	___ ART 100 Art Appreciation
	___ ART 240/241 Art History
	___ EED 208 Exploring Cultural Art, Music and Dance with Technology
	___ ENGL 210 Themes & Issues in Lit
	___ MCOM 231 Mass Communication
	___ MUS 136/137 Music Appreciation
	___ THEAT 100 Intro to Theatre
	___ THEAT 203 Intro to Dramatic Literature
Quantitative Reasoning (3 hours)	___ MATH 102 Liberal Arts Math
	___ MATH 101 College Algebra
Laboratory Science (5 hours)	___ BIOL 103 General Biology with Labs
	___ CHEM 101 Chemistry
	___ PHYS 211 Physics
	___ PSCI 100 Physical Science
Historical & Contemporary Indigenous Issues (6 hours)	___ AIS 102 American Indian Issues I
	___ AIS 110 History of North American Indian Tribes
	___ ART 255 Tribal Art Forms
	___ ENGL 212 American Indian Literature
	___ HSES 161 Diabetes & the Native American
	___ LANG 101/102, 110/111 Indigenous Languages
	___ SW 110 Chemical Dependency & the Native American
	___ THEAT 225 Dramatization of Indian Lit & Legends
	___ TMGMT 101 Introduction to Tribal Management
	___ TMGMT 201 Tribal/Federal Government Relations
Multicultural, World or Comparative Issues (3 hours)	___ AIS 301 Native and Western Views of Nature
	___ COMS 246 Intercultural Communication
	___ GEOG 110 World Geography
	___ HIST 101/102 US History
	___ HIST 110/112 Western Civilization I, II
	___ HIST 221/222 World Civilization I, II
Human Behavior (3 hours)	___ BUS 251 Human Relations
	___ COMS 226 Interpersonal Communication
	___ COMS 256 Working in Groups and Teams
	___ COMS 276 Persuasion & Social Influence
	___ PSYC 101Gen Psychology
___ SOC 100 Intro to Sociology	
Physical Activity or Health Course (1-3 hours)	___ HSES 100 level activities courses (1) 101, 104, 105, 106, 107, 108
	___ HSES 100 Personal Hygiene (2)
	___ HSES 125 Fitness for Life (2)
	___ HSES 160 Basic Nutrition (3)
	___ HSES 195 Weight Management and Fitness (1)
	___ HSES 201 Personal & Community Health (3)
___ HSES 204 First Aid (2)	

Haskell Indian Nations University

ASSOCIATE OF ARTS DEGREE (60 credit hours total)

GENERAL EDUCATION REQUIREMENTS: (34-36 credit hours)

	Credit Hr	Category	Course	Sem	Grade				
Communication Outcome	9 hours	Written Communication (6)	ENGL 101 English 1						
			ENGL 102 English 2						
		Oral Communication (3)	COMS 131 Public Speaking						
			COMS 151 Speech Communication						
Qualitative and Quantitative Thinking Outcome	11 hours	Humanities and Arts (3)*							
			Quantitative Reasoning (3)	MATH 101 College Algebra					
				MATH 102 Liberal Arts Math					
Laboratory Science (5)*									
Historical and Cultural Forces Outcome	12 hours	Historical Contemporary Indigenous issues (6)*							
		Multicultural, World or Comparative Issues (3)*							
		Human Behavior (3)*							
Wellness Outcome	2-4 hours	Orientation (1)	VISQU 101 Vision Quest						
		Physical Activity Course Or Health Class (1-3)*							
<i>Note: Entering students who have already met GE requirements may take a higher level course in that area with the approval of their advisor and the department.</i>									
AA EMPHASIS REQUIREMENTS (15-18 credit hours)									
Course	Number	Cr	Sem	Grade	Course	Number	Cr	Sem	Grade
ELECTIVES (8-11 credit hours minimum)									

