

Black Hills State University 2006-07



Graduate Bulletin

**~ President's Message ~
Dr. Kay Schallenkamp**

Dear Graduate Student

Welcome to the Graduate Program at Black Hills State University. As a graduate student you will be intellectually challenged to expand the depth and breadth of the knowledge base in your chosen career. Our state-of-the-art programs and highly qualified faculty will provide an environment in which you will excel.



You will find our programs are designed to meet the unique needs of adult learners through face to face, online, and cohort group experiences in locations on and off campus. The Higher Education Center - West River in Rapid City provides a centralized location for students seeking information about graduate education opportunities in western South Dakota.

Please use this catalog as your guide to your program of study. If you have any questions, please contact us.

Sincerely

A handwritten signature in black ink that reads "Kay Schallenkamp". The signature is written in a cursive, flowing style with a large, prominent "K" and "S".

**Kay Schallenkamp
President, Black Hills State University**

~ South Dakota Board of Regents ~

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~ University Administration ~

Dr. Kay Schallenkamp	President
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Dr. George Earley	Assist. VP, Academic Affairs, Dir, Graduate Studies & Assess
Dr. Holly Downing	Dean, College of Arts & Sciences
Dr. Nancy Hall	Dean, College of Education
Dr. Amin Sarkar	Dean, College of Business & Technology

~ Equal Opportunity in Employment & Education ~

Black Hills State University is committed to a policy of equal opportunity in student admissions, student financial assistance, student services, faculty and staff employment and personnel action as well as other areas of operation without regard to race, color, religion, sex, age, national origin, disability or veteran status.

Evidence of practices which are not consistent with this policy should be reported to the Affirmative Action Office, Black Hills State University, 1200 University, Unit 9568, Spearfish, SD 57799-9568. Telephone 605-642-6545.

~ Accreditation ~

Black Hills State University is accredited by the Higher Learning Commission of the North Central Association of Colleges & Schools, (30th North LaSalle Street, Suite 2400, Chicago Illinois, 60602-2504 312-263-0456. The National Council for Accreditation of Teacher Education (2010 Massachusetts Ave. NW, Washington, DC 20036 202-466-7496); the International Assembly for Collegiate Business Education (IACBE PO Box 25217, Overland Park, Kansas 66225); The National Association of Schools of Music (located at 11250 Roger Bacon Dr, Suite 21, Reston, Virginia, 20190 703-437-0700).

Student Responsibility for Academic Program

The information contained in this catalog is the most accurate available at the time of publication, but changes may become effective before the next catalog is printed. It is ultimately the student's responsibility to stay abreast of dates, current regulations, curricula, and the status of specific programs being offered. Further, the university reserves the right, as approved by the Board of Regents, to modify requirements, curricula offerings, and charges, and to add, alter, or delete courses and programs through appropriate procedures. While reasonable efforts will be made to publicize such changes, a student is encouraged to seek current information from appropriate offices.

Printed and On-line Catalogs

This printed catalog is intended to help students plan their academic program. The on-line catalog will be a copy of the originally printed edition with notations that reflect the most recent changes in policy and requirements. Any student registering for the first time at Black Hills State University will use the current printed version of the university catalog to plan an academic program.

Please note that the university reserves the right to change graduation or other academic requirements where changes are necessary to comply with Board of Regents policy directives, to meet external demands relating to accountability or accreditation standards, to reflect curriculum changes or substitutions or to implement evolving discipline requirements in major fields.



~ General Information ~

Black Hills State University divides the academic year into three parts: the Fall Semester, the Spring Semester, and the Summer Term. Students desiring to know the graduate courses offered during one of those periods should obtain a fall, spring or summer semester schedule. To obtain the schedule of classes for a particular period, contact the Office of Graduate Studies, 605-642-6270; the Enrollment Services, 605-642-6343; or the Office of Academic Affairs, 605-642-6262, or students may go on line at www.bhsu.edu

Tuition and Fees - Students should be aware that all rates are charged according to the policies of the Board of Regents and are subject to change without prior notice.

~ Tuition & Fees Rates - 2006-2007 ~

Students will be required to pay their full tuition and fee bill or make other financial arrangements no later than the third day of classes. Classes added after the 3rd class day are expected to be paid for when added. A late payment fee may be assessed on payments made after the 3rd class day. The below rates are effective for summer 2006 through the spring semester 2007.

No student is officially enrolled until all financial obligations have been paid. This, however, does not mean that students can register and simply not attend a class without incurring a financial obligation to the university. Students who are in any way financially indebted to the university or who have failed to account for university property placed in their possession will be denied university services, including class registrations and transcripts of grades, until they have made satisfactory settlement.

SDePay is now available for online payment of tuition and fees. Please refer to www.bhsu.edu/tuition/fees/payment.html for complete payment and billing details.

Alternate Payment Plans - Black Hills State University provides the option of a monthly payment plan for tuition & fees and on-campus room & board for the fall and spring semesters. Contact the Student Financial Services at 605-642-6480 for further information.

Tuition per Semester Hour

Resident Graduate	\$120.45
Resident Graduate Assistant	\$ 40.15
Resident Graduate Over 65	\$ 30.10
Resident Graduate State Employee	\$ 60.25
Resident Graduate Teacher Certification	\$ 60.25
Non-Resident Graduate	\$355.10

Graduate Application Fee	\$ 35.00
International Student Fee (one time)	\$113.70
General Activity Fee	\$ 20.60
University Support Fee	\$ 66.70
Business School Salary Enhancement Fee	\$ 4.70
Lab Fee	\$38.00

General Activity Fee - per credit hour - supports student functions related to the co-curricular activities and operations of student union buildings, athletics, student organizations activities, homecoming, student government, child care, student newspaper, campus radio/TV, intramurals, and the cost of providing outpatient clinical services to students. (See undergraduate catalog for a more complete description)

University Support Fee - per credit hour - supports the instructional and administrative service areas related to the institutional mission including direct instruction, libraries, computer centers, administrative offices, maintenance & repair, and includes the Board of Regents' approved Salary Competitiveness Fee to increase faculty & non-faculty exempt salaries and the technology fee. (See undergraduate catalog for a more complete description)

Business School Salary Enhancement Fee - per credit hour - is applied to all business courses above the 100 level. It is designed to increase salaries of faculty teaching those courses in an effort to bring wages up so as to compete with other universities outside of South Dakota.

Lab Fee - per course - laboratory fees shall be used to purchase instructional equipment and pay other operating costs, excluding salaries, for the benefit of students enrolled in the course.

Tuition and Fees - For questions regarding tuition and fees contact Student Financial Services, 605-642-6527.

Financial Aid - Financial Aid may be available for graduate students who have the necessary qualifications. For more information, contact Student Financial Services, 605-642-6051.

Graduate Assistantships - Graduate Assistantships are available, contingent upon funding. For more information, contact the Office of Graduate Studies, (605) 642-6270.

Books and Supplies - Students may purchase their books and other supplies from the University Bookstore, which is located in the lower level of the Student Union.

~ Housing Accommodations ~

Black Hills State University has on-campus housing available for students. Students living in the residence halls are required to purchase the meal plans during the session they are enrolled, while off-campus students may purchase such tickets if they desire.

Summer Housing - per week
Double Occupancy \$74.75
Single Occupancy \$111.55
Other options are available. Please check current catalog for information, or call 605-642-6464.

~ Learning Resources ~

The E.Y. Berry Library-Learning Center is the home for many of the resources for learning at Black Hills State University. The main floor is the location for the Information Desk, along with library and media services, and a coffee area. The upper floor is exclusively library resources, while the lower floor houses some of the Government Documents, the Computer Center and related services, TV studios and KBHU-FM radio, the Governor's Electronic (Smart) Classroom, the Dakota Digital Network (DDN), and the South Dakota Library Network.

Reserve materials (placed by the faculty for students to use) can be checked from the Circulation desk. Microcomputers are available for student use, with wireless laptops available for checkout to use throughout the library. On-line databases support indexing and full-text resources for in the library use, across the campus, and residential use for students and faculty. Inter-Library Loans are obtained from across our state, our region, our nation, and from many foreign countries. Micro-materials, including microfiche and microfilm, combine to add 599,062 volumes of additional resource materials.

~ Graduate Studies Program ~

The program of Graduate Studies at Black Hills State University is designed to grant post-baccalaureate degrees and to provide opportunities to earn graduate credit in a less structured format leading to advanced levels of specialization, improved professional competence, and personal growth and development. A variety of graduate courses are offered throughout the year, both on and off campus. The Graduate Studies tradition at Black Hills State University dates from 1958 and has served a wide variety of constituencies. Today, graduate degrees are offered through the College of Education, the College of Business & Technology, and the College of Arts & Sciences.

Administrative Structure of the Program - The Graduate Program is divided into three components: the Director of Graduate Studies, the Graduate Council, and the Graduate Faculty. Each component works with the others to carry out the policies and goals established by the Board of Regents and the President of the University.

Director of Graduate Studies - The Director of Graduate Studies is responsible for the general condition and welfare of the program as well as its daily administration. The Director is appointed by the President and reports to the Vice President for Academic Affairs. The Director must work closely with the Vice President for Academic Affairs, the Graduate Council, the College Deans, and the Graduate Faculty to insure the quality and the focus of the program.

Graduate Faculty - Members of the Graduate Faculty who are approved under the policies established by the University teach all courses offered for Graduate credit. The members of the Graduate Faculty also advise students, guide students writing thesis, conduct comprehensive examinations, and certify students' eligibility for graduation. Graduate faculty work with the Director of Graduate Studies to maintain the quality and integrity of the graduate program. The Graduate Faculty is listed at the back of this bulletin.

Graduate Council - The Graduate Council serves as a policy-making body and the Director of Graduate Studies chairs those meetings. The Graduate Council is responsible for developing policies and securing faculty input on the various aspects of the graduate program. The Council consists of sixteen (16) members. There are five nonvoting ex-

officio members. Members are the Director of Graduate Studies & Assessment, graduate assistants, alumni representative, three faculty elected at large, one faculty elected from each college, and up to three graduate assistants. The current membership is:

Vice President for Academic Affairs	Dr. Dean Myers
Director of Graduate Studies & Assessment	Dr. George Earley
Director of Learning Center	Rajeev Bukralia
Alumnae	
Student Rep. Master of Science in Curriculum & Instruction	
Student Rep. Master of Science in Business Services Mgmt	
Student Rep. Master of Science in Integrative Genomics	
College of Arts and Sciences	Dr. Vincent King
College of Business and Technology	Dr. Pat Mackin
College of Education	Dr. Dorothy Fuller
At Large	Dr. Ahrar Ahmad
At Large	Dr. Brian Smith
At Large	Dr. Len Austin
Graduate Coordinator MSCI	Dr. Tim Molseed
Graduate Coordinator MSBSM	Donald Looney
Graduate Coordinator MSIG	Dr. Daniel Siemens

~ Graduate Programs ~

Graduate Student Classification - Graduate students enrolling at Black Hills State University are categorized as non-degree or degree-seeking students.

Non-Degree Graduate Student - The student who does not wish to pursue a degree or who is not permitted to do so is classified as a non-degree graduate student. The purpose of this category is to allow students to experience a variety of graduate courses for personal or professional growth. Non-degree graduate students are allowed to take as many graduate courses as they desire in a variety of areas. To be admitted to non-degree graduate status, the student must submit a completed 'Application to Graduate Studies' form. This form may be obtained from the Director of Graduate Studies or from the Enrollment Center. The student should also provide transcripts indicating graduation with a Bachelor's degree from an accredited institution.

Please Note: If a non-degree graduate student decides to pursue a master's degree, a maximum of ten hours of graduate credit (completed while the student was enrolled under the non-degree graduate student classification) will be accepted toward the master's degree.

Degree Graduate Student - A student pursuing a program of study leading to an advanced degree is considered to be a degree graduate student. The student's program of study is structured and requires specific courses. In addition to the Application for Admission to Graduate Study required of all graduate students, students enrolled in master's degree programs must gain admission to candidacy and fulfill other requirements.

Admission to Graduate Study - The first step is applying for admission into the Graduate Program. Graduate Students enrolling at Black Hills State University are categorized as U.S. Citizens or International Students.

To be admitted, U.S. Citizens must submit the following items:

1. An application form for admission to graduate study.
2. An official transcript of all college or university credit including both undergraduate and graduate credit, if applicable.
3. A \$35 application fee.
4. Students attempting to transfer graduate credit into a BHSU degree program should send two official graduate transcripts from each institution.

This information must be sent to Enrollment Services at BHSU, 1200 University, Unit 9502, Spearfish, SD 57799-9502.

Students who wish to pursue a master's degree at Black Hills State should indicate their intent upon admission to graduate study. Students who wish to complete graduate credit for professional growth or certification may enroll as a non-degree student. However, only ten semester hours of non-degree credit may be applied toward a degree program at a later date.

