

# COLLEGE HUMAN DEVELOPMENT AND EDUCATION

[www.ndsu.edu/hde](http://www.ndsu.edu/hde)

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Virginia Clark Johnson, Dean

The College of Human Development and Education was established in July 1992. There are five units in the college. Four of these – Apparel, Design, and Hospitality Management; Child Development and Family Science; Education; and Health, Nutrition, and Exercise Sciences – offer programs at the bachelor's, master's, specialist and doctoral levels. The fifth – Center for 4-H Youth Development – offers Extension youth programming across the state. Students are prepared for careers in education, colleges and universities, business and industry, community services, hospitals and health care facilities, and public and private programs concerned with design, human welfare, fitness, and recreation.

## Mission

The mission of the College of Human Development and Education is to provide educational programs and conduct research and other scholarly activities that focus on the lives of individuals and their families as they interact in work, educational, and living environments.

Opportunities are provided to broaden the student's understanding and appreciation of the aesthetic, cultural, economic, physical, psychological, and social elements that influence individual and family well being. Programs are designed to help each student develop professional competencies, attain a liberal education, and relate the learnings from the basic disciplines to various applications.

## Accreditation

The Center for Child Development is accredited by the National Association for the Education of Young Children. The Couple and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education. The Athletic Training program is certified by the Commission on Accreditation of Athletic Training Education. Education programs are accredited by the National Council for Accreditation of Teacher Education and approved by the North Dakota Education and Standards Practice Board.

The School Counseling and Community Counseling programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs. The Educational Leadership program is accredited by the Educational Leadership Constituency Council. The Dietetics program is accredited by the American Dietetic Association. The Interior Design program is accredited by the Council for Interior Design Accreditation.

The Exercise Science Program is endorsed by the American College of Sports Medicine and the Commission of Accreditation of Allied Health Education programs: Committee on Accreditation for Exercise Sciences. Family Financial Planning is approved by the Certified Financial Planner (CFP) Board of Standards. Hospitality and Tourism Management is accredited by the Accreditation Commission for Programs in Hospitality Administration.

## Degree Programs

Undergraduate programs in the college lead to a Bachelor of Science or a Bachelor of Arts degree. Recommendation of candidates for teacher certification also rests within this college through the School of Education.



Graduate study leading to a Master of Science degree is offered in Child Development and Family Science, Counseling, Merchandising, Educational Leadership, Entry-Level Athletic Training, Sport and Recreation Studies, Exercise Science, Nutrition Science, Physical Education, Public Health, Sport Pedagogy, and Teacher Education. A Master of Education degree may be earned through Health, Nutrition and Exercise Sciences and the School of Education. Doctoral programs also are offered by the college in Human Development and in Education.

The College of HD&E offers six master's programs or options online. Online programs make earning an advanced degree an option for anyone accepted into the college of Graduate and Interdisciplinary Studies. The programs are: Merchandising, Family Financial Planning, Gerontology, Youth Development, Family and Consumer Science Education, and Dietetics. For more information view the Graduate School Website at [www.ndsu.edu/gradschool](http://www.ndsu.edu/gradschool).

The Human Development (Ph.D.) program has an interdisciplinary approach, which allows students to focus on one of three tracks: Wellness, Counseling Education, or Applied Gerontology. The doctoral program in Education (Ph.D. or Ed.D.) has a cross-disciplinary emphasis, which allows students a choice between two tracks: Institutional Analysis and Occupational and Adult Education. For more complete details, see the Graduate Bulletin online at [www.ndsu.edu/gradschool/bulletin](http://www.ndsu.edu/gradschool/bulletin).

## Degree Requirements

Students enrolled in major programs in the college are required to follow curriculum guidelines, available in the Academic Advising Office of the college (270 EML) or department offices, for each of the curriculum options and majors. Course requirements in each program fulfill university, college, and departmental requirements. Refer also to graduation requirements and related information listed earlier in the Academic Policies section.

All undergraduate degree candidates must apply for graduation through the Office of Registration and Records according to university procedures and deadlines.

Courses taken pass/fail will not be used to satisfy any requirements other than total credits. Departments may have additional restrictions. Approval must be obtained and processed during the first three weeks of the regular semester. Once processed, a course cannot be changed back to regular grading.

MATH 101 and 102 are developmental courses and will not count toward credits for graduation in any program.

General college requirements for undergraduate degrees extend beyond the minimum university general education requirements. An advisor should be consulted for specific courses. Students also are encouraged to follow their own interests in choosing electives that go beyond the minimum requirements. Minimum requirements for each degree include the following:

**Bachelor of Science Degree****General Education Requirements Credits**

First-year Experience (F):	
HD&E 189, Skills for Academic Success . . . . .	1
Communication (C):	
COMM 110, Fund of Public Speaking . . . . .	3
ENGL 110 <sup>1</sup> , 120, College Composition I, II . . . . .	3,3
ENGL Upper Level Writing Course <sup>1</sup> . . . . .	3
Quantitative Reasoning . . . . .	3
Science & Technology . . . . .	10
A laboratory course must be taken as a corequisite with one course.	
Humanities & Fine Arts . . . . .	6
Social & Behavioral Sciences . . . . .	6
Wellness . . . . .	2
Cultural Diversity (D) <sup>2</sup> . . . . .	--
Global Perspective (G) <sup>2</sup> . . . . .	--
<b>Total</b> . . . . .	<b>40</b>

<sup>1</sup> Effective fall 2007, students with composite ACT scores of 21 or higher should register for English 120 (unless transfer credit for ENGL 120 is received). Students who complete English 120 with a C or higher will receive credit for English 110 with a passing grade (P). Students with a composite ACT score of less than 21 are required to register for English 110.

<sup>2</sup> Refer to department or curriculum guide for course options.