Basic Comp	ENGL 90	4	___	___	Math Fund. I	MATH 012	4	___	___
Intro Algebra	MATH 010	3	___	___	Math Fund. II	MATH 013	3	___	___

Students must be advised by a faculty advisor in the emphasis department

INDEX

Summa Cum Laude..... 36
 Suspension..... 29
 Transcript..... 34
 Transfer Credit..... 35
 Transfer Student..... 31, 36
 Withdrawal..... 36
ACADEMIC PROGRAMS..... 37
 Academic Mission..... 37
 Academic Vision..... 37
ADMISSION TO HASKELL..... 7
 Application..... 7
 Deadline Dates..... 7
 Freshman..... 7
 Non-Degree Seeking Students..... 8
 Re-Admitted Students..... 8
 Special Students..... 8
 Transfer Students..... 7
ARTS AND SCIENCES..... 39
ASSOCIATE DEGREES..... 38
 Emphasis..... 38
BACCALAUREATE DEGREES..... 38
 Major..... 38
 Minor..... 38
BUSINESS..... 45
 Application Deadlines..... 46
 B.S. Degree in Business..... 46
 Business Core Courses..... 47
 Business Foundation Courses..... 47
 Graduation Requirements..... 46
 Management..... 45
 Management Concentration
 Courses..... 47
 Tribal Management..... 45
 Concentration Courses..... 47
CAMPUS SECURITY..... 18
 Abandoned Vehicles..... 19
 Emergencies..... 18
 Parking and Traffic..... 19
 Security at Night..... 19
 Vehicle Storage..... 19
CAMPUS SHOP SNACK BAR..... 19
 Eagle’s Nest..... 19
CAMPUS SHOP SNACK BAR..... 19

Eagle’s Nest..... 19
COMMUNICATION STUDIES..... 39
 Creative Writing Emphasis
 Requirements..... 41
 English Composition
 and Literature..... 40
 English Literature Emphasis
 Requirements..... 40
 Speech Communication..... 39
COUNSELING SERVICES..... 18
COURSE DESCRIPTIONS..... 58
 Accounting..... 59
 Indigenous American Indian Studies..... 59
 Art..... 61
 Astronomy..... 62
 Biology..... 62
 Business..... 64
 Chemistry..... 65
 Communication Studies..... 65
 Course Abbreviations..... 58
 Economics..... 66
 Elementary Education..... 66
 English..... 71
 Environmental Science..... 73
 Geography..... 74
 History..... 74
 Health, Sports, and Exercise
 Science..... 75
 Languages..... 78
 Mathematics..... 78
 Media Communications..... 80
 Management..... 81
 Music..... 81
 Natural Resources..... 82
 Physics..... 83
 Physical Science..... 83
 Psychology..... 83
 Science Technology..... 83
 Social Work..... 83
 Theatre..... 84
 Tribal Management..... 84
DEGREE CHECKLISTS..... 85
 Associate of Arts Degree..... 89

INDEX

Associate of Science Degree..... 91
 Baccalaureate Degree Template..... 93
 Environmental and Scientific
 Management..... 95
 B.S. in Business Administration
 Tribal Management..... 97
 A.A. in Elementary Education..... 99
 Environmental Science B.S.
 Degree Checklist..... 101
 B.A. in Indigenous and American
 Indian Studies
 Environmental and Scientific
 Justice..... 103
 B.A. in Indigenous and American
 Indian Studies Humanities
 Culture, Philosophy, and
 Religion..... 105
 B.A. in Indigenous and American
 Indian Studies Sovereignty..... 107
 B.A. in Indigenous and American Indian Studies
 Social Work..... 107
 General Educations
 Requirements..... 87
EDUCATION..... 48
 AA in Para-Professional
 Education..... 50
 Admission to the Elementary
 B.S. in Elementary Education..... 50
 Elementary Teacher Education
 Program..... 49
 Teacher Education Program..... 50
EXERCISE SCIENCE..... 52
 Community Health Emphasis..... 53
 Management..... 53
 Recreation and Fitness
FEES AND CLASS REGISTRATION..... 8
 Accrued Charges..... 10
 Campus Fees..... 9
 Fees..... 9
 Fee Payment Deadline..... 10