International Student Admission - To be admitted to graduate study, international students must submit the following items:

1. Application for Admission of International Students to Graduate Studies.
2. An application fee of \$113.70 payable at the time of enrollment in classes.
3. Official transcripts of all college or university credits, graduate and undergraduate. Transcripts should be printed in English.
4. A medical history form.
5. Test of English as a Foreign Language (Toefl) scores (minimum score of 550 (paper based), or 213 (computer), or other proof of competency in the English language.
6. A completed Official Statement of Finances form.
7. Supplemental health insurance purchased through Black Hills State University.

Graduate Credit for Seniors - Undergraduate students who have completed a minimum of 96 credit hours may request permission from the Director of Graduate Studies to enroll in 500 and 600 level courses for graduate credit. Students must meet the following criteria:

1. Have a grade point average of 2.75 or better
2. Coursework taken for graduate credit will not apply toward the baccalaureate degree regardless of dual listings.
3. The student shall pay graduate tuition and courses will be recorded on a graduate transcript.

Admission to Candidacy for Master's Degree - The second step necessary to complete a master's degree program requires that the student be admitted to candidacy. A student must apply for admission to candidacy after completion of ten hours and before completion of seventeen hours of graduate credit.

Please Note: Only a maximum of seventeen hours of graduate credit taken prior to admission as a candidate will be allowed to apply toward a degree.

The following requirements must be met for the student to be admitted to candidacy:

1. A GPA of 3.0 in all graduate program work.
2. Letters of recommendation concerning the applicant's capacity for advanced course work.
 - a. One letter from the applicant's advisor. (for all degrees)
 - b. One letter from an instructor of the applicant. (for all degrees)
 - c. One additional letter. (only for the MSBSM and MSCI degrees)
3. A list of all courses that will be included in the student's advanced program, submitted by the student.
4. Upon admission to candidacy, if appropriate the assignment of the Graduate Committee will be made. This committee will consist of three or four persons. At least two members must be from the college housing the degree. One member must be from some other college of Black Hills State University. If the student wishes, a fourth committee member may be chosen.
5. The College of Education requires the completion of a reflective writing that is evaluated in regards to granting candidacy status.

Upon admission to candidacy, the topic for the thesis, portfolio or creative component will be identified with help from the student's advisor. The Graduate Council reserves the right to review all program decisions and revoke continuance in graduate studies. Exceptions to the above procedures and criteria may be made at the discretion of the Graduate Council. Any petitions for exceptions or decision review should be addressed to the Graduate Council.

~ Academic Requirements for all Graduate Students ~

1. All work submitted for a Master's degree, including transferred credit must be taken within a period of six years, calculated from the date of enrollment to the date the degree is granted.
2. A maximum of ten semester hours of graduate credit may be accepted from other institutions.
3. No more than six semester hours of independent study will be accepted toward a Master's degree.
4. A minimum of ten semester hours of the thirty-five (35) or thirty-six (36) hours must be taken on the Black Hills State University campus.
5. A student must maintain an overall GPA of 3.0 in graduate work. No grade below C will be accepted.
6. Student must maintain a GPA of 3.00 to remain in good standing. If GPA drops below 3.00 the student is placed on probation until the GPA is raised to that level.
7. No more than 2 Cs may be counted toward the degree, even if the GPA exceeds 3.00.
8. A student's GPA is required to be 3.00 or higher to graduate.
9. Any grade of F places the student on automatic probation and must be repeated. In repeated courses both grades remain on the student's record and are in the GPA calculation. If the GPA is such that the student cannot possibly raise it to the 3.00 level the student is dismissed.
10. Over half of the hours taken toward the degree must be at the 700 level.
11. To be classified as a full-time student, a student must take a minimum of nine (9) hours during the fall, spring and summer semesters.
12. During the regular academic year, the maximum course load is twelve (12) hours per semester. During the summer semester, the maximum course load is nine (9) credits per session.

~ Policy on Graduate Assistantships ~

Graduate Assistant Responsibilities

1. The graduate assistant is expected to work twenty (20) hours a week for the semester or year of the assistantship.
2. The assistant must be enrolled for nine (9) hours or more to receive full pay. An assistant enrolled for 6-8 hours will receive 1/2 pay. An assistant enrolled in fewer than six hours will lose the assistantship and compensation for that semester.
3. Graduate assistants shall be assessed one-third (1/3) of the resident graduate tuition rates. This applies only to full-time enrollment in courses that are fully state funded.
4. Graduate assistants during the summer must be enrolled in at least six hours of state supported graduate courses.
5. Student must maintain a GPA of 3.00 to remain in good standing. If GPA drops below 3.00 the student is placed on probation until the GPA is raised to that level.
6. Failure to fulfill these guidelines may result in the student forfeiting or paying back the assistantship.



College of Arts & Sciences

Dean: Dr. Holly Downing • Jonas 108 • 605-642-6420

Master of Science in Integrative Genomics

Integrative Genomics is an interdisciplinary graduate program that combines genomics, ecology, evolution, and physiology to better understand the evolutionary forces that have shaped the mechanisms that are important to species interactions in the wild. The program is designed to provide M.S. students the necessary skills and concepts to work cooperatively with others in a research area that takes a systems-wide approach and incorporates an organism's history and natural environment to understand the organization and expression of its many genes. Exposure to modern techniques and instrumentation in the laboratory and field will prepare the student for success in both academic and other biotechnology-related pursuits.

It is the intent of the program to admit qualified students into either a thesis or non-thesis track. The thesis track requires at least one satisfactory and relevant manuscript from original research for publication in a peer-reviewed journal. The non-thesis track substitutes an internship with a relevant biotech company or the equivalent (e.g., Environmental Protection Agency laboratory) and one course in business marketing and management.

All students enrolled in the program take 12 credits from the core curriculum, and at least 8 credits from the list of electives. The core, which should be completed in the first year of study, is designed to provide a current overview of the field and techniques. The electives provide additional relevant emphases.

The main goals of the Integrative Genomics Program are to develop young scientists in the research and teaching skills needed to be successful in Ph.D. and professional programs or in biotechnology businesses. Students in the Integrative Genomics Program will be supported through Graduate Research Assistantships (RAs). Most of the students will receive 20 hour RAs, which will require responsibilities in research (50%), mentored laboratory teaching (25%), and mentoring undergraduates in research experiences (25%). A few RAs will be awarded for full-time research responsibilities and mentoring undergraduates in research experiences.

Graduate Student Outcomes - The students should be able to: 1) Identify the organisms and areas in ecology and evolution that link best to genomics, 2) specifically functional genomics, and 3) be familiar with, and in some cases have a working knowledge of, the Molecular, Statistical, and Database tools for genomic analyses. Specifically, the program will emphasize the areas of genome comparisons, structure and function in communities, life history patterns, stress responses, and recent advances in the field of genomics. Major competencies include using equipment associated with gene discovery, sequencing genomes, and transcript profiling; being able to analyze data and think critically about one's own research and that of others; communicating results effectively both orally and in writing; and working as part of a research team.

Students in the internship track will also take a marketing course and learn about the basics of marketing and management. Instead of conducting their own research, they will do an internship with a biotechnology company to learn about the business and gain technical and analytical skills.

Admission - Successful applicants will be required to have completed a Bachelor's degree in either biology or chemistry with at least a 3.0 GPA and at least one course in genetics. Applicants must also take the Graduate Record Examination (GRE) (the general test only; the advanced subject test is optional) and provide two letters of recommendation from former instructors.

Plan of Study - During the first year, the student will select an adviser, form a graduate committee, and submit the Plan of Study to be approved by the committee. The Plan of Study will be written either in the format of a focused review article or a proposal for funding. The committee must include the student's major adviser, at least one other faculty member from the Integrative Genomics program, and a third member, which could include another faculty from the Integrative Genomics program or another appropriate faculty member from another academic institution, such as South Dakota School of Mines and Technology (SDSMT), or department.

Take the following:

- | | | | |
|----|------|------|------------------------------|
| 3 | BIOL | 574 | Ecological Genomics |
| 1 | BIOL | 574L | Ecological Genomics Lab |
| 1 | BIOL | 590 | Seminar |
| 2 | BIOL | 724L | Genomic Techniques |
| 2 | BIOL | 735 | Evolutionary Genomics |
| 3 | BIOL | 792 | Topics: Bioinformatics @ USD |
| 12 | BIOL | 798 | Graduate Research |
| | | | or |
| | BIOL | 794 | Graduate Internship |
- 8 Take 8 credit hours from the following
Two courses are required from:
- | | | |
|------|-----|--|
| BIOL | 544 | Microbial Genomics |
| BIOL | 710 | Population and Quantitative Genetics |
| BIOL | 792 | Topics: Genomics |
| MATH | 587 | Design of Experiments |
| SCI | 588 | Biological Applications and Remote Sensing |

And the remaining hours from the following:

- | | | |
|------|-----|--|
| BIOL | 530 | Neurobiology |
| BIOL | 531 | Field Biology |
| BIOL | 534 | Herpetology & 534L Lab |
| BIOL | 537 | Biometry |
| BIOL | 565 | Evolutionary and Ecological Plant Physiology |
| MATH | 581 | Probability and Statistics |
| ATM | 503 | Biogeochemistry @ SDSM&T |
| BSM | 710 | Services Marketing Management |

Progress and Evaluation - Graduate student success and satisfaction will be evaluated frequently by the major advisor and yearly by the graduate committee who will evaluate minimal B-average course performance and progress in research.

Based on the thesis, the thesis defense, and the oral examination, the student's Graduate Advisory Committee will determine satisfactory mastery by an individual student.

Questions in the examination will evaluate the candidate's understanding of the basic principles of biology and specific aspects of the discipline. Questions on research and thesis may relate to points of clarification, analytical procedures, basic biology and

systematics of the species studied, possibilities for future research and publication, and areas where research could be improved. Each committee member will keep notes on all questions asked, record satisfactory or unsatisfactory for the answer, and make a general summary of the student's performance. A pass or fail vote is recorded by secret ballot before any discussion. A student must obtain at least two-thirds of the votes in favor of passing the oral exam and accepting the thesis. The Chair of the Graduate Advisory Committee (the Faculty Advisor) will report the result of this exam in writing to the Director of Graduate Studies on a designated form, provided in the college office. If the examination is failed it may be repeated only once.

The student's Graduate Advisory Committee will meet to evaluate the student once each year. A student is expected to maintain a grade point average of B or better throughout the course work for the M.S. degree, and to make significant progress in research each semester. No more than 6 credit hours of course work with a grade of C may be used toward the M.S. requirements. Accumulation of more than 6 credit hours of graduate course work with a C grade or below will result in the termination of the student's M.S. program regardless of the grade point average. A terminated student may petition the Graduate Council for readmission based on their individual circumstances.

Master of Arts in English

(Cooperative degree with the University of South Dakota)

The College of Arts and Sciences, in conjunction with the University of South Dakota, offers Graduate Studies leading to the Master of Arts Degree in English. The student seeking this degree will take courses from both Black Hills State University and the University of South Dakota and will be awarded a degree by the University of South Dakota. The requirements of this degree are to complete between 30-33 graduate credit hours depending on the plan selected. Students are required to take a majority of their hours on the USD campus.

Please Note: A student must be admitted to the USD Graduate School and the Department of English prior to beginning course work. For more information call: 605-677-5229, or Graduate Studies Coordinator in English at 605-677-5981.

Master of Arts in Speech Communication

(Cooperative Degrees with the University of South Dakota
or with South Dakota State University)

The College of Arts and Sciences, in conjunction with the University of South Dakota, or with South Dakota State University, offers Graduate Studies leading to the Master of Arts degree in Speech Communication. The student seeking this degree will take 12 hours of credit required at Black Hills State University and then complete the remaining hours at South Dakota State University, or the student may take up to 15 hours of course work at Black Hills State University and complete the balance (at least 50% of the degree course work) at the University of South Dakota.

Students must meet the minimum requirements for admission to the degree granting institutions (i.e.: USD or SDSU). For more information, at USD call: 605-677-5476; at SDSU call: 605-688-4389

College of Business & Technology

Dean: Amin Sarkar • Meier Hall 301 • 605-642-6212

Master of Science in Business Services Management

The Master of Science (M.S.) in Business Services Management degree at Black Hills State University was approved by the South Dakota Board of Regents in March, 2001. This program is designed to prepare students for careers in upper management in various sectors of the service industry. The degree is unique in the following aspects:

- The focus is on the service industry;
- Courses will be delivered using a variety of methods including face-to-face, Internet, and video-conferencing;
- All core courses will be taught by full-time faculty with a Doctoral degree.

Prerequisite Policy - For successful completion of our graduate program, a student must possess the background knowledge found in a traditional undergraduate program in business. At BHSU this body of knowledge would be gained by taking either the following undergraduate or graduate foundation courses:

BHSU Undergraduate Courses

3	ECON	201	Principles of Microeconomics
3	ECON	202	Principles of Macroeconomics
3	ACCT	210	Principles of Accounting I
3	ACCT	211	Principles of Accounting II
3	BADM	310	Business Finance
3	BADM	360	Organization and Management
3	BADM	370	Marketing
3	BADM	425	Production and Operations Management
3	MATH	281	Introduction to Statistics

Students with an undergraduate degree in business who have not completed each of the undergraduate requirement courses shown above and students with an undergraduate degree in an area other than business may be required to complete the following graduate foundation courses (offered by BHSU and the University of South Dakota) before enrolling in any Masters level courses.