Requirements also include a course in cultural diversity, a course in global perspectives, and integration of the following within existing courses: communication activities in upper-division major courses, comprehension of personal and professional ethics, and a capstone experience. These courses, professional courses for the major, and electives must total a minimum of 122 credits to meet degree requirements.

**Bachelor of Arts Degree**

In addition to all of the preceding requirements listed for the Bachelor of Science degree, Bachelor of Arts degree requirements include the following:

Six (6) additional credits of humanities and social behavioral sciences

Two years of one modern foreign language at the college level or equivalent

Students with two units/years of a foreign language in high school should enter the second year college-level language course. Students with four or more units/years of a foreign language in high school or college will be considered to have completed the language requirement.

**Curriculum Majors and Options**

Apparel and Textiles
Apparel Studies Option
Retail Merchandising Option
Child Development and Family Science
Child Development Option
Family Science Option
Dietetics
Elementary Education/CDFS Dual
Exercise Science
Hospitality and Tourism Management
Interior Design
Sport and Recreation Studies
Recreation Management Option
Sport Management Option

**Secondary Education:**

Agricultural Education
Biological Sciences
Chemistry
Comprehensive Science Education
Earth Science
English
Communications Option
Family and Consumer Sciences Education
French

Health Education
Community Health Option
School Health Option
History
Mathematics
Music (K-12)
Vocal
Instrumental
Physical Education (K-12)
Physics
Social Science
Spanish

**Elementary Education:** An Elementary Education program is available through the cooperation of Valley City State University, the degree-granting institution for this program. This degree program must be completed concurrently with a CDFS major from NDSU or another major upon approval. Upon completion of the Dual Degree Program, the graduate will have earned a Bachelor of Science degree from the College of Human Development and Education with a major in Child Development and Family Science from NDSU and a Bachelor of Science degree in Elementary Education from Valley City State University. The dual program is designed to be completed in four years.

**Minors**

A minor is a similar grouping of courses in which the university requires a minimum of 16 credits. (At least eight credits of the minor must be taken at NDSU.) Departments may require more credits for their minors. For the minors to be awarded, students must declare a minor and complete a minor verification form. Information on specific minors may be obtained in the Academic Advising Office (270 EML). Minors offered in the college are: Individual and Family Wellness; Child Development and Family Science; Apparel and Textiles; Interior Design; Hospitality and Tourism Management; Health Education; Physical Education; Coaching; and Extension Education.

**Interdisciplinary Programs**

The College of Human Development and Education participates in two interdisciplinary programs on campus:

**Gerontology Minor**

The Gerontology minor provides students with an integrated understanding of the process of aging, aging services, and the aged in America. For further information, refer to the Interdisciplinary Programs section of this Bulletin.

**Women's Studies Major and Minor**

The goals of Women's Studies is to examine the contributions of women to all aspects of society, to explore the intersections of race, class, sexual orientation, age, and physical ability with gender both globally and nationally, to investigate the heritage, challenges and concerns of women, and to provide a newer and broader understanding of women in all fields. For further information, refer to the Interdisciplinary Programs section of this Bulletin.

**Special Opportunities**

Special opportunities available to students in the college include the following.

**Professional Organizations**

Student chapters of professional organizations are available for membership in accordance with their respective bylaws:

American Association of Family and Consumer Sciences (AAFCS)
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Aspiring Teachers of Mathematics and Science (ATOMS)
American Society of Interior Designers (ASID)
Association of Couple and Family Therapy Students
Chi Sigma Lota
Child Development and Family Science Club
Collegiate 4-H Club
Collegiate FFA
Elementary Education Club
Eta Sigma Delta (honorary)
Fashion, Apparel, and Business Organization (FABO)
Hospitality Student Association (HSA)
Leaders in Physical Health Education (LIPHE)
Phi Upsilon Omicron (honorary)
Sport and Recreation Management Association (SRMA)
Student Dietetic Association (SDA)
Student North Dakota Education Association (SNDEA)

Additional information is available in the Dean's Office of the college.

**HDE Leadership Council**

The HDE Leadership Council acts as a liaison organization between the student body, the faculty, and the Dean of the College of Human Development and Education. The council assists in the promotion of the college. Student selection is based on academics and a willingness to participate. Student members represent each of the four units in the college. Applications for leadership council are reviewed each fall. Information is available in the Dean's Office of the college (255 EML).

**Student Advisors**

Although each student in the college is assigned a faculty or professional advisor, selected students supplement and complement the existing advisory system. The student advisor program is designed to help incoming and transfer students make the best possible academic and social adjustments to the college and the university. Applications for student advisors are reviewed and selected each spring. Information is available in the Dean's Office of the college.

**Cooperative Education**

Cooperative Education, a program of the Career Center, offers undergraduate and graduate students an opportunity to integrate classroom study with paid, career related work experience for academic credit. Work may be full or part time. Credit is granted through Continuing Education and awarded directly by the Cooperative Education program. A Cooperative Education experience may substantially improve students' employment opportunities after graduation.

**Department of Apparel, Design, and Hospitality Management**

[www.ndsu.edu/adffhm](http://www.ndsu.edu/adffhm)

Students graduating with majors in Apparel and Textiles, Hospitality and Tourism Management, or Interior Design have a strong general education component and specialized career preparation. Interdisciplinary curricula in the Department of Apparel, Design, and Hospitality Management may build upon economics and business, art, behavioral sciences, or natural sciences. The department offers three majors: Apparel and Textiles, Hospitality and Tourism Management, and Interior Design. Two options are available within Apparel and Textiles: apparel studies and retail merchandising. The retail merchandising option offers two emphasis areas: interior retail merchandising and textile product retail merchandising. There are options available within Hospitality and

Tourism Management: lodging, restaurant management, and event planning. Minors are available in each program. For more information about any of the programs, contact the department. New students are advised to contact the department prior to beginning their college work.