Fee Payment Plan..... 10
 Holds on Transcripts..... 10
 Library Fees/Fines..... 10
 Library Usage Fee..... 10
 Payment Types Accepted..... 9
 Postage Fees..... 11
 Refund Policy..... 10
 Student Activity Fees..... 9
 Student Identification Cards..... 11
 Student Teaching Fee..... 10
FINANCIAL AID..... 11
 Application for Federal Student Aid
 (FAFSA)..... 12
 Attendance Requirements for
 Financial Aid Eligibility..... 14
 Disbursements..... 14
 Eligibility Requirements for Pell,
 SEOG, and FWS..... 12
 Email Address..... 12
 Federal Student Aid Handbook..... 15
 Financial Aid Appeal..... 14
 Financial Aid Application..... 12
 Financial Aid Resources..... 15
 Pell Grant Program..... 11
 Refund and Repayments of Title
 IV Financial Aid..... 15
 Supplemental Education Opportunity..... 11
 Work Study..... 11
 Financial Aid Cost of
 Attendance..... 13
 Needs Analysis..... 13
 Other Funding Sources..... 13
 Bureau of Indian Affairs/Tribal
 Higher Education..... 13
 Scholarships..... 13
 Scholarship Websites..... 13
 Satisfactory Academic Progress..... 13
 Maximum Time Limit..... 14
 Special Circumstances..... 14
 Disbursements..... 14
 Withdrawal..... 15
FINE ARTS..... 41
 Art..... 42



INDEX

Media Communications..... 42

Music..... 42

Television Production Emphasis..... 42

Theatre Emphasis..... 42

STUDENT RECORDS..... 16

Academic Record..... 16

Confidential Information..... 17

Diplomas..... 16

Final Grade Report..... 16

Graduation..... 16

Privacy Rights..... 16

Replacement Diploma..... 16

Semester Grades..... 16

Transcripts..... 16

FOOD SERVICE..... 19

GENERAL EDUCATION DEGREES..... 37

Associate Degree..... 37

Baccalaureate Degree..... 37

Emphasis..... 37

Elective Courses..... 37

Undeclared..... 37

**HEALTH, SPORTS, AND
INDIGENOUS AND AMERICAN
INDIAN STUDIES/ SOCIAL
SCIENCES..... 53**

MAIL CENTER..... 20

MATHEMATICS..... 43

Advance Placement Options..... 43

General Education Quantitative
Reasoning Requirement..... 43

Mathematics Core..... 44

Math Placement..... 43

PROFESSIONAL SCHOOLS..... 45

B.A. in American Indian Studies..... 54

B.A. Degree Admission Requirements..... 54

Graduation Requirements..... 54

Social Work Emphasis..... 55

NATURAL SCIENCES..... 44

B.S. Degree Admission..... 44

B.S. Degree Graduation..... 45

B.S. Environmental Science..... 44

RESPONSIBILITIES..... 23

Anti-Violence Policy..... 23

Student Responsibilities..... 23

Student Rights..... 23

Substance Abuse Policy..... 23

STUDENT BANK..... 20

STUDENT GOVERNMENT..... 22

Student Organizations..... 22

Student Senate..... 22

STUDENT LIFE..... 20

Campus Activities Association..... 21

Orientation..... 20

Residential Housing..... 20

Residence Halls..... 21

Student Activities Office..... 21

University Residential Housing..... 20

**STUDENTS' RIGHTS AND
WORK STUDY..... 20**

Institutional Work Study..... 20



This catalog is brought to you by The KERN Marketing Group. Visit us @ www.kerngroupinc.com to learn more.



For further information visit the Haskell Indian Nations website: www.haskell.edu