Foundation Courses Offered by BHSU and the University of South Dakota

3	BSM	511	Foundations of Accounting/Finance
3	BSM	521	Foundations of Math./Stat/Production & Operation Mgmt
3	BADM	580	Foundations of Management/Marketing @ USD-Internet
2	ECON	580	Foundations of Economics @ USD-Internet

Admission Guidelines - After an applicant has been admitted to graduate study at Black Hills State University he or she will be considered for admission to the graduate program in the College of Business & Technology based on the following guidelines.

1. All applicants for admission to the Master of Science in Business Services Management (MSBSM) program are expected to take the Graduate Management Admissions Test (GMAT).
2. The Graduate Record Exam (GRE) may be substituted when the GMAT is not readily available.

3. Admission to the MSBSM program will be based on a combination of the applicant's undergraduate GPA, GMAT score (or equivalent), recommendations and professional experience.
4. Applicants may be admitted unconditionally or conditionally or may be denied admission.
5. To be admitted unconditionally an applicant is expected to have an undergraduate GPA of 2.75 and to achieve a minimum score of 450 on the GMAT.

The decision on the type of admission will be based on an applicant's meeting the minimum expectations and the following criteria.

Unconditional Admission - An applicant may be admitted unconditionally to the MSBSM program if any of the following five conditions are satisfied:

1. GMAT + 200 (undergraduate GPA) > 1050 (4 year GPA)
2. GMAT + 200 (undergraduate GPA) > 1100 (last 2 years' GPA)
3. GRE + 200 (undergraduate GPA) > 1400 (4 year GPA)
4. GRE+ 200 (undergraduate GPA) > 1450 (last 2 years' GPA)
5. Demonstrated the ability to succeed in another regionally accredited graduate program

The converted GRE score is calculated as $[(3.0 \times \text{verbal}) + (2.0 \times \text{quantitative}) + (100 \times \text{analytic})] / 6$. All candidates must achieve a minimum score of 400 on the GMAT or 800 on the GRE.

Provisional Admission - Requirements will be 50 points below the formula for Unconditional admission. To exit provisional status candidates must have a minimum grade point average of 3.0 in all graduate level courses and no grade below a B in the first 12 hours of courses in provisional status.

Conditional Admission - Applicants who do not meet any of the stated criteria may be admitted conditionally based on evidence of exceptional promise. Such individuals may take up to 12 hours of graduate coursework and must earn at least a B average to be admitted to full graduate status. Failure to earn an average of B will be grounds for dismissal from the program. To exit conditional status candidates must take the GMAT / GRE exam prior to the completion of 12 hours of graduate coursework and satisfy the requirements as outlined above for unconditional or provisional admission.

Master of Science in Business Service Management

The program consists of a total of 33 credit hours of graduate level work. This is accomplished by taking 27 credit hours of required courses, typical of any Masters degree program in business, general (MBA) or specialized, and an additional 6 credits taken using any one of the following four options:

- Thesis option - 6 semester hours of BSM 798 Thesis
- Internship option - 6 semester hours of BSM 794 Internship
- Professional paper option - 3 semester hours of electives and
3 semester hours of BSM 788 Professional Paper
- Course work option - 6 semester hours of electives

Required Core Courses

3	BSM	705	Research Design
3	BSM	710	Service Marketing Management
3	BSM	720	Service Industry Operations Management
3	BSM	740	Managerial Accounting for Service Industry
3	BSM	760	Managerial Economics for the Service Industry
3	BSM	770	Financial Management for the Service Industry
3	BSM	782	Business Policy for Service Industry
3	BADM	761	Organizational Theory and Behavior @ USD
3	BADM	762	Business and Its Environment @ USD

6 Take two from the following elective courses:

BADM	507	International Business(3)
BADM	573	Retail Management (3)
BADM	576	Marketing Research (3)
BSM	600	Current Issues in Services Industry (3)
BSM	730	Feasibility Studies (3)
BSM	788	Professional Paper (3)
BSM	791	Independent Study (1-3)
BSM	792	Topics (1-3)
BSM	794	Internship (1-6)
BSM	798	Thesis (1-6)
HRM	556	Employment Law and Policy (3)
HRM	565	Compensation Management (3)
HRM	568	Negotiations and Conflict/Dispute Resolution (3)
THM	510	Tourism Management (3)
THM	550	Casino Management (3)
THM	580	Tourism Planning & Development (3)

Note: Up to 15 hours of graduate courses taken within the South Dakota regental system may be transferred for credit with the approval of the Director of Graduate Studies and the Dean of the College.

College of Education

Dean: Dr. Nancy Hall • Jonas 203 • (605) 642-6550

Master of Science in Curriculum and Instruction - (P-12)

Mission Statement - The Master's Degree Program in Curriculum and Instruction is designed to promote the profession of teaching. The core curriculum emphasizes curriculum development and leadership for effective teaching while highlighting project interests of individual students who wish to take more active roles in educational settings. Coursework and seminar activities challenge teachers to become leaders in educational settings by modeling concepts of collaboration, staff development, and enhanced collegiality. We believe that excellence in teaching requires teachers to become active members of professional learning communities that unite public schools and universities to collaborate on projects related to the improvement of all aspects of education.

The program also promotes critical analysis of the philosophical and historical foundations of curriculum development and the impact of diverse environmental and cultural values on teaching and learning. The program encourages the use of artistic and scientific tools of inquiry in order for students to become broad-minded learners and effective developers of human potential in a changing, diverse society. The mission, curriculum and expected outcomes encourage students to design study programs and develop projects that promote personal growth and professional success and that reflect the student's capacity for self-direction.

Graduate Student Outcomes - Program studies are designed to develop the following demonstrated competencies:

1. An awareness and understanding of the strengths and weaknesses of educational curricula of the past, the innovations of the present and an ability to anticipate future curricular needs of students.
2. The ability to creatively design and implement a variety of curriculum models and effective learning environments.
3. Effective and dynamic communication through written and spoken presentation.
4. Leadership roles in educational environments through professional collaboration, staff development projects, and master teaching.
5. An awareness and appreciation of individual and cultural differences in all phases of education.
6. An understanding and involvement in school-community linkage at the professional service and teaching levels.
7. The ability to make choices that further the student's education, interests, and abilities as a lifelong learner.
8. The ability to develop unique processes and tools of inquiry (philosophical, scientific, aesthetic and field-based) to reflect on the status of the profession and the student's own teaching.

Program Design - The MSCI has two designs for students: site based curriculum specialization cohorts, and on-line (Internet based) cohorts. The MSCI site based cohorts are comprised of graduate students from a specific school district or an area-wide representation and located either on the campus or at a site specific to that cohort. The site-based cohort can include face-to-face classes, Internet classes, or a combination of both. The on-line based cohorts are comprised of graduate students entirely via the Internet.

Cohorts must have a minimum number of 16 students. Each cohort will progress through an established sequence of coursework.

The cohort concept allows for the emergence of student and faculty collaboration. This process is intended to provide a “wholeness” to the students’ studies that establishes a core of learning relationships throughout the program. To further ensure the continuity of learning relationships, the MSCI program uses the propositions developed by the National Board of Professional Teaching Standards as benchmarks in the specific design of core classes. Those propositions are:

- Teachers that are committed to students and their learning
- Teachers that know the subjects they teach and how to teach those subjects to students
- Teachers who are responsible for managing and monitoring student learning
- Teachers that think systematically about their practice and learn from experience
- Teachers as members of learning communities

Complete 1 of the following 4 Specializations

Curriculum Specialization

2	ED	662	Introduction to the MSCI
3	ED	703	Applying Learning Theory/Instruction/Assess.
3	ED	728	Educational Applications of Technology
3	ED	744	Curriculum Development and Instruction
3	ED	745	Curriculum History and Theory
3	ED	748	Cultural Diversity in Schools
3	ED	750	Action Research in Schools
3	ED	770	Restructuring America’s Schools
3	ED	790	Seminar
9			Electives

Technology Specialization

3	ED	622	Instructional Design and Learning Theory
3	ED	624	Computer Applications in K-12 Curriculum
3	ED	630	Educational Inquiry & Collaboration
3	ED	642	Methods of Instructional Technology
3	ED	703	Apply Learning Theory/Instruction/Assessment
3	ED	727	Technology in Education: Maintaining Equity & Ethics
3	ED	728	Educational Applications of Technology
3	ED	744	Curriculum Development and Instruction
3	ED	745	Curriculum History and Theory
3	ED	748	Cultural Diversity in Schools
3	ED	750	Action Research in Schools
2	ED	790	Seminar
			Research Component (semester hours vary)

Reading Specialization

3	ED	605	Children's and Young Adult Literature
2	ED	662	Introduction to the MSCI
3	ED	744	Curriculum Development & Instruction
3	ED	747	Psychology of Reading
3	ED	748	Cultural Diversity Across Curriculum & Instruction
3	ED	750	Action Research in Schools
3	ED	756	Reading Practicum
3	ED	790	Seminar
3	ELED	659	Diagnosis & Remediation of Reading Difficulties
3	ELED	550	K-8 Reading Methods
	or		
	SEED	550	7-12 Teaching Reading in the Content Area
6			Electives

Math Specialization

3	ED	630	Educational Inquiry & Collaboration
2	ED	671	Assessment for School Mathematics
3	ED	703	Applying Learning Theory/Instruction/Assessment
2	ED	741	Historical Development of Mathematical Concepts
3	ED	744	Curriculum Development & Instruction
3	ED	748	Cultural Diversity in Schools
3	ED	750	Action Research in Schools
2	ED	751	Leadership in School Mathematics
2	ED	790	Seminar
4	Take 2 courses from the following:		
	ED	611	Algebraic Reasoning: Math Content for K-12 Educators
	ED	621	Geometry & Measurement: Math Content for K-12 Educators
	ED	631	Data Analysis & Probability: Math Content for K-12 Educators
4	Take 2 courses from the following:		
	ED	641	Understanding Student Thinking in Numbers & Operations
	ED	651	Understanding Student Thinking in Algebra
	ED	661	Understanding Student Thinking in Geometry & Measurement
4	Electives		

Professional Portfolios - All MSCI graduate students will be required to complete a professional portfolio that documents their progress through the program. Student artifacts will be generated by the students through their involvement with class and professional experiences that will be used as examples of personal and professional growth. The professional portfolio will be built utilizing the five propositions offered by the National Board of Professional Standards (NBPTS).

State Endorsements - Upon completing the coursework listed within each program, the student must apply to the South Dakota State Department of Education in Pierre for a certificate endorsement. Some of the courses taken for endorsement may be applied towards the Master of Science in Curriculum and Instruction.

Curriculum Director - A masters degree in Curriculum and Instruction and 3 years of teaching experience, a masters degree and 15 semester hours in curriculum qualifies students for a certificate as Curriculum Director.

K-12 Mathematics Education Certificate - This certificate program is designed to improve mathematics instruction at the K-12 level. Graduates will emerge with a strengthened appreciation of the central issues in mathematics education and increased fluency with the relevant research base. The program is designed to deepen understanding of K-12 mathematics concepts, to draw attention to K-12 student thinking, and to emphasize effective instructional approaches. In January of 2006, the SD Board of Education approved an administrative rule to establish a K-12 Mathematics Specialist endorsement. The certificate program proposed here meets many of the requirements within the administrative rule and represents a significant step toward the endorsement.

2	ED	601	Foundations and Issues of Mathematics Education
2	ED	611	Algebraic Reasoning for K-12 Educators
2	ED	621	Geometry & Measurement for K-12 Educators
2	ED	631	Data Analysis & Probability for K-12 Educators
2	ED	641	Understanding Student Thinking in Numbers & Operations
2	ED	651	Understanding Student Thinking in Algebra

Early Childhood, Special Education Endorsement - The College of Education offers courses leading to the early childhood special education teacher endorsement. Requirements for a State of South Dakota endorsement are as follows:

1. A bachelor's degree and certification endorsement in at least one of the following:
 - elementary teacher with pre-kindergarten
 - elementary teacher with special education
 - secondary teacher with special education
 - elementary teacher with kindergarten
 - special education teacher
 - speech and hearing clinician
2. Having completed one of the following:
 - an approved Master's program in early childhood special education.
 - five continuous years of primary experience as an early childhood special education of children ages birth through six years.
 - fifteen semester hours of coursework meeting competencies in §24:19:02.01:12.

Coursework includes, but is not limited to, the following required courses:

3	ECE	513	Early Childhood Curriculum Development
3	ECE	517	Methods of Early Childhood Education
1-6	ED	434	Practicum in Education
3	EPSY	327	Child Growth and Development
3	SPED	308	Family Systems & Professional Collaboration

Middle School - The Graduate Studies Program offers courses leading to a middle school/junior high school endorsement. Requirements of the state are as follows:

1. A valid South Dakota elementary or secondary teaching certificate.
2. Eight (8) semester hours to include, but not limited to, junior high/middle school teaching methods, adolescent psychology, interdisciplinary planning, advisee-advisor relationships, cooperative learning and other topics relevant to middle level education, and
3. Subject areas: A minimum of twelve (12) semester hours in the academic subject area taught, including language arts, social studies, science, and mathematics, physical education, art and music. (See your advisor for the specific coursework in each content area.) A methods class must also be taken in each content area. A fifteen (15) hour practicum in an organized middle school.