### Enrichment Opportunities

The department supplements classroom learning through structured field experiences to hospitality operations, fashion, and design centers. Study tours to cities such as, Minneapolis, New York City, Kansas City, Chicago, and to cities around the globe are scheduled regularly.

Professional enrichment is possible through departmental affiliation with the Fashion Institute of Technology, New York City, or various Study Abroad programs. NDSU students who attend these institutions for a semester or a year gain valuable experience in a fashion, merchandising, hospitality and tourism management, or interior design environment. Students should prepare to do this experience during their junior and/or senior year. Additional information about these programs is furnished upon request.

### Apparel and Textiles Major

Students are prepared for a variety of careers in the apparel and textile industry that range from product conception through distribution to the consumer. The Apparel and Textiles program focuses on both national and international aspects of the apparel and textile industry. This includes product development, manufacturing, quality control, wholesaling, retail merchandising, marketing, and product preservation.

**Note:** Apparel and Textiles transfer courses from other institutions must have grades of C or better to be accepted for the Apparel and Textiles program at NDSU.

**Apparel Studies Option:** Prepares students for careers in theatre costuming, costume curator, fashion journalism, product development, and other aspects of the fashion industry, depending on their focus. Students who choose this option must earn a minor from another department. For example, to pursue a career in fashion journalism, a minor in Journalism, Broadcasting, and Mass Communications Technology should be selected.

**Retail Merchandising Option:** Prepares students for buying, promotion, and retail or human resource management in retail stores. A minor in Business Administration and a field experience to reinforce classroom instruction are required with this option. Students have flexibility in creating a program focus by selecting one of the following emphasis areas:

**Interior Retail Merchandising Emphasis Area:** Prepares students for career opportunities in retail and wholesale home and office furnishing businesses.

**Textile Product Retail Merchandising Emphasis Area:** Prepares students for introductory management or buying positions in soft goods retailing.

### Fashion Institute of Technology Affiliation

The department has an arrangement with the Fashion Institute of Technology (F.I.T.), New York City, where a qualified student may attend that institution for a semester or a full year as a visiting student. Summer School opportunities are also available. The approved credits earned at F.I.T. will transfer to NDSU and will count toward graduation requirements. Students participating in the one-year visiting student program earn an associate degree from F.I.T.

During the second year of study at NDSU, interested

students should consult with their advisors to ensure full consideration of their application for the F.I.T. visiting student program. Application should be made at least one year in advance. Students who participate in this program spend their last year of study attending F.I.T.

### Sample '08-09 Curriculum Apparel & Textiles - Apparel Studies Option

General Education Requirements	Credits
First Year Experience (F):	
HD&E 189, Skills for Academic Success .....	1
Communications (C):	
COMM 110, Fund of Public Speaking.....	3
ENGL 110 <sup>1</sup> , 120, College Comp I, II .....	3,3
ENGL 320, Business & Prof Writing .....	3
Quantitative Reasoning (R):	
MATH 104, Finite Mathematics or	
MATH 146, Applied Calc I or higher.....	3 or 4
Science & Technology (S) .....	10
Including: CSCI 114, Microcomputer Packages or	
CSCI 116, Busn Use of Computers	
Humanities & Fine Arts (A):	
ADHM 310, History of Fashion .....	3
ADHM 410, Dress & World Culture .....	3
Social & Behavioral Sciences (B):	
PSYC 111, Intro to Psychology or	
SOC 110, Intro to Sociology.....	3
ECON 105, Elements of Economics.....	3
Wellness (W).....	2
Cultural Diversity (D) .....	--
ADHM 410, Dress & World Culture	
Global Perspective (G) .....	--
ECON 105, Elements of Economics	
<b>Total.....</b>	<b>40-41</b>

College/Department Requirements	Credits
HD&E 320, Professional Issues .....	1
<b>Total.....</b>	<b>1</b>

Major Requirements	Credits
ADHM 150, Design Fundamentals-Lecture .....	1
ADHM 155, Apparel Construction & Fit or	
ADHM 370, Sewn-Prod Manufact & Analy. ....	3
ADHM 171, Fashion Dynamics .....	3
ADHM 181, Aesth/Visual Analysis of Apparel.....	3
ADHM 271, Visual Merchandising & Promo .....	3
ADHM 272, Product Development.....	3
ADHM 366, Textiles.....	3
ADHM 367, Textiles Laboratory.....	1
ADHM 385, Global Fashion Econ.....	3
ADHM 481, A & T Capstone Experience .....	3
ADHM 486, Dress & Human Behavior .....	3
COMM 216, Intercultural Comm or	
COMM 271, Listen & Nonverbal Comm or	
COMM 308, Busn & Prof Speaking or	
COMM 315, Small Group Comm or	
COMM 383, Organizational Comm I.....	3
<b>Total.....</b>	<b>32</b>

Related Requirements	Credits
Professional Electives <sup>2</sup> .....	19
Minor & Elective Requirements <sup>2</sup> .....	30
<b>Total.....</b>	<b>49</b>

**Curriculum Total (min)..... 122**

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<sup>2</sup> Refer to department or curriculum guide for course options.

### Sample '08-09 Curriculum Apparel & Textiles - Retail Merchandising Option

General Education Requirements	Credits
First Year Experience (F):	
HD&E 189, Skills for Academic Success .....	1
Communications (C):	
COMM 110, Fund of Public Speaking.....	3
ENGL 110 <sup>1</sup> , 120, College Comp I, II .....	3,3
ENGL 320, Business & Prof Writing .....	3
Quantitative Reasoning (R):	
MATH 104, Finite Mathematics or	
MATH 146, Applied Calc I or higher.....	3 or 4
Science & Technology (S) .....	10
Including: CSCI 114, Microcomputer Packages or	
CSCI 116, Business Use of Computers	
Humanities & Fine Arts (A) .....	6
Social & Behavioral Sciences (B):	
PSYC 111, Intro to Psychology .....	3
ECON 105, Elements of Economics.....	3
Wellness (W).....	2
Cultural Diversity (D) <sup>2</sup> .....	--
Global Perspective (G) .....	--
ECON 105, Elements of Economics	
<b>Total.....</b>	<b>40-41</b>

College/Department Requirements	Credits
HD&E 320, Professional Issues .....	1
STAT 330, Intro Statistics .....	3
<b>Total.....</b>	<b>4</b>

Major Requirements	Credits
ADHM 150, Design Fundamentals-Lecture .....	1
ADHM 171, Fashion Dynamics .....	3
ADHM 271, Visual Merchandising & Promo .....	3
ADHM 272, Product Development.....	3
ADHM 366, Textiles.....	3
ADHM 367, Textiles Laboratory.....	1
ADHM 372, Global Retailing.....	3
ADHM 470, Retail Financial Mgmt & Control .....	4
ADHM 481, A & T Capstone Experience .....	3
ADHM 491, Seminar (Pre-Internship) .....	1
ADHM 496, Field Experience .....	3-6
COMM 216, Intercultural Comm or	
COMM 271, Listen & Nonverbal Comm or	
COMM 308, Busn & Prof Speaking or	
COMM 315, Small Group Comm or	
COMM 383, Organizational Comm I.....	3
<b>Total.....</b>	<b>31</b>

Related Requirements	Credits
ACCT 102, Fund of Acct .....	3
BUSN 350, Foundations of Management .....	3
BUSN 360, Foundations of Marketing.....	3
BUSN 362, Foundations of Retailing.....	3
BUSN 300-400 Level Electives <sup>3</sup> .....	9
Electives (min) .....	5
<b>Total.....</b>	<b>26</b>

### Focus Area 1: Textile Product Merchandising Credits

ADHM 181, Aesth/Visual Analysis of Apparel.....	3
ADHM 496, Field Experience .....	3-6
ADHM 310, History of Fashion .....	3
ADHM 370, Sewn-Prod Manufact & Analysis .....	3
ADHM 385, Global Fashion Econ.....	3
ADHM 486, Dress & Human Behavior .....	3
Professional Electives <sup>4</sup> .....	3
<b>Total.....</b>	<b>21-24</b>

**Focus Area 2: Interior Merchandising Focus Credits**

ADHM 151, Design Fundamentals-Studio	3
ADHM 160, Interior Design Careers	1
ADHM 161, Interior Graphics I	3
ADHM 250, Interior Environmental Analysis	2
ADHM 251, Interior Des Studio I: Residential or ADHM 253, Int Des II: Office Design or ADHM 254, Int Des III: Small Scale Contr	2
ADHM 264, Residential Systems	2
ADHM 315, History of Interiors I	3
ADHM 316, History of Interiors II	3
ADHM 368, Interior Materials & Maintenance	3
<b>Total</b>	<b>22</b>

**Curriculum Total (Either Focus Area) 122**

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- 2 May double count with select Humanities & Fine Arts, Social & Behavioral Science and/or Science & Tech. Gen Ed courses.
- 3 Must be approved by the College of Business.
- 4 Refer to dept or curriculum guide for course options.

**Sample '08-09 Curriculum Apparel and Textiles Minor**

<b>Requirements Credits</b>	
ADHM 171, Fashion Dynamics	3
ADHM 366, Textiles	3
ADHM 367, Textiles Lab	1
ADHM 155, Apparel Construction & Fit or ADHM 370, Sewn-Prod Manufact & Analysis	3
ADHM Electives	12

**Curriculum Total 22**

**Sample '08-09 Curriculum Retail Management Option**

<b>Requirements Credits</b>	
ADHM 171, Fashion Dynamics	3
ADHM 271, Visual Merchandising & Promo	3
ADHM 372, Global Retailing	3
ADHM 383, Global Fashion Economics	3
ADHM 470, Retail Financial Mgmt & Control	4
BUSN 360, Foundations of Marketing	3
BUSN 362, Foundations of Retailing	3

**Curriculum Total 22**

**Hospitality and Tourism Management Major**

As the nation's number one employer, the hospitality and tourism industry needs thousands of new employees each year. The demand for managers has grown and continues to grow as the demand for services grows. Along with the rising demand for hospitality services, is a growing emphasis on comfort, good service, and nutrition, all of which increase the need for skilled professionals to manage people and meet the needs of today's consumers.

The hospitality and tourism industry is one of the fastest growing industries in the nation. According to the National Restaurant Association, the foodservice industry is expected to employ more than 13.1 million workers in the year 2008. This makes the food service industry the largest employer besides the federal government. In the United States, 2.8 million hotel rooms are occupied on a daily basis and hotel-keeping ranks seventh among service industries, after such giants as public transportation and restaurant management.

The Hospitality and Tourism Management (HTM) major, prepares students for one of these dynamic career paths with great opportunities for advancement. The Candlewood Suites, located directly on the NDSU campus in the Research and Technology Park, provides a fully equipped classroom, student lounge, and research office space where students and faculty can learn right where the action takes place.

**Mission Statement**

The mission of the Hospitality and Tourism Management (HTM) program is to develop leaders in the hospitality and tourism industry. To achieve this mission, it is our goal that students graduating from the HTM program at NDSU will demonstrate leadership skills by having the following: knowledge of the industry, management skills, problem solving abilities, and a sense of responsibility.

**Hospitality and Tourism Management areas:** Prepares students for careers in hotels, resorts, casinos, restaurants, and events management.