Required Courses:

1	MLED	679	Middle School Practicum
2	MLED	478	Guiding the Adolescent Learner
3	MLED	573	Principles & Practices/Teaching Middle School
2	MLED	580	Middle Level Methods
3	PSYC	523	Psychology of Adolescence

Appropriate courses in selected content areas to satisfy subject area requirements.

Pre-Kindergarten (preschool) Endorsement - The College of Education offers courses leading to the pre-kindergarten (preschool) teacher endorsement.

Requirements for a State of South Dakota endorsement are as follows:

1. A bachelor's degree.
2. Having completed one of the following:
 - a. an approved program in child development or early childhood education.
 - b. twenty-four semester hours in child development or early childhood education to include, but not limited to, include the following:

Required Courses:

2	ECE	211	Understanding Young Children
3	ED	434	Practicum: Early Childhood Intervention or
6	ECE	488	Early Childhood Internship
3	ED	513	Early Childhood Curriculum Development
3	ED	517	Methods of Early Childhood Education
3	SPED	300	Students with Exceptionalities

Electives:

2	ECE	406	Creative Activities for Early Childhood
2	ECE	411	Guidance for Children

Special Education Teacher

The College of Education offers courses leading to the special education teacher endorsement. Requirements for a State of South Dakota endorsement (ARSD 24:02:03:21) are as follows:

1. Teacher certification and three years of general classroom teaching experience, or special education certification and one year of special education teaching experience;
2. The passage of the state special education teacher licensing examination; and
3. A minimum of a three semester-hour special education practicum under the supervision of a certified special education teacher and university supervisor at each level of endorsement.

Required Courses

3	SPED	300	Students with Exceptionalities
3	SPED	460	Family Systems & Professional Collaboration
3	SPED	510	Serving Students with MR, DD, & Disabilities*
3	SPED	506	Methods for Classroom Management & Teaching Individuals Behavior Disorders*
3	SPED	431	Identification & Assessment in Special Ed *
3	SPED	532	Methods and Materials for LD K-12*
3	SPED	550	Curriculum in Special Education*
2	SPED	695	Practicum in Special Education*
6	SPED	488	Special Education Student Teaching*
			*Admission into the College of Education's Teacher Education Program required.
2			Take 2 credit hours from the following electives:
	SPED	492	Special Topics in Special Education
	SPED	491	Independent Study in Special Education
	ELED	659	Diagnosis/Remediation of Reading Difficulties



Graduate Course Descriptions

~ Accounting ~

ACCT-506 Accounting for Entrepreneurs

Common Course

Accounting concepts and practices for entrepreneurs/small business owners. Emphasis given to the use of accounting tools to solve small business problems. Semester Hours: 3

~ American Indian Studies ~

AIS-590 Seminar

Common Course

A highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students. Semester Hours: 1-3

~ Art ~

ART-591 Independent Study

Common Course

Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Semester Hours: 1-12

ART-592 Topics

Common Course

Includes current topics, advanced topics, and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may

serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-9

~ Art Education ~

ARTE-571 Art for Elementary Teachers

Unique Course

This course is designed to develop an understanding of the functions of the visual arts in contributing to the growth and development of students in K-8 programs. Students will do research in assessment of art as it relates not only to the art produced in the classroom but also to the curriculum in art developed in other areas of study such as math or science. An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

~ Business Administration ~

BADM-506 Accounting for Entrepreneurs

Common Course

Accounting concepts and practices for entrepreneurs/small business owners. Emphasis given to the use of accounting tools to solve small business problems. Semester Hours: 3

BADM-507 International Business

Common Course

This course provides a basic understanding of the challenges and opportunities involved in the operation of international enterprises. Major points of discussion include the economic and political influences on operations, as well as other selected topics.

Semester Hours: 3

BADM-531 Risk Analysis and Insurance

Unique Course

This introductory course is designed to provide the student with an understanding of risk analysis, risk management, insurance principles, and consumer and business-related insurance products. (Spring-odd years) An additional 'Mandatory Fee' applies to this course.
Semester Hours: 3

BADM-538 Entrepreneurship II

Common Course

This course focuses on the process of screening an opportunity, drafting a personal entrepreneurial strategy, and understanding the business plan writing process. Building the entrepreneurial team and the acquisition and management of financial resources are emphasized along with venture growth, harvest strategies, and valuation.
Semester Hours: 3

BADM-564 Organizational Behavior

Common Course

This course is a study of individuals and groups. Traditional organization theory and concepts are presented and study is given to motivation, group dynamics, and methods of coordination, change, and adaptation within an organization.
PreRequisite: BADM-360
Semester Hours: 3

BADM-565 Integrated Marketing Communications

Unique Course

This is a strategic approach to developing synergy between the various communication tools available to companies. Students will examine the use of advertising, personal selling, sales promotions, and public relations. The impact of Internet communications will also be addressed. Students will learn how these tools may be used together to develop strategies for communicating with consumers, publics, suppliers, companies within distribution systems, and business-to-business markets within the global marketplace. (Spring) An

additional 'Mandatory Fee' applies to this course.

PreRequisite: BADM-370

Semester Hours: 3

BADM-573 Retail Management

Common Course

This course is a study of competitive structure, trade area analysis, site selection, merchandise planning and control, pricing, buying, credit policy and research. Managerial problems concerning the planning and operation of retail facilities are emphasized.

PreRequisite: BADM-370

Semester Hours: 3

BADM-574 Personal Selling

Common Course

This course is a study of the skills needed to develop and manage long-term relationships with customers and suppliers. Emphasis is placed on relationship selling, presentation, prospecting, handling objectives and closing techniques with consideration given to differences in the global marketplace.

PreRequisite: BADM-370

Semester Hours: 3

BADM-576 Marketing Research

Common Course

This course provides an in-depth study of the primary methodologies of marketing research. Emphasis is placed on collecting, analyzing, interpreting and presenting information for the purpose of reducing uncertainty surrounding marketing and management decisions.

PreRequisite: BADM-370 and BADM-220, MATH-281 or STAT-281

Semester Hours: 3

BADM-592 Topics

Common Course

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-4

BADM-593 Workshop

Common Course

Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

Semester Hours: 1-3

~ Business Education ~

BED-692 Topics

Unique Course

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-3

~ Biology ~

BIOL-530 Neurobiology

Common Course

An advance course on neurons, nervous system and neural science. Neuroanatomical organization, neural development, neuronal function, neurophysiology, neurochemistry and the neurobiological bases of behavior are covered.

Semester Hours: 3

BIOL-531 Field Biology

Unique Course

Highly recommended in the first semester of graduate study. Scientific method emphasized in several group and individual research projects conducted at various field sites in the Black Hills. Each project includes: development of question based on field observation, state hypotheses, data collection and analysis, written manuscript, and oral presentation.

Semester Hours: 3

BIOL-534 Herpetology

Unique Course

This course is an advanced study of reptiles and amphibians, including their life history, ecology, reproductive habits, physiology, systematics, and biogeography.

CoRequisite: BIOL 534L

Semester Hours: 3

BIOL-534L Herpetology Lab

Unique Course

This course complements BIOL 534 and will emphasize identification of, and field experience with the reptiles and amphibians of western South Dakota.

CoRequisite: BIOL 534

Semester Hours: 1

BIOL-537 Biometry

Unique Course

This course introduces students to basic and advanced biostatistics using modern techniques and statistical software. Students are required to have taken a basic statistics course.

Semester Hours: 3

BIOL-544 Microbial Genomics

Unique Course

Examines the sequencing, analysis, structure, and evolution of prokaryotic and viral genomes; the analysis of microbial gene expression, and use of genomic techniques in studies of microbial physiology and ecology.

Semester Hours: 3

BIOL-565 Evolutionary and Ecological Plant Physiology

Unique Course

Integrates quantitative genetics and physiological ecology to understand the evolution of species interactions. Emphasizes primary literature and semester-long research project. Lecture topics include water relations, photosynthesis, energy balance, signal transduction, life histories, natural selection, and species interactions.

CoRequisite: BIOL 565L

Semester Hours: 2

BIOL-565L Evolutionary and Ecological Plant Physiology Lab

Unique Course

To complement lectures, semester-long group project focuses on question formulation, experimental design, and gene expression techniques and analysis. Write-up in journal format required.

CoRequisite: BIOL 565

Semester Hours: 1

BIOL-574 Ecological Genomics

Unique Course

An introductory course for graduate students that identifies the organisms and areas in ecology and evolutionary ecology that like best to genomics and specifically functional genomics, the branch of genomics that determines the biological function of genes and their products. Molecular techniques, databases, and analysis of genomic data are discussed. Students are required to have taken a genetics course prior to enrollment.

CoRequisite: BIOL 574L

Semester Hours: 3

BIOL-574L Ecological Genomics Lab

Unique Course

To complement lectures, semester-long group project focuses on question formulation, experimental design, and gene expression techniques and analysis. Write-up in journal format required.

CoRequisite: BIOL 574

Semester Hours: 1

BIOL-590 Seminar

Common Course

A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students.

Semester Hours: 1

BIOL-684 Paleoenvironments

Unique Course

This course will integrate topics from paleobotany, vertebrate paleontology,

and paleoclimatology in a study of paleontological communities through time. Laboratories will include studies of fossil materials.

Semester Hours: 3

BIOL-692 Topics

Unique Course

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-3

BIOL-710 Population and Quantitative Genetics

Unique Course

Students will learn to integrate and apply methods of molecular genetics to the broader analysis of populations, understanding evolutionary processes, primary forces that shape genetic variation in natural populations, and continuously varying traits.

Semester Hours: 3

BIOL-724L Genomic Techniques

Unique Course

This course will be a laboratory intensive course where students will learn procedures and methods used in genomics research. Methods emphasized will be experimental design, microarray analysis, real-time PCCR and statistical analysis. Research will utilize collaboration and bioinformatics tools along with cutting edge technology in the rapidly growing field of genomics.

Semester Hours: 3

BIOL-735 Evolutionary Genomics

Unique Course

Evolution of genome size, parasites (e.g. transposons), duplications, and sequence and structure. Comparative methods are emphasized.

Semester Hours: 2

BIOL-791 Independent Study

Unique Course

Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. This course requires permission of the Instructor and/or College Dean.

Semester Hours: 1-3

BIOL-792 Topics

Common Course

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-6

BIOL-794 Internship

Unique Course

Practical experience in genomic techniques in a biotech, business, or research setting provided by a company, government agency, or academic institution. A higher level of supervision is provided by a mentor than in a thesis course. Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid.

Semester Hours: 1-12

BIOL-798 Thesis Research in Biology

Unique Course

Original research in a selected field of biology and the preparation of a thesis. Required of all M.S. students. Total of 12 credit hours are required.

Semester Hours: 1-12

~ Business Services Management ~

BSM-511 Foundations of Math/Statistics/Operation Management

Unique Course

This is an accelerated introductory course in Differential Calculus, Statistics and Operations Management. Designed for graduate students who do not possess the requisite knowledge required for successful completion of graduate level courses in Statistical Research Methods, Managerial Economics and Operations Management. Topics covered in this course would be similar to those covered in the traditional undergraduate courses in Survey of Calculus, Statistics and Production and Operations Management.

Semester Hours: 3

BSM-521 Foundations of Accounting/Finance

Unique Course

This is an accelerated introductory course in the Fundamental Principles of Financial/Managerial Accounting and Finance. Designed for graduate students who do not possess the requisite knowledge required for successful completion of graduate level courses in Managerial Accounting and Finance. Topics covered in this course would be similar to those covered in the traditional undergraduate courses in Accounting Principles and Introduction to Finance.