**Sample '08-09 Curriculum Hospitality and Tourism Management Major**

<b>General Education Requirements Credits</b>	
First Year Experience (F):	
HD&E 189, Skills for Academic Success	1
Communications (C):	
COMM 110, Fund of Public Speaking	3
ENGL 110 <sup>1</sup> , 120, College Comp I, II	3,3
ENGL Upper Level Writing Course <sup>2</sup>	3
Quantitative Reasoning (R)	3
Science & Technology (S)	10
Including: CSCI 114, Microcomputer Pkgs or CSCI 116, Busn Use of Computers and CHEM 117, Chem Concepts & Appl or CHEM 121, General Chemistry I	
Humanities & Fine Arts (A)	6
Social & Behavioral Sciences (B):	
PSYC 111, Intro to Psychology	3
ECON 105, Elements of Economics	3
Wellness (W)	2
Cultural Diversity (D) <sup>3</sup>	--
Global Perspective (G)	--
ECON 105, Elements of Economics	
<b>Total</b>	<b>40</b>

<b>College/Department Requirements Credits</b>	
HD&E 320, Professional Issues	1
<b>Total</b>	<b>1</b>

<b>Major Requirements Credits</b>	
ADHM 140, Intro to Hospitality Industry	3
ADHM 141, Tourism & Travel Management	3
ADHM 241, Hospitality Accounting	3
ADHM 360, Front Office Management	3
ADHM 381, Hospitality Marketing & Sales	3
ADHM 435, Cost Control in Hosp & Food Svc	3
ADHM 467, Hospitality Law	3
ADHM 479, Hospitality Industry Mgmt Strat	3
ADHM 491, Seminar	1
ADHM 489, Study Tour (Optional)	1-3
ADHM 496, Field Experience	3
HNES 141, Food Sanitation	1
HNES 261, Food Selection & Prep Principles	3
HNES 261L, Food Selection & Prep Prin Lab	2
Option Credits (choose 2 areas) <sup>2</sup>	18-21
<b>Total</b>	<b>52-55</b>

**Related Requirements Credits**

Business Minor Courses <sup>2</sup>	24
Electives (min)	5
<b>Total</b>	<b>29</b>

**Curriculum Total (min) 122**

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- 2 Refer to department or curriculum guide for course options.
- 3 May double count with select Humanities & Fine Arts, Social & Behavioral Science and/or Science & Tech. Gen Ed courses.

**Sample '08-09 Curriculum Hospitality and Tourism Management Minor**

<b>Requirements Credits</b>	
ADHM 140, Intro to Hospitality Industry	3
ADHM 141, Tourism & Travel Management	3
ADHM Electives I	12

**Curriculum Total 18**

- 1 Refer to department or curriculum guide for course options.

**Interior Design Major**

The course of study in Interior Design leads to a first professional interior design degree. Students gain knowledge and experience in identifying, researching, and designing projects relative to the function and quality of an interior environment. Courses in design fundamentals, design analysis, space planning, interior construction, building systems and equipment, and technical communication prepare students to successfully complete studio projects in residential and commercial design (e.g., institutional, educational, hospitality, corporate, retail, health care).

Students learn several approaches to the design process, but all involve: analyzing client needs, goals, and life safety requirements; design concept development; developing and presenting design recommendations; and working drawings and specifications in compliance with universal accessibility guidelines and all applicable codes.

Students participate in an internship during the summer between their third and fourth years. This internship may or may not include a stipend to support that student while living away from campus or home.

The Interior Design major has four years of sequenced studio work. Enrollment in sophomore level interior design courses requires a 3.0 institutional cumulative grade-point average. Admission into the third-year studio is based upon demonstrated professional interest, a portfolio review completed during the spring semester of the student's sophomore year, a 3.0 institutional cumulative grade-point average, and a minimum grade of C in all major core requirements. Students must maintain the 3.0 minimum cumulative GPA requirement and earn a grade of "C" or better in all major core requirements throughout the remainder of the program. All students successfully completing sophomore review are required to purchase a laptop computer for upper division studio courses. Senior Interior Design students complete a capstone course that culminates the professional design educational experience.

The Interior Design program is accredited by the Council for Interior Design Accreditation.

### Sample '08-09 Curriculum Interior Design Major

General Education Requirements	Credits
First Year Experience (F) .....	1
HD&E 189, Skills for Academic Success .....	1
Communications (C) .....	12
COMM 110, Fund of Public Speaking .....	3
ENGL 110 <sup>1</sup> , 120, College Comp I, II .....	3,3
ENGL 320, Business & Prof Writing or ENGL 321, Writing in Tech Profession .....	3
Quantitative Reasoning (R) .....	3
MATH 104, Finite Mathematics or MATH 146, Applied Calc I or higher .....	3 or 4
Science & Technology (S) .....	10
CSCI 114, Microcomputer Packages or CSCI 116, Busn Use of Computers .....	3 or 4
Humanities & Fine Arts (A) .....	6
ADHM 315, History of Interiors I .....	3
ADHM 316, History of Interiors II .....	3
Social & Behavioral Sciences (B) .....	6
Wellness (W) .....	2
Cultural Diversity (D) <sup>2</sup> .....	--
Global Perspective (G) <sup>2</sup> .....	--
<b>Total</b> .....	<b>40-41</b>
<b>College/Department Requirements</b>	
HD&E 320, Professional Issues .....	1
ART 210, Art History I or ART 211, Art History II .....	3
<b>Total</b> .....	<b>4</b>

Major Requirements	Credits
ADHM 150, Design Fund Lecture .....	1
ADHM 151, Design Fund Studio .....	3
ADHM 160, Interior Design Careers .....	1
ADHM 161, Interior Graphics I .....	3
ADHM 250, Interior Environmental Analysis .....	2
ADHM 251, Int Design Studio I: Residential .....	2
ADHM 253, Int Design II: Office Design .....	2
ADHM 254, Int Design III: Small Scale Cont. ....	2
ADHM 261, Interior Design Graphics II .....	3
ADHM 263, Construction Methods & Tech. ....	3
ADHM 264, Residential Systems .....	2
ADHM 300, Design Resource Mgmt. ....	1-3
ADHM 351, Interior Design Studio IV: Ad Res. ....	3
ADHM 353, Int Design Studio V: Lg Scale Contr. ....	3
ADHM 362, Codes for Interiors .....	2
ADHM 363, Comm Lighting Des & Bldg Sys. ....	3
ADHM 365, CADD for Interiors .....	3
ADHM 366, 367, Textiles, Lab .....	3,1
ADHM 368, Interior Materials & Maintenance .....	3
ADHM 450, Rsch & Project Dev in Int Design .....	3
ADHM 452, Compr Int Design Project .....	6
ADHM 460, Career Dev & Professional Practice .....	3
ADHM 491, Seminar .....	2-3
ADHM 496, Field Experience .....	3
<b>Total</b> .....	<b>63</b>