Semester Hours: 3

BSM-600 Current Issues in Service Industries

Unique Course

Aids the graduate student in services management studies in formulating an understanding of current and future concerns in the industry. (Fall) An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

BSM-705 Research Design

Unique Course

This course is designed to introduce the basic methodology of research design applicable in studies dealing with various segments of the service industry. The intent is to provide the student with an intuitive or conceptual understanding of theory, tools and processes involved in designing research studies. (Fall) An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

BSM-710 Services Marketing Management

Unique Course

This course provides an examination of the marketing system and its relations with the socioeconomic system. The overall influence of this relationship on the management of marketing activities will be examined. Topics include the study of trends in the structure of marketing institutions, processes and practices, consideration of customer attributes and behavioral characteristics, and how a marketing manager responds to these in the design of marketing strategies, research, service/product development, pricing, distribution, and promotion. (Spring) An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

BSM-720 Service Industry Operations Management

Unique Course

This course introduces students to quantitative and qualitative managerial methods and techniques designed to improve organizational productivity, efficiency, and effectiveness in a variety of service-oriented organizations. Key topics will include total quality management, demand forecasting, capacity planning, aggregate planning, scheduling, location analysis, layout, inventory control and queue analysis. (Spring) An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

BSM-730 Feasibility Studies

Unique Course

This course studies the approaches and philosophies of research in the evaluation and marketing of a service enterprise. Emphasis is on the practical application of the feasibility study and interpretation of its processes. (Summer) An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

BSM-740 Managerial Accounting for the Service Industry

Unique Course

This course covers the process of using accounting information for long-and short-term decision making. The course presents advanced concepts helpful for understanding internal accounting as a tool to generate information for managerial planning and control. It reviews financial accounting, develops an operational understanding of elementary cost systems, capital and operating budgeting concepts, incremental analysis, transfer pricing, performance evaluation, and quantitative techniques for assisting managers in the planning and control functions. (Fall) An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

BSM-760 Financial Management for the Service Industry

Unique Course

This course is a comprehensive examination into the theoretical and practical approaches to financial management. Analyzing, planning, controlling investment and short and long term financing are examined for financial analysis by managers in the service industries. Students will apply accounting and financial principles including financial statement analysis, valuation of assets, cash flow analysis, and capital budgeting as it relates specifically to the service industries.

Semester Hours: 3

BSM-770 Managerial Economics for the Service Industry

Unique Course

This course is an application of economic theory and methodology to managerial decision-making problems in the service industries. Both the functioning of markets and the decisions of firms in the service market structures are considered. The emphasis in this course will be on demand analysis and estimation, production and cost analysis under different market conditions, forecasting and decision-making under uncertainty. Students taking this course are expected to have had some exposure to economics and be comfortable with basic algebra and statistics. Some knowledge of differential calculus would also be helpful.

Semester Hours: 3

BSM-782 Business Policy for the Service Industry

Unique Course

This lecture/case study is considered a capstone course. As such, it integrates material covered in previous courses and requires students to critically analyze a variety of strategic issues facing today's service organizations. Through case study and/or analysis of actual organizations, students will be required to assess internal and external conditions, formulate a feasible strategic plan to competitively position the organization and prepare a feasible approach for strategy implementation. Students will be required to consider a stakeholder approach to strategic decision making and fully evaluate economic, social, and ethical implications of their strategic recommendations. (Spring) An additional 'Mandatory Fee' applies to this course.

PreRequisite: BSM-710, BSM-720, BSM-740

Semester Hours: 3

BSM-788 Professional Paper

Unique Course

The professional paper will be completed under the direction of a graduate faculty member in the elective area of the student's choice and will consist of the practical application of theory in a project/

report intended to foster growth in the service industry. An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

BSM-791 Independent Study

Unique Course

Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. An additional 'Mandatory Fee' applies to this course.

Semester Hours: 1-3

BSM-792 Topics

Unique Course

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement. An additional 'Mandatory Fee' applies to this course.

Semester Hours: 1-3

BSM-794 Internship

Unique Course

Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses as is the case with Field Experience courses. An additional 'Mandatory Fee' applies to this course.

Semester Hours: 1-6

BSM-798 Thesis

Unique Course

A formal treatise presenting the results of study submitted in partial fulfillment of the requirements for the applicable degree. The process requires extensive and intensive one-on-one interaction between the candidate and professor with more limited interaction between and among the candidate and other members of the committee. An additional 'Mandatory Fee' applies to this course.

Semester Hours: 1-6

~ Chemistry ~

CHEM-792 Topics

Common Course

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-6

~ Early Childhood Education ~

ECE-511 Guidance for Young Children

Unique Course

The emphasis is placed on the importance of understanding young children, infancy through primary years. There is opportunity for using instruments in diagnosis, prescription and treatment; counseling and teaching, and other basic services which teachers and parents may use with children. (Fall, Spring) Also offered as ECE 411

PreRequisite: PSYC-101, EPSY-327

Semester Hours: 3

ECE-513 Early Childhood Curriculum

Unique Course

Early learning trends, current research, and practical application will be considered. The content subject areas and the goals of curriculum will be discussed.

Semester Hours: 3

ECE-517 Methods of Early Childhood Education

Unique Course

Designed to develop the skills and abilities for planning, implementing, and assessing developmentally appropriate learning activities for young children. The Reggio Emilia Philosophy and the project approach are explored.

Semester Hours: 3

ECE-795 Practicum

Unique Course

Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.

Semester Hours: 1-6

~ Education ~

ED-510 The Kindergarten

Unique Course

A course for those who are especially interested in teaching kindergarten. The application and adaptations of the elementary teacher's curricula (methods, procedures, etc.) to the teaching of the kindergarten.

Semester Hours: 2

ED-513 Education of the Gifted

Unique Course

The student will learn various theoretical approaches to the education of the gifted. Current research will be presented on the nature of giftedness and practices of enrichment, acceleration and grouping.

Semester Hours: 3

ED-531 Library Media and Technology*Unique Course*

This hands-on course covers the fundamentals of instructional design and current technologies used to evaluate, produce, and operate instructional media, including multimedia aids, used in library media centers. It provides an overview of emerging technologies, including the Internet technology used in libraries/media centers. Cross Listed with ED 431.

Semester Hours: 2

ED-592 Topics*Unique Course*

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-4

ED-601 Foundations and Issues of Mathematics Education*Unique Course*

This course provides an introduction to K-12 mathematics content and process standards, makes the case for using an inquiry-oriented approach in classrooms, and looks at current research. Participants will gain an understanding of the components needed to create a learning environment that encourages and supports all children in building understandings, making connections, reasoning, and solving problems as described in Principles and Standards for School Mathematics, published by the National Council of Teachers of Mathematics.

Semester Hours: 2

ED-605 Children's and Young Adult Literature*Unique Course*

This course is designed for teachers who will use literature written for children and young adults to teach the content of their curricula. The course is for graduate students interested in knowing about the content of literature for children and young

adults. Topics of discussion include: the range of literature for children and young adults, evaluation and value of their literature, strategies for incorporating children's and young adult literature into curricula, and the historical development of children's and young adult literature.

Semester Hours: 3

ED-611 Algebraic Reasoning: Mathematics Content for K-12 Educators*Unique Course*

This course is designed for K-12 educators to deepen their understanding of algebraic concepts that build from kindergarten through high school. Consistent with the Principles and Standards for School Mathematics, published by the National Council of Teachers of Mathematics, this course will emphasize patterns and functions; representation and analysis of mathematical situations; using models and symbols to represent quantitative relationships; and analyzing change.

Semester Hours: 2

ED-621 Geometry and Measurement: Mathematics Content for K-12 Educators*Unique Course*

This course is designed for K-12 educators to deepen their understanding of geometry and measurement concepts that build from kindergarten through high school. Consistent with the Principles and Standards for School Mathematics, published by the National Council of Teachers of Mathematics, this course will emphasize characteristics of two- and three-dimensional shapes; spatial relationships and reasoning; transformations and symmetry; units, systems, and processes of measurement; and applying techniques, tools and formulas to determine measurement.

Semester Hours: 2

ED-622 Instructional Design and Learning Theory

Unique Course

Provides students the opportunity to develop evaluation criteria for instructional technology applications in the classroom. Students will compare contemporary instructional design models for effectiveness of technology integration for learning; explore different technology applications to meet individual learning needs; and evaluate existing design applications for their effectiveness in specific learning environments.

Semester Hours: 3

ED-624 Computer Applications in K-12 Curriculum

Unique Course

This course reviews the current applications of computer-assisted instruction to various content areas and addresses individual, small group, and large group instruction. It also covers the various advantages and systems designed to assist teachers with grade management, record keeping, and curriculum development.

Semester Hours: 3

ED-630 Educational Inquiry & Collaboration

Unique Course

The rationale for developing an on-line option for completing the Master of Science in Curriculum and Instruction (MSCI) is supported by the vision of the South Dakota Board of Regents Electronic University Consortium. Consequently, this 3 credit hour graduate course provides the introduction and orientation to the MSCI on-line program option. This course is designed to introduce graduate students to the use of the Internet for collaborative learning, inquiry, and completing a Masters of Science in Curriculum and Instruction from Black Hills State University. The course uses the WebCT learning environment for collaboration and the Internet, the South Dakota State Library Network system, and other databases available to enrolled students for scholarly inquiry.

Semester Hours: 3

ED-631 Data Analysis & Probability: Mathematics Content for K-12 Educators

Unique Course

This course is designed for K-12 educators to deepen their understanding of data analysis and probability concepts that build from kindergarten through high school. Consistent with the Principles and Standards for School Mathematics, published by the National Council of Teachers of Mathematics, this course will emphasize methods of Mathematics, published by the National Council of Teachers of Mathematics, this course will emphasize methods of collecting, organizing, and displaying data; using appropriate statistical methods to analyze data; evaluating inferences and predictions that are based on data; and understanding and applying basic concepts of probability.

Semester Hours: 2

ED-636 Philosophical Foundations of Adult Education

Unique Course

This course is a study of the nature and philosophy of adult education and development. Students will analyze the instruction of the adult, how they adapt, develop and learn. Educational philosophers will be studied and analyzed to provide a foundation for adult education. This course will center on encouraging the student to learn how best to philosophically and educationally meet the needs of the adult learner through personal development, learning ability, learning styles, conditions affecting learning, and adapting, growing and changing in a global society.

Semester Hours: 3

ED-637 Characteristics of Adult Education*Unique Course*

An investigation of the characteristics and expectations of adults as learner and participant in any educational or training environment. The course explores the theory that adults are experienced self-directed learners. The andragogy and pedagogy of adult education will be examined to determine the needs for adult learning as supported through technology and research.

Semester Hours: 3

ED-641 Understanding Student Thinking in Numbers & Operations*Unique Course*

This course is designed to deepen teachers' awareness of ways that students come to understand whole numbers, rational numbers, and operations. Emphasis is placed on common student difficulties and on how teachers can help to move students from a procedural approach to conceptual understanding.

Semester Hours: 2

ED-642 Methods of Instructional Technology*Unique Course*

This course provides detailed practice in using computer and telecommunications technologies to support constructivist learning environments. Students will design learning units that use the Internet, multimedia and hypermedia tools to support the development of higher order thinking skills of K-12 learners.

Semester Hours: 3

ED-651 Understanding Student Thinking in Algebra*Unique Course*

Based on recent research in mathematics education, this course provides opportunities for educators to deepen their understanding of how K-12 students develop algebraic reasoning. The course focuses on conceptual and procedural understanding of the key algebraic ideas

of equality, variables and equations, patterns and functions, proportional reasoning, symbolic representation, and inductive and deductive reasoning.

Semester Hours: 2

ED-653 Seminar in Indian Education*Unique Course*

A research and discussion course in the various areas of Indian education. Topics such as boarding schools, federal responsibilities, health problems, and reservation community colleges are to be considered by the class.

Semester Hours: 1-3

ED-655 Teaching & Supervision of Reading*Unique Course*

This course will acquaint in-service teachers and administrators with the current theoretical and research base for the teaching of reading in the K-12 environment. The course will provide teachers, supervisors, and administrators with knowledge and experience in the areas of material selection, methodology and strategies, reading/ writing connection, assessment and supervision. The course will focus on the role of the teacher as decision-maker in the reading program and the role of the supervisor of this program.

Semester Hours: 3

ED-661 Understanding Student Thinking in Geometry & Measurement*Unique Course*

This course is designed to help teachers think through major ideas of K-12 geometry and measurement topics and use recent research to examine how students develop those ideas including their common misconceptions. Course activities are also designed to deepen teachers' pedagogical knowledge about effective instructional practices.

Semester Hours: 2

ED-662 Introduction to the Master's of Science in Curriculum/ Instruction
Unique Course

This course serves as the introductory class to the MSCI program. The class will address a diverse spectrum of design in inquiry and writing in education. In addition to the study of the APA writing style, students will also be involved with the philosophical issues of teaching and the role of graduate education for teachers. Student projects will result in the material necessary for consideration as candidates for the MSCI degree.

Semester Hours: 2

ED-663 Graduate Writing
Unique Course

The Graduate Writing course provides an overview of the standard forms of scholarly writing in the field of education. Student-produced writing, especially for the Professional Portfolio, is the medium for evaluating and developing writing proficiency. Emphasis is placed on the connections between form and function, documentation, mechanics, and style are stressed in terms of effectiveness.

Semester Hours: 1

ED-671 Assessment for School Mathematics
Unique Course

This course supports educators in assessing what K-12 students know, what they can do, how they think mathematically, and their attitudes toward mathematics. Current assessment practices, from informal questioning to standardized testing, are explored, and the use of assessment information to guide instruction is emphasized. The course also considers national data and examines connections between staff development, classroom practice, and student outcomes, thereby laying a foundation for discussions about the future direction of local, state, and national mathematics improvement efforts.

Semester Hours: 2

ED-680 Middle School Institute
Unique Course

The institute will provide an opportunity for public teachers to increase their understanding of young adolescents and appropriate teaching strategies, curriculum, and school structure for them. The specific content of the institute will vary from year to year, and will be cornered around a theme. With the middle school concept playing an increasingly important role in the public education in this region, it is important that educational professionals have an opportunity to continue their development and enhance their knowledge in middle level education. (May be repeated up to a maximum of 6 semester hours).

Semester Hours: 1-2

ED-681 Math/Science Technology K-12
Unique Course

This practical problem solving class will show interrelationships of technology, science, mathematics, history and language as being essential in a young student developing an understanding of the physical structure of the world, energies and controls. Students will develop projects in curriculum design, materials selection and organization and instruction using models.

Semester Hours: 3

ED-692 Topics
Unique Course

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-4

ED-695 Practicum*Unique Course*

Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Semester Hours: 1-3

ED-699 Technology in Today's Libraries*Experimental Course*

This class focuses on technology used within the library/information services area, including concepts, trends, and implementation. The course explores and provides an in-depth study of various technologies used in process of providing information to users. The critical evaluation of various approaches and materials is emphasized, along with techniques for incorporating the technology and resources into the library/information services area. Semester Hours: 3

ED-703 Applying Learning Theory to Instruction and Assessment*Unique Course*

The purpose of this course is to investigate contemporary learning theory and apply it to designing instructional strategies and assessment methods. The student will integrate educational research with classroom experiences to interpret knowledge and theory for application to instruction and assessment. Semester Hours: 3

ED-710 History of American Education*Unique Course*

Exploration of American educational systems from the colonial period to the present due to ideational, societal, economic, political and cultural forces. Semester Hours: 3

ED-712 Educational Assessment*Unique Course*

The course will improve a teacher's ability to evaluate and select tools for student evaluation. Focus on well rounded evaluation programs will examine alternative, performance based tools and development of testing items that assess complex order thinking. The rationale and use of standardized testing will also be discussed. Students will study current issues in assessment and develop projects related to evaluation of teaching and learning that best fit their professional objectives. Semester Hours: 3

ED-715 Nature and Nurture of Creativity*Unique Course*

A study of the human process of creativity and how it is nurtured. A consideration of the research on creativity with particular attention to creative processes in children. Application of methods to help remove blocks to creativity. Students will prepare a major creativity project to be used in schools. Semester Hours: 3

ED-716 Supervising Curriculum and Instruction Program*Unique Course*

A practicum under the supervision of a field-based curriculum director and university supervisor. The student will obtain experience on the development, implementation, and application of curriculum within a P-12 school environment. This field experience will require a minimum of 135 school-based hours. Semester Hours: 3

ED-717 Gifted Methods Instruction & Curriculum*Unique Course*

This course is the methods course in gifted education. It satisfies the requirement for one of the four courses needed for meeting the gifted education endorsement established by the South Dakota Board of Education. Various curricular approaches for educating the gifted will be studied including, but not limited to, the Renzulli Model, the structure of the intellect model, the Gallagher model, and the Calvin Taylor model.

Semester Hours: 3

ED-719 Practicum in Gifted Education*Unique Course*

This practicum course is designed to offer to the student seeking gifted education endorsement: A. Experience in teaching children and youth who have been identified as gifted; B. Opportunities for developing school district plans for the education of the gifted; C. Experience in implementing gifted education plans; and D. Experience in evaluating gifted education plans.

Semester Hours: 3

ED-720 Philosophical Boundaries of Education*Unique Course*

An examination of educational systems through the discussion of theories and philosophies of education. The traditional problems and issues will be covered along with modern implications and practices.

Semester Hours: 3

ED-722 Curriculum Development for Adult Education*Unique Course*

The course is designed to study the principles of developing a curriculum for an adult education program or course and the varied forms of instruction related to the adult learner. The course will help participants understand how adult learning differs from that of the pre-college learner. The process of curriculum change, development and evaluation will be examined and the role of life experience and the adult learner will be a paradigm studied and researched.

Semester Hours: 3

ED-727 Technology in Education: Maintaining Equity & Ethics*Unique Course*

Students will locate and review research, use telecollaboration for developing consensus, and create original reflection papers on the issues involved in gender and ethnic equity in the use of educational technology in schools. Students will examine current standards for fair use of materials obtained using technology and develop a policy on ethics in the use of educational technology in schools.

Semester Hours: 3

ED-728 Educational Applications of Technology*Unique Course*

A general survey of the various uses of technology including personal computers, networking systems, interactive video, telecommunications, and any other current technology in the public school setting. The course focuses on the evaluation of the effect of these approaches on instruction.

Semester Hours: 3

ED-730 Contemporary Thought in Education: Using Technology Inquiry and Collaboration*Unique Course*

Integrating technology is at the forefront of contemporary thought in education. This course will introduce the use of the Internet as a virtual classroom and will provide an overview of the on-line graduate degree program for a Masters of Science in Curriculum and Instruction. The electronic seminar will address inquiry, technical writing, and collaboration skills critical to the professional development of teachers.

Semester Hours: 2

ED-732 Instructional Strategies in Middle School*Unique Course*

A study of instructional strategies to meet the educational needs of early adolescents. Curricular approaches and models based on research as related to instructional strategies and program development will be investigated.

Semester Hours: 3

ED-741 Historical Development of Mathematical Concepts

Unique Course

This course traces the origins and development of key concepts in the history of mathematics starting with early Egyptians, Babylonians, and Mayans and continuing to current times. Emphasis is given to the impact of mathematical discoveries on the civilizations that gave rise to them and to the impact of these discoveries on subsequent mathematical thought.

Semester Hours: 2

ED-740 Comparative Education

Unique Course

Focus will be on educational systems other than the American model. Political, social, cultural, economic and ideology forces will be compared with educational structure and practices.

Semester Hours: 3

ED-742 Teaching and Supervision of Language Arts

Unique Course

This course will provide classroom teachers with an understanding of the theories, research, and practices that create effective language arts instruction. These practices will center on the six areas of the language arts: reading, writing, speaking, listening, viewing, and visually representing information. Students will be asked to review materials and develop an integrated philosophy with a specific stance in the art of teaching writing.

Semester Hours: 3

ED-744 Curriculum Development & Instruction

Unique Course

In this course, students will be introduced to the philosophy, methods and factors used in the research and development of curriculum in public and private schools. Students will also consider different types of curriculum organization.

Semester Hours: 3

ED-745 Curriculum History and Theory

Unique Course

Curriculum is rooted in the dynamics and demands of place and culture and in the conditionings and continuities of history. The Curriculum History & Theory Course explores theory and practice that evolved from antiquity into the twenty first century and highlights significant factors and people that influenced development of curriculum through the twentieth century to the present.

Semester Hours: 3

ED-746 K-12 Integrated Curriculum

Unique Course

The Integrated Curriculum: K-12 Active Learning is designed to help elementary, middle school, and secondary teachers consider research and practice in structuring the curriculum into a thematic unit plan. Emphasis will be on literacy, active learning, the written process, and merging all content areas under the integrated curriculum design and implementation. Reading and writing, the cornerstone of the curriculum, will be the pivoting factors. The course is intended to promote an eclectic repertoire of teaching methodology including interdisciplinary thematic units, analysis and use of literature based, whole language genre, and alternative assessment techniques.

Semester Hours: 3

ED-747 Psychology of Reading

Unique Course

This course will provide classroom teachers and teachers specializing in teaching reading with an understanding of the psychological bases of the reading program as they relate to theory and classroom practice. The course will examine theories, trends, issues, and practices, both past and present. Students will be asked to develop a working philosophy of how reading is taught based upon theoretical positions.

Semester Hours: 3

ED-748 Cultural Diversity in Schools*Unique Course*

This course will provide a study of curriculum development across the five major cultures in America: Native American, African American, Asian, Hispanic, and European descent. It is designed to provide the graduate student with the tools necessary to recognize, develop, evaluate and assess curriculum development in other cultures and assess the multicultural curriculum movement in America.

Semester Hours: 3

ED-750 Action Research in Schools*Unique Course*

This course provides a rigorous examination of quantitative and qualitative research methods as they apply to education. The course will emphasize practical and theoretical aspects of research design, implementation and interpretation. Project requirements will engage students actively in pursuing research goals.

Semester Hours: 3

ED-751 Leadership in School Mathematics*Unique Course*

This course focuses on how to provide effective professional development for K-12 teachers of mathematics and how to support meaningful change within an educational system. Lessons are drawn from research in mathematics education as well as research about improving schools. Topics include creation of a demonstration classroom, engaging key stakeholders (e.g., parents, administrators, and community members), forming and facilitating study groups, peer coaching, mentoring, and curriculum review.

Semester Hours: 2

ED-752 Ethnography of Schooling*Unique Course*

This course explores teaching as an ethnographic enterprise in order to gain a more comprehensive understanding of schools. Through community surveys, interviewing, demographics and other

field methods found in ethnography, students will explore the contexts in which schools are embedded and determine the impact of those contexts on curriculum and schooling. Students will develop an ethnographic project based on their own experience and interest in educational environments. (Plan B option, ED 750 pre- requisite)

Semester Hours: 3

ED-754 Staff Development in Schools*Unique Course*

Staff development in the schools is considered to be the essential element in determining the success and vitality of schools and the professionalization of teaching. This course will help graduate students examine models of staff development in educational institutions. The traditional in-service model will be contrasted with models applied in their professions by exploring styles of administrative leadership, autonomy of staff and site-based management models.

Semester Hours: 3

ED-756 Reading Practicum*Unique Course*

This clinical practicum in reading is a supervised experience that allows students to apply diagnostic and remedial techniques for the development of a case study. This case study will include on-going evaluations, a program design/ plan for improvement, and data to support the growth of the struggling reader.

PreRequisite: Take ED-659;

Semester Hours: 3-6

ED-757 Seminar in Reading: Current Trends, Research and Issues*Unique Course*

A seminar in reading offers students an opportunity to explore the relationship of reading to modern technology, computers, economic stress, or other social concerns which may influence current educational goals in the field of reading.

Semester Hours: 1

ED-760 The Art of Teaching: Building Repertoires*Unique Course*

This course promotes examination of concepts that reach beyond the traditional debate between a back-to-the-basics approach versus a progressive or process approach in teaching and learning. By surveying the use of the eclectic arts of teaching (Schwab, 1971), students will be encouraged to develop a self-defined repertoire of teaching tools and an inquiry project.

Semester Hours: 3

ED-762 Educational Statistics*Unique Course*

Provides a foundation in the understanding and use of statistics in educational research and situations. The course includes a study of data analysis, measures of central tendency, measures of variation, sampling, correlation, linear regression, hypotheses testing, probability, and inferential techniques.

Semester Hours: 3

ED-766 English as a Second Language Classroom Teaching Practicum*Unique Course*

An in-field teaching experience under the supervision of a university supervisor and a mentor to place into practice what has been taught in the ESL courses. The practicum will be for a minimum of one hundred thirty-five (135) contact hours.

Semester Hours: 3

ED-770 Restructuring America's Schools*Unique Course*

This course will examine the essential components and variables in educational restructuring efforts, including professional autocracy and accountability at the school and classroom level.

Semester Hours: 3

ED-775 Supervision & Collaboration*Unique Course*

Designed to strengthen the clinical experiences program by bridging the theory to practice concept from the university classroom to the public school classroom, participants will review, discuss, and model current research on effective teaching strategies and a variety of teaching models, and will be encouraged to practice these strategies and models in their own classrooms.

Semester Hours: 3

ED-790 Seminar*Unique Course*

A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division graduate levels. Enrollment is generally limited to few than 20 students.

Semester Hours: 1-6

ED-791 Independent Study*Unique Course*

Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic.

Semester Hours: 1-3

~ Foundations of Education ~

EDFN-575 Human Relations

Unique Course

This course is designed to reflect the six strands of the human relations component as mandated by the South Dakota Board of Education. Students will develop expertise in listening and communicating to create a climate within the school environment that is more conducive to learning. The course is also designed to help the participants understand the community issues in education and to encourage the teachers to be more aware of ways to strengthen community involvement in the school. Another area that will be addressed is the dehumanizing impact of biases and negative stereotyping.

Semester Hours: 3

EDFN-790 Seminar

Common Course

A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division graduate levels. Enrollment is generally limited to few than 20 students.

Semester Hours: 1-3

EDFN-792 Topics

Common Course

Includes current topics, advanced topics, and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-3

~ Elementary Education ~

ELED-550 K-8 Reading Methods

Unique Course

This course will acquaint in-service teachers with the recent trends, issues, materials, and procedures considered essential for the effective teaching of reading. The course will focus on a variety of methods for the primary classroom as well as the intermediate and middle level classroom. Students will be able to review materials and make decisions about effective instruction that best meets the needs of today's diverse classroom environment.

Semester Hours: 2

ELED-593 Workshop

Common Course

Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

Semester Hours: 1-3

ELED-659 Diagnosis and Remediation of Reading Difficulties

Unique Course

This is a practical course in which the student is directed toward acquiring specific skills that will enable a teacher to diagnose reading problems and develop activities to correct them.

Semester Hours: 3

~ English ~

ENGL-509 Teaching English as a Second Language

Unique Course

This course prepares teachers to teach English to those whose native language is not English.

Semester Hours: 3

ENGL-511 Biblical Literature*Unique Course*

A study of the Bible as literature. It examines the Bible as a work of art within its historical and philosophical context.