Related Requirements	Credits
Supporting Courses <sup>3</sup> .....	12
Electives (min) .....	3
<b>Total (min)</b> .....	<b>15</b>

### Curriculum Total (min) .....

1 Effective fall 2007, students with composite ACT scores of 21 or higher should register for English 120 (unless transfer credit for ENGL 120 is received). Students who complete English 120 with a C or higher will receive credit for English 110 with a passing grade (P). Students with a composite ACT score of less than 21 are required to register for English 110.

2 May double count with select Humanities & Fine Arts, Social & Behavioral Science and/or Science & Tech, Gen Ed courses.

3 Refer to department or curriculum guide for course options.

### Sample '08-09 Curriculum Interior Design Minor<sup>1</sup>

Requirements (Non-Architecture Majors)	Credits
ADHM 150, Design Fundamentals Lecture .....	1
ADHM 151, Design Fundamentals Studio .....	3
ADHM 160, Interior Design Careers .....	1
ADHM 161, Interior Graphics I .....	3
ADHM 250, Interior Environmental Analysis .....	2
ADHM 251, Int Design Studio I: Residential or ADHM 253, Int Design II: Office Design or ADHM 254, Int Design III: Small Scale Cont. ....	2
ADHM 264, Residential Systems .....	2
ADHM 315, History of Interiors I .....	3
ADHM 316, History of Interiors II .....	3

### Curriculum Total .....

Requirements (Architecture Majors)	Credits
ADHM 160, Interior Design Careers .....	1
ADHM 250, Interior Environmental Analysis .....	2
ADHM 251, Int Design Studio I: Residential or ADHM 253, Int Design II: Office Design or ADHM 254, Int Design III: Small Scale Cont. ....	2
ADHM 315, History of Interiors I .....	3
ADHM 316, History of Interiors II .....	3
ADHM Electives <sup>1</sup> .....	12

### Curriculum Total .....

1 GPA must be 2.5 or higher in minor coursework to enroll in ID classes. Note: a minimum of 12 credits must be taken at NDSU.

2 Refer to department or curriculum guide for course options.

## Department of Child Development and Family Science

[www.ndsu.edu/cdfs](http://www.ndsu.edu/cdfs)

The mission of the Department of Child Development and Family Science (CDFS) is to provide a comprehensive, integrated knowledge of families and individuals across the life span that will equip students for careers in the helping professions and to enter graduate programs. The curriculum emphasizes practical application, acknowledging individuals and families as developing and changing entities within a larger societal context.

### Child Development and Family Science Major

At the undergraduate level, the department offers a curriculum leading to a Bachelor of Science or Bachelor of Arts degree through three options: child development, family science, and child development/elementary education. Child Development and Family Science majors are prepared to work in a variety of areas related to children and families. Employment opportunities include parent and family life educators, extension agents, child protection service professionals, financial counselors, nursing home activity directors, credit specialists, probation agents, directors of child care licensing, and hospital child life specialists.

Coursework provides students with an ecological approach to the study of human development and families with emphasis on the interactions of individuals, families, and the broader environmental context. Allowing students to select electives within the department to specialize in careers of interest provides flexibility.

**Child Development Option:** This option prepares students for careers involving direct and support services for children and adolescents.

**Family Science Option:** This option allows students to take a concentration of courses in family science or family economics in preparation for careers in direct and support services for families.

### Sample '08-09 Curriculum Child Development & Family Science Major

General Education Requirements	Credits
First Year Experience (F): HD&E 189, Skills for Academic Success .....	1
Communications (C): COMM 110, Fund of Public Speaking .....	3
ENGL 110 <sup>1</sup> , 120, College Comp I, II .....	3,3
ENGL 358, Writing in Hum & Soc Sci or ENGL 459, Rsch & Writing Grants/Prop. ....	3
Quantitative Reasoning (R): MATH 104, Finite Mathematics .....	3
Science & Technology (S) .....	10
Including: CSCI 114, Microcomputer Packages or CSCI 116, Busn Use of Computers .....	6
Humanities & Fine Arts (A) .....	6
Social & Behavioral Sciences (B): PSYC 111, Intro to Psychology .....	3
PSYC 250, Developmental Psychology .....	3
Wellness (W) .....	2
Cultural Diversity (D) .....	--
CDFS 475, Child & Fam Across Cultures Global Perspective (G) <sup>2</sup> .....	--
<b>Total</b> .....	<b>40</b>

College/Department Requirements	Credits
HD&E 320, Professional Issues .....	1
<b>Total</b> .....	<b>1</b>

Major Requirements	Credits
CDFS 135, Family Science .....	3
CDFS 353, Children, Family/Public Policy .....	3
CDFS 403, Research Methods in CDFS .....	3
CDFS 475, Children & Fam Across Cultures .....	3
CDFS 485, Capstone Experience or CDFS 491, Seminar: Senior Thesis .....	3
CDFS 496, Field Experience .....	8
Electives .....	34
<b>Total</b> .....	<b>57</b>

Option 1: Child Development	Credits
CDFS 320, Prenatal, Infant & Toddler Dev .....	3
CDFS 330, Child Development .....	3
CDFS 450, Adolescent Development .....	3
CDFS 460, Adult Development & Aging .....	3
CDFS Electives .....	12
<b>Total</b> .....	<b>24</b>

Option 2: Family Science Option	Credits
CDFS 230, Life Span Development .....	3
CDFS 341, Parent-Child Relations .....	3
CDFS 357, Personal & Family Finance .....	3
CDFS 462, Risk, Resilience & Compet in Fam .....	3
CDFS Electives .....	12
<b>Total</b> .....	<b>24</b>

### Curriculum Total (min) .....

1 Effective fall 2007, students with composite ACT scores of 21 or higher should register for English 120 (unless transfer credit for ENGL 120 is received). Students who complete English 120 with a C or higher will receive credit for English 110 with a passing grade (P). Students with a composite ACT score of less than 21 are required to register for English 110.