Semester Hours: 3

ENGL-550 The American Novel*Unique Course*

Study of the growth of the novel as a form in American Literature.

Semester Hours: 3

ENGL-566 The Modern Novel*Unique Course*

A study of the development of the modern novel and intensive study of selected representative modern works.

Semester Hours: 3

ENGL-583 Creative Writing*Unique Course*

Principles and techniques of writing for publication are studied. Supervised practice is given in original creative composition.

Semester Hours: 3

ENGL-590 Seminar*Unique Course*

A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as Internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than twenty (20) students.

Semester Hours: 3

ENGL-591 Independent Study*Unique Course*

Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. This course requires permission of the Instructor and/or College Dean.

Semester Hours: 1-3

ENGL-592 Topics*Common Course*

Includes current topics, advanced topics, and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-3

~ *Entrepreneurial Studies* ~

ENTR-506 Accounting for Entrepreneurs*Common Course*

Accounting concepts and practices for entrepreneurs/small business owners. Emphasis given to the use of accounting tools to solve small business problems.

Semester Hours: 3

ENTR-538 Entrepreneurship II*Common Course*

This course focuses on the processing of screening an opportunity, drafting a personal entrepreneurial strategy, and understanding the business plan writing process. Building the entrepreneurial team and the acquisition and management of financial resources are emphasized along with venture growth, harvest strategies, and valuation.

Semester Hours: 3

~ *History* ~

HIST-565 Westward Expansion of the U.S.*Unique Course*

A study of the role of The West in American History from the founding of the colonies through 1900. Special areas of emphasis are the territorial expansion of the U.S., the various frontier developments; transportation, the transformation of the wilderness into statehood, the influence of the frontier in shaping the American character and the role of the West in national policies.

Semester Hours: 3

HIST-576 South Dakota: History, Politics & Geography

Unique Course

An historical, political and geographical study of South Dakota.

Semester Hours: 3

HIST-590 Seminar

Unique Course

A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as Internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than twenty (20) students.

Semester Hours: 1-3

HIST-592 Topics

Unique Course

Includes current topics, advanced topics, and special topics. A course devoted to a particular issue in a specified field. Course content is no wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-4

HIST-768 Local History Social Studies for Teachers

Unique Course

This course will combine the history of the Black Hills and surrounding regions and the development of programs, projects, and teaching aids for historical studies in the elementary and secondary school.

Semester Hours: 3

HIST-791 Independent Study

Unique Course

Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty

member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic.

Semester Hours: 1-6

HIST-792 Topics

Unique Course

Includes current topics, advanced topics, and special topics. A course devoted to a particular issue in a specified field. Course content is no wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-3

~ Human Resource Management ~

HRM-556 Employment Law and Policy

Unique Course

This course reviews the precepts of equal employment law as they relate to the various functions of human resource management. These include state and federal statutes, amendments, court discussions and agency regulations; affirmative action programs; reverse discrimination; and other issues of discrimination law. (Fall) An additional 'Mandatory Fee' applies to this course.

PreRequisite: HRM-417

Semester Hours: 3

HRM-559 Personnel Planning & Selection

Unique Course

This course involves the examination of the theories and techniques guiding personnel planning and selection. Students develop expertise in determining staffing needs, conducting job analyses, writing job descriptions, and developing recruiting strategies. (Spring) An additional 'Mandatory Fee' applies to this course.

PreRequisite: HRM-417

Semester Hours: 3

HRM-565 Compensation Management

Unique Course

Emphasis will be placed on the development and administration of equitable compensation and benefit programs. Examined are job evaluation techniques, pay structures, salary surveys, individual and group compensation systems, executive pay, and benefits administration. Students will also be introduced to computer applications in compensation management. (Spring) An additional 'Mandatory Fee' applies to this course.

PreRequisite: HRM-417

Semester Hours: 3

HRM-568 Negotiations & Conflict/Dispute Resolution

Unique Course

This course explores negotiation and conflict dispute resolution techniques and practices in interpersonal, work-related, community, business, and international settings. Topics include the various forms of alternative dispute resolution: negotiation, arbitration, mediation, early neutral evaluation, mini-trial, etc. The course provides guidance in handling the inevitable disputes that arise in the operation of every enterprise and in one's day to day interactions. (Spring) An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

~ *Indian Education* ~

INED-511 South Dakota Indian Studies

Unique Course

An introduction to the concept and the methods of biculturalism in Indian education and their application to other culturally different groups. The course is designed to meet requirements in American Indian studies for South Dakota certification.

Semester Hours: 3

~ *Linguistics* ~

LING-525 Contemporary Grammar

Unique Course

An introduction to new concepts in grammar with emphasis on structural linguistics.

Semester Hours: 3

~ *Mathematics* ~

MATH-581 Probability and Statistics

Common Course

Algebra of sets; sample spaces, random variables; distributing functions; distribution of random variables; and limiting distributions.

PreRequisite: MATH-225

Semester Hours: 3

MATH-587 Design of Experiments

Unique Course

The course will include topics fundamental to the design and analysis of experiments. Included in these will be: the importance of randomization in design, one- and multiple-factor ANOVAs, the use of response transformation, a fixed and random factor, blocking in ANOVA design, unbalanced design, and simple and multi-linear regression. The use of software to carry out analyses will be emphasized.

Semester Hours: 3

MATH-792 Topics

Unique Course

Includes current topics, advanced topics, and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-4

~ *Mass Communications* ~

MCOM-590 Seminar

Unique Course

Highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as Internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than twenty (20) students.

Semester Hours: 3

MCOM-591 Independent Study

Unique Course

Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. This course requires permission of the Instructor and/or College Dean.

Semester Hours: 1-4

~ *Middle Level Education* ~

MLED-573 Principles & Practices of Teaching in Middle School

Unique Course

The course is designed to provide a bridge between knowledge of subject matter and the classroom teaching behaviors that successfully transmit that knowledge to younger adolescents. The focus of the course will be instructional design as it applies to learning environments for transcendent and the integrated delivery of that instruction in the content area classroom.

Semester Hours: 3

MLED-578 Guiding the Adolescent Learner

Unique Course

This course is designed to investigate techniques that foster academic, social and emotional growth of the transient learner. The focus of the course will be on identifying, observing, and recording the behavior of early adolescents to assess their learning styles and developmental patterns in order to plan for an appropriate learning environment.

Semester Hours: 2

MLED-580 Middle Level Methods

Unique Course

This course introduces students to a wide variety of instructional methods that are responsive to unique development needs and characteristics of middle school students. The course also addresses learning styles and strategies that are especially effective for teaching middle school students with special needs and for teaching middle school students from diverse cultural backgrounds.

Semester Hours: 2

MLED-593 Workshop

Common Course

Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

Semester Hours: 1-3

MLED-695 Practicum

Unique Course

Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. This course requires permission of the Instructor and/or College Dean.

Semester Hours: 1

~ Music ~

MUS-591 Independent Study

Unique Course

Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. This course requires permission of the Instructor and/or College Dean.

Semester Hours: 1-3

MUS-592 Topics

Common Course

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

Semester Hours: 1-5

~ Physical Science ~

PHSI-792 Topics

Unique Course

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

Semester Hours: 1-3

~ Political Science ~

POLS-576 History of South Dakota

Unique Course

Examines the history of South Dakota's physical environment, Native American presence, European settlement, economic developments, political institutions and social life.

Semester Hours: 3

POLS-792 Topics

Unique Course

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

Semester Hours: 1-3

~ Psychology ~

PSYC-522 Psychology of

Adolescence

Unique Course

The student will learn to understand the major influences of adolescent development and behavior including biological, cultural, educational, peer, and family influences. Emphasis will also be placed on methodology necessary to aid adolescents in their development. (also offered as PSYC 422)

Semester Hours: 3

PSYC-551 Psychology of Abnormal Behavior

Unique Course

The student will identify the basic historical differences between the three general perspectives that explain human behavior. Through these perspectives the student will be able to differentiate the various classifications of mental illness and their characteristics and causes. The course will include an examination of the methods of diagnosis and treatment of these emotional disturbances. (also offered as PSYC 451)

Semester Hours: 3

PSYC-561 Theories of Personality

Unique Course

The student will be able to name and summarize several major theories of personality. The student will also be able to articulate an understanding of the procedures and complexities of personality research. (also offered as PSYC 461)

Semester Hours: 3

PSYC-565 Contemporary Human Behavior

Unique Course

The student will be able to demonstrate an understanding of the variable involved in intrapersonal and interpersonal processes. Additionally, the student will be able to cite means of changing such processes. (also offered as PSYC 365)

Semester Hours: 3

~ Science ~

SCI-588 Biological Applications of Remote Sensing

Unique Course

In this class students will learn how to use geographical information systems and apply these techniques to landscape, regional, and global ecology.

Semester Hours: 3

SCI-592 Topics

Unique Course

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

Semester Hours: 1-3

SCI-792 Topics

Unique Course

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included

in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

Semester Hours: 1-3

~ Secondary Education ~

SEED-550 7-12 Teaching Reading in Content Area

Unique Course

The purpose of this course is to help pre-service middle and secondary school teachers develop effective reading and writing techniques for their content and discipline areas. Students will develop curriculum that incorporates methods to support an integrated model of learning and facilitates the use of both formal and informal assessment and evaluation techniques.

Semester Hours: 3

SEED-593 Workshop

Common Course

Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

Semester Hours: 1-3

SEED-650 Teaching and Supervision of Literacy in the Content Area

Unique Course

The purpose of this course is to provide graduate students with the necessary expertise to assist teachers of middle and secondary education to develop effective reading and writing strategies for use in the content classrooms. The participants will be asked to reflect on effective student learning processes, to develop and deliver curriculum that supports an integrated learning approach and to design both formal and informal assessment and evaluation techniques that support both process and product learning.

Semester Hours: 3

~ **Sociology** ~

SOC-514 Social Thought

Unique Course

A brief survey of the history and development of the world's most important social theories and schools of social thought, evaluated in light of present knowledge.

Semester Hours: 3

SOC-540 Urban Sociology

Common Course

A study of the urban community, focusing on its development, social structures and institutional patterns.

PreRequisite: SOC-100 or SOC-150

Semester Hours: 3

SOC-583 Sociology of Gender Roles

Common Course

Female and male roles in relation to one another in a changing world are foci of this course. The nature of gender roles, their origin and maintenance, institutional features, and their variations over time and across cultures are examined.

PreRequisite: SOC-100 or SOC-150

Semester Hours: 3

SOC-791 Independent Study

Unique Course

Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic.

Semester Hours: 1-3

SOC-792 Topics

Unique Course

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors.

Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

Semester Hours: 1-3

~ **Speech Communication** ~

SPCM-510 Organizational Communication

Unique Course

An array of theories explaining how and why humans live in organizations has developed in the last century. These schools of thought are critically examined on their own merits as well as in respect to our own experiences living in organizations.

Semester Hours: 3

SPCM-524 Communication Theory

Unique Course

An introduction to the history, structure and requirements of the explanatory systems used in both the social scientific and humanistic traditions.

Semester Hours: 3

SPCM-534 Small Group Communication

Unique Course

A study of prominent concepts and theories of human interaction in small groups grounded in the student's experience in classroom exercises. Critical assessments of communication strategies in task, social, and therapeutic groups are cultivated.

Semester Hours: 3

SPCM-566 Principles of Rhetoric

Unique Course

This course is a consideration of the grounds of effective oral and written discourse. It examines rhetorical theories throughout history with a view to constructing a practical synthesis applicable to personal life, teaching careers and communication-oriented vocations.

Semester Hours: 3

SPCM-591 Independent Study*Unique Course*

Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic.

Semester Hours: 1-3

~ *Special Education* ~

SPED-505 Educating Secondary Students with Disabilities*Common Course*

An introduction to the entire field of education for children with exceptional needs and is required by all middle school and secondary school majors. Students will identify etiology, classification, and educational programming practices for individuals with any identified disabilities. Students will also determine which local, state, and national administrative and legislative provisions support children with these conditions. Computerized IEP forms and other productivity tools will be reviewed.

Semester Hours: 2-3

SPED-510 Behavior Management of Exceptional Child*Unique Course*

This course serves as a general introduction to behavior modification, contingency management, and reinforcement theory. Students will develop techniques to use in observing and recording behaviors. Practice is given in applying intervention techniques to the acceleration and deceleration of behavior of groups and individuals. The student will be expected to use the Internet and library research tools for the development of research papers.

Semester Hours: 3

SPED-513 Serving Students with MR, SS, and Severe Disabilities*Common Course*

Examination of the functional academic, social/emotional, and daily living skill needs of children evidencing moderate/secure learning problems and/or evidencing significant physical/health problems. In depth studies of functional curriculum development, design of instructional strategies, adaptation and accommodation issues, and integration in inclusive settings will be undertaken.