2 May double count with select Humanities & Fine Arts, Social & Behavioral Science and/or Science & Tech, Gen Ed courses.

**Note:** The field experience requirement gives students the opportunity to work in a professional placement during their undergraduate program. This requirement enables students to apply their coursework to a professional position as they prepare to move into important careers with children and families.

**Note:** Transfer credits in child development and family science from other institutions must have grades of C or better to be accepted for the Child Development and Family Science program at NDSU.

### CDFS/Elementary Education Dual Degree Program

The Child Development/Elementary Education option is a collaborative effort between NDSU and Valley City State University. Through this curriculum, offered on the NDSU campus, students are concurrently enrolled in both universities, culminating in a bachelor's degree from NDSU in Child Development and Family Science (Child Development option) as well as a bachelor's degree from VCSU in Elementary Education. Students are certified to teach Elementary Education in public schools and may, with additional course work and an additional student teaching experience, be certified to teach kindergarten as well. The CDFS degree complements and strengthens the Elementary Education curriculum and helps future teachers understand development and its diversity, making them more effective teachers and helping them work with children from a wide variety of backgrounds.

### Sample '08-09 Curriculum Child Development/Elementary Education Major

General Education Requirements	Credits
First Year Experience (F):	
HD&E 189, Skills for Academic Success	1
Communications (C):	
COMM 110, Fund of Public Speaking	3
ENGL 110 <sup>1</sup> , 120, College Comp I, II	3,3
ENGL 358, Writing in Hum & Soc Sci or ENGL 459, Research & Writing Grants/Prop	3
Quantitative Reasoning (R)	3
MATH 103, College Algebra or MATH 104, Finite Mathematics	
Science & Technology (S):	
BIOL Gen Ed Course	3
CHEM or PHYS Gen Ed Course	3
GEOL 105, Physical Geology or GEOL 106, Earth Through Time	3
Co-requisite Lab	1
Humanities & Fine Arts <sup>2</sup> (A)	6
Social & Behavioral Sciences (B):	
PSYC 111, Intro to Psychology	3
PSYC 250, Developmental Psychology	3
Wellness (W)	2
HNES 100, Concepts of Fit & Wellness	
Cultural Diversity (D)	--
CDFS 475, Child & Fam Across Cultures	
Global Perspective (G)	--
GEOL 105, Physical Geology or GEOL 106, Earth Through Time	
<b>Total</b>	<b>40</b>

College/Department Requirements	Credits
HD&E 320, Professional Issues	1
<b>Total</b>	<b>1</b>

Major/Related Requirements	Credits
CDFS 135, Family Science	3
CDFS 320, Prenatal, Infant & Toddler Development	3
CDFS 330, Child Development	3
CDFS 475, Children & Fam Across Cultures	3
CSCI 114, Microcomputer Packages or CSCI 116, Business Use of Computers	3 or 4
GEOG 111, Survey of Geography	2
HIST 103, U.S. to 1877 or HIST 104, U.S. Since 1877	3
MATH 277, Math for Elementary Teachers I	3
MATH 278, Math for Elementary Teachers II	2
CDFS Electives	12
<b>Total</b>	<b>37</b>

Professional Education Requirements	Credits
EDUC 250, Intro to Education	3
EDUC 210, Creative Activities	2
EDUC 240, Educ Exceptional Students	2
EDUC 300, Educational Technology	2
EDUC 315, Math in the Elementary School	2
EDUC 320, Social Studies/Elementary School	3
EDUC 321, Foundations of Reading Instr.	3
EDUC 322, Methods of Lang Arts Inst I	3
EDUC 323, Methods of Read in Elem School	2
EDUC 330, Children's Literature	3
EDUC 350, Elementary School Practicum	2
EDUC 352, Culturally Diverse Practicum	1
EDUC 355, Science Methods/Elem Teachers	3
EDUC 400, Educational Psychology	2
EDUC 450, Current Issues & Trends in Educ	2
EDUC 489, Native Amer & Multicul Instr Pract	3
EDUC 490, Student Teaching (Elementary)	10
Directed Electives (VCSU courses at NDSU) <sup>2</sup>	6-8
<b>Total</b>	<b>54</b>

### Curriculum Total 132

1 Effective fall 2007, students with composite ACT scores of 21 or higher should register for English 120 (unless transfer credit for ENGL 120 is received). Students who complete English 120 with a C or higher will receive credit for English 110 with a passing grade (P). Students with a composite ACT score of less than 21 are required to register for English 110.

2 Refer to department or curriculum guide for course options.

### CDFS Minor

The Child Development and Family Science minor is especially appropriate for students majoring in the social or behavioral sciences and other students planning careers that involve work with people. Of the 18 credits required for the minor, at least nine credits must be upper division, and no more than three credits may be in field experience, practicum, or student teaching. Some CDFS courses also apply to interdisciplinary minors in Women's Studies and Gerontology.