Semester Hours: 3

SPED-520 Curriculum and Instructional Strategies K-12*Unique Course*

The course will review various curriculum guides and materials used in the instruction of individuals with exceptional needs. Adaptation of regular materials to the individual learner will be presented. Students will develop a year-long curriculum guide and unit/lesson plans based on that guide. The student will use alternative technologies in class presentation and will demonstrate appropriate teaching methodology through the use of the distance lab/electronic classroom equipment. Students will also review and evaluate appropriate software.

Semester Hours: 3

SPED-532 Methods and Materials for Learning Disabilities K-12

Unique Course

This course serves as an introduction to the field of specific learning disabilities. Theoretical approaches to the field are considered. Emphasis is on the neurological, psychodynamic, and behavioral approaches. Tests and observational techniques to aid diagnosis are presented. Various treatment methods are compared. Students are given limited opportunity to work with children with learning problems. The student will use alternative technologies in class presentations and will demonstrate appropriate teaching methodology through the use of the distance lab/electronic classroom equipment. Students will also review and evaluate appropriate software. (Fall, Spring)

Semester Hours: 3

SPED-560 Family Systems & Professional Collaboration

Common Course

Guidelines for communication between agencies, parents/guardians, teachers, and children with special needs will be developed. These will include areas of physical needs, language skills, environmental background, social concerns and educational goals. Emphasis will be placed on teaming with the community agencies and services. The student will be expected to use the Internet for resource research.

Semester Hours: 2-3

SPED-592 Topics

Common Course

Includes current topics, advanced topics, and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Semester Hours: 1-3

SPED-688 Special Education Student Teaching

Unique Course

The intern will observe methods of classroom presentation, behavior management, and pupil evaluation used in a special education setting. The intern will organize materials and ideas for use in future classrooms and will demonstrate competency in preparation and presentation of pertinent material in the special setting.

Semester Hours: 6

SPED-691 Independent Study

Unique Course

Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic.

Semester Hours: 1-12

SPED-695 Practicum

Unique Course

Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.

Semester Hours: 3

SPED-760 Current Issues in Special Education

Unique Course

This course is designed to address current issues affecting the field of special education on state, local, and national levels. The course will involve students in the process of identifying, analyzing and discussing issues and research in special education that impacts the lives of persons who are disabled from infancy through adulthood.

Semester Hours: 3

SPED-792 Topics

Unique Course

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

Semester Hours: 1-3

~ Social Science ~

SS-692 Topics

Unique Course

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

Semester Hours: 1-3

SS-792 Topics

Unique Course

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

Semester Hours: 1-3

~ Technology ~

TECH-592 Topics

Unique Course

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer

students with significant one-on-one student-teacher involvement.

Semester Hours: 1-3

~ Theatre ~

THEA-591 Independent Study

Unique Course

Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic.

Semester Hours: 1-3

THEA-592 Topics

Unique Course

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

Semester Hours: 1-3

~ Tourism & Hospitality Management ~

THM-501 Ecotourism

Unique Course

This provides a comprehensive analysis of ecological aspects of tourism activities through readings and case analysis of ecotourism research. The class will focus on the foundations of ecotourism; ecotourism behavior; impacts of natural environments; and marketing, management, development, and policy issues. (Fall, odd years) An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

THM-510 Tourism Management*Unique Course*

Concepts and meaning of administration, leadership, board and executive relationships, and personnel policies related to recreation, parks, and tourism areas and facilities within tourism enterprises will be studied. (Fall, odd years) An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

THM-520 Services Marketing*Unique Course*

Seeks to develop an understanding of service as a product or component of a product. The course provides students with the opportunity to gain an appreciation for the unique challenges inherent in marketing and managing service products. Topics include service design and delivery, service quality and standards, and the roles played by both service provider and customer, particularly in the hospitality and tourism industry. (Spring-even years) An additional 'Mandatory Fee' applies to this course.

PreRequisite: Take BADM-370;

Semester Hours: 3

THM-550 Casino Management*Unique Course*

This course emphasizes the methods, procedures, and ethical principles utilized in managing a casino operation. Gaming regulations and taxes, mathematics of casino games, casino management, and marketing are addressed. (Spring-odd years) An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

THM-580 Tourism Planning & Development*Unique Course*

This course will give special consideration to planning and development, personnel organization and human relations, marketing, and finance within tourism. Major topics include planning approaches, regional planning, and community tourism planning. An additional 'Mandatory Fee' applies to this course.

Semester Hours: 3

THM-592 Topics*Unique Course*

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement. An additional 'Mandatory Fee' applies to this course.

Semester Hours: 1-3

Graduate Faculty 2005-2006

AHRAR AHMAD, Professor, Political Science (1992); B.A.M.A. University of Dhaka, M.A. University of Waterloo, Ph.D. Southern Illinois University

JOHN ALSUP, Associate Professor, Mathematics Education (1997); B.A. University of Colorado, M.S. University of Wyoming, Ph.D. University of Wyoming

CHERYL ANAGNOPOULOS, Professor, Psychology (1993); B.A. University of Chicago M.A. University of Kansas, Ph.D. University of Kansas

STEVE R ANDERSEN, Associate Professor, Business Administration (2001) B.S. University of Pacific, M.B.A. California State University-San Bernardino, DHA Medical University of South Carolina

LEN AUSTIN, Associate Professor, Educational Psychology (1997); B.S. New Mexico State University, M.A. University of Wyoming, EDD. University of Wyoming

STEVE BABBITT, Professor, Mass Communications (1994); B.F.A. San Francisco Art Institute, M.F.A. San Francisco Art Institute

PEGGY BUCKWALTER, Associate Professor, Spanish (1997); B.A. University of Florida M.A. Indiana University, M.A. St. Louis University, Ph.D. University of Texas at Austin

RAJEEV BUKRALIA, Assistant Professor, Director of Library (2002); M.S. Dakota State University, B.A. University of Delhi, India

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CURTIS CARD, Associate Professor, Mathematics (1991); B.A. Black Hills State University M.S.T. University of Nebraska, Ph.D. University of Wyoming

CYNTHIA CHANDLER, Assistant Professor, Education (2004); B.S.E University of Alabama, M.A. University of Alabama, Ph.D. University of Alabama, Birmingham

GREGORY COOCH, Associate Professor, Special Education (1999); B.S. University of South Dakota, M.A. University of South Dakota, EDD. University of South Dakota

DAVID CREMEAN, Assistant Professor, English (2002); Ph.D., Bowling Green State University, M.A. University of Dayton, B.A. Cedarville College

SUSAN DANA, Associate Professor, Business Law/Business Administration (2000); B.S. University of Nebraska-Lincoln, M.B.A. University of South Dakota, J.D. University of South Dakota

RONALD DEBEAUMONT, Associate Professor, Economics, Co-Director of the Center for Economic Education (1995); B.S. University of Nevada, Ph.D. University of Oregon

HOLLY DOWNING, Dean, College/Arts & Sciences; Professor, Biology, (1998); B.S. Smith College, M.S. University of Wisconsin, Ph.D. University of Wisconsin

DANIEL DURBEN, Associate Professor, Physics (1993); B.A. Eastern Kentucky University, Ph.D. Arizona State University

GEORGE EARLEY, Assistant Vice President for Academic Affairs, Director of Graduate Studies & Assessment; Professor, History (1970); B.A. Phillips University, M.A. University of Colorado, Boulder, Ph.D. University of Colorado, Boulder

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AMY FUQUA, Associate Professor, English (1998); B.S. Vanderbilt University, M.A. James Madison University, Ph.D. University of South Carolina

JOHN GLOVER, Professor, American Indian Studies (1992); B.A. Concordia College, J.D. Willamette University

NANCY HALL, Dean, College of Education, Professor, Educational Leadership (2005); Ed.D. University of South Dakota, M.Ed. South Dakota State University, B.S. University of Minnesota

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JERRY MILLER, Professor, Industrial Technology (1975) ; B.S.Ed. University of South Dakota/Springfield, M.S.Ed. Black Hills State University, Ph.D. Colorado State University

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PAM WEGNER, Professor, Theatre/Speech (1994); B.S. University of Wisconsin-Madison, M.A. University of Minnesota, Ph.D. University of Minnesota

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DAVID WILSON, Assistant Professor, Art, (2004); B.A. Columbia College, M.F.A. Illinois State University

DAVID WOLFF, Associate Professor, History (1998); B.S. University of Wyoming, M.A. University of Wyoming, Ph.D. Arizona State University

SHENG YANG, Assistant Professor, Economics/Finance (2004); B.S. Baker University, M.B.A. West Texas A&M University, Ph.D. University of Nebraska Lincoln

Policies & Procedures for Accommodating Students with Disabilities

It is the policy of Black Hills State University, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, to ensure that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of any program or activity operated by the University. Each person who has met the academic and technical standards for admission to or participation in university programs shall receive the appropriate requested accommodations needed to ensure equal access to educational opportunities, programs and activities in the most integrated setting appropriate. Reasonable accommodations are those that do not fundamentally alter the nature of the program, that can be provided without undue financial or administrative burden and that can be provided without lowering academic and other essential performance standards.

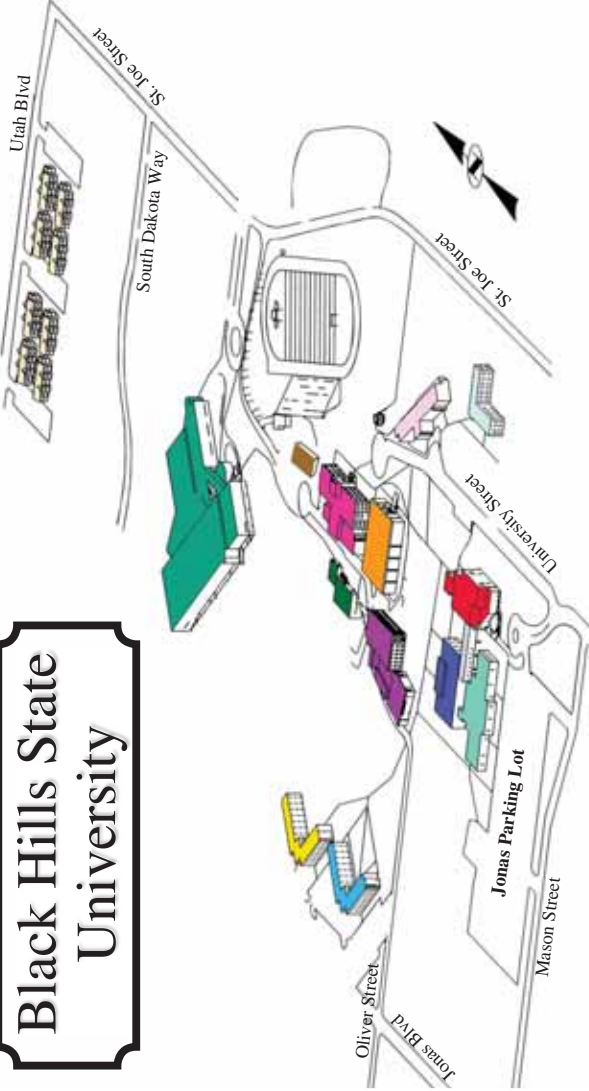
The number or proportion of persons with disabilities who may be admitted or enrolled in the University shall not be limited solely on the basis of disability. Inquiries as to whether applicants for admission are disabled may not be made. Confidential post-admission inquiries regarding the need for disability accommodation are permissible.

1. **Requesting Accommodations** - It is the student's responsibility to identify and request appropriate accommodations in a reasonable and timely manner. To request accommodation, the student must contact the Disability Services Coordinator in Student Union 223 or call 605-642-6099.
2. **Documentation of Disability** - Each student is required to submit disability documentation and recommendations prepared by certified professionals. Thorough documentation includes the following: identification of the nature and extent of the disability, specific information on the functional limitation(s) presented in the academic environment, description of the current course of treatment including medical side effects, prognosis for the disability, and recommended reasonable accommodations. If necessary, the Disability Services Coordinator may recommend additional diagnostic documentation of disability and/or limitations information.
3. **Recommendation of Appropriate Accommodation** - Appropriate accommodations are arranged after review of all necessary documentation and recommendations from certified professionals. To ensure appropriate accommodation, the student must contact and work with the Disability Services Coordinator. Final responsibility for selection of the most appropriate accommodation rests with the University.
4. **Appeal** - After review of documentation, appropriate accommodations are recommended. The student can discuss these accommodations further with the Disability Services Coordinator. If the student does not agree with the final recommended accommodations, the student may contact the Disability Services Coordinator for a written copy of the appeal procedures.
5. **Student Responsibility** - The student will notify the Disability Services Coordinator in the event that accommodation arrangements are not carried out in the recommended manner.

The extended policy for accommodating students with disabilities is available in the offices of the Vice President for Student Life, the Vice President for Academic Affairs, and the Disability Services Coordinator.

This information will be made available in an accessible format upon request. Please contact the Disability Services Office at 605-642-6099.

Black Hills State University



Thomas Hall	Jonas	Meier Hall	Pangburn Hall	Donald E. Young Center
Heidepriem Hall	Jonas Science Wing	Facilities Services	Humbert Hall	Campus Apartments
	Jonas Skywalk	Library		
	Student Union	Woodburn Hall		
		Wenona Cook Hall		