### Sample '08-09 Curriculum Child Development & Family Science Minor

Requirements	Credits
CDFS 135, Family Science	3
CDFS 230, Life Span Development	3
CDFS Electives <sup>1</sup>	12
<b>Curriculum Total</b>	<b>18</b>

1 Refer department for course options.

### Sample '08-09 Curriculum Individual & Family Wellness Minor

Requirements	Credits
HNES 220, Individual & Family Wellness	2
ADHM/CDFS/HNES/EDUC/H&CE Electives <sup>1</sup>	14

### Curriculum Total 16

1 Refer department for course options.

**Family Therapy Center:** The Family Therapy Center is located on the NDSU campus. The center is an accredited training program administered through the Department of Child Development and Family Science at NDSU. NDSU faculty members who are clinical members and approved supervisors of the American Association for Marriage and Family Therapy supervise advanced clinical students.

**Center for Child Development:** The CCD is a laboratory school, accredited by the National Academy of Early Childhood Programs, which provides opportunities for NDSU students to observe, do research, and participate in a high quality program for young children and their families.

## Department of Health, Nutrition and Exercise Science [www.ndsu.edu/HNES](http://www.ndsu.edu/HNES)

This department offers all students an opportunity to develop skills and knowledge that are vital in developing a personal, lifetime wellness concept and to serve as teachers, leaders, and administrators of health, physical education, recreation, athletic training (see online graduate catalog), and dietetics. Majors are available in Dietetics, Health Education, Exercise Science, Physical Education, and Sport and Recreation Studies. Minors offered are Coaching, Health Education, Physical Education, and Food Science.

### Athletic Training Major

NDSU has suspended the Bachelor of Science in Athletic Training program and no longer admits new students to this degree program. Students who wish to attend NDSU for athletic training are advised to major in Exercise Science, Physical Education, or Health Education and apply to the M.S. degree program in HNES: Entry Level Athletic Training option program. After completing a chosen bachelor's degree and the Entry Level M.S. program, a student will be able to take the BOC exam, earn the ATC credential, and find employment as an athletic trainer.

### Dietetics Major

There are two options within the Dietetics major: (a) Coordinated Program and (b) Didactic Program. Both programs include all didactic courses required for membership in The American Dietetic Association.

Students with a major in Dietetics are employed in many settings such as hospitals, clinics, community health programs, businesses, industries, school food services, and as consultants in homes for the elderly and other service institutions. Research and development opportunities are available in industry, government, and universities; in regulation of food quality through government agencies; and within companies as communication specialists.

**Note:** Transfer credits in dietetics or food and nutrition from other institutions must have grades of C or better to be accepted for the Dietetics program at NDSU.

### Coordinated Program in Dietetics (CPD) Option:

This option prepares professional dietetic practitioners for work in entry-level positions in hospitals, nursing homes, out-patient clinics, businesses, and community agencies.

Acceptance into CPD is competitive and enrollment is limited. Students who have completed the prerequisite courses apply for admission in February. The American Dietetic Association/Council on Education Accreditation/Approval for Dietetic Education accredits the CPD. Graduates are eligible to take the registration exam for dietitians upon completion of the program.

**Didactic Program in Dietetics (DPD) Option:** This option meets the requirements for entrance into an accredited dietetic internship and prepares graduates for internships in hospitals, as well as in health care related organizations. The American Dietetic Association/Council of Accreditation/Approval approves the DPD, a specialized body recognized by the United States Department of Education.

### Sample '08-09 Curriculum Dietetics Major - Coordinated Program in Dietetics (CPD) & Didactic Program in Dietetics (DPD)

General Education Requirements	Credits
First Year Experience (F):	
HD&E 189, Skills for Academic Success	1
Communications (C):	
COMM 110, Fund of Public Speaking	3
ENGL 110 <sup>1</sup> , 120, College Comp I, II	3,3
ENGL Upper Level Writing Course <sup>2</sup>	3
Quantitative Reasoning (R):	
STAT 330, Intro Statistics	3
Science & Technology (S):	
BIOL 220, Human Anat/Physiology I	3
CHEM 121, General Chemistry I	3
CHEM 121L, General Chemistry I Lab	1
CHEM 122, General Chemistry II	3
Humanities & Fine Arts (A)	6
Social & Behavioral Sciences (B):	
PSYC 111, Intro to Psychology	3
ECON 105, Elements of Economics	3
Wellness (W):	
HNES 250, Nutrition Science	3
Cultural Diversity (D):	
ANTH 111, Intro to Anthropology	3
Global Perspective (G)	--
ECON 105, Elements of Economics	
<b>Total</b>	<b>44</b>

College/Department Requirements	Credits
MICR 202, Intro to Microbiology	2
MICR 202L, Intro to Microbiology Lab	1
BIOL 221, Human Anat & Physiology II	3
HNES/CDFS/PSYC/SOC Elective <sup>2</sup>	3
<b>Total</b>	<b>9</b>

Major Requirements	Credits
CHEM 260, Elements of Biochemistry	4
BUSN 350, Found of Management	3
CHEM 240, Survey of Organic Chemistry	3
HNES 141, Food Sanitation	1
HNES 251, Nutrition, Growth & Development	3
HNES 260, AT Medical Terminology	1
HNES 261, Food Selection & Preparation	3
HNES 261L, Food Selection & Prep Lab	2
HNES 291, Intro to Dietetics	1
HNES 351, Metabolic Basis of Nutrition	4
HNES 354, Intro to Med Nutrition Therapy	4
HNES 361, Food Production Mgt	3
HNES 361L, Food Production Mgt Lab	2
HNES 442, Comm Health & Nutrition Ed	3
HNES 442L, Comm Health & Nutrition Ed Lab	1
HNES 458, Adv Med Nutrition Therapy	4
HNES 460, Foodservice Systems	3
MATH 103 or 104	3
<b>Total</b>	<b>48</b>

Option 1: Coordinated Program in Dietetics (CPD)	Credits
HNES 354L, Intro to Med Nutr Therapy Lab	2
HNES 458L, Adv Med Nutrition Therapy Lab	3
HNES 460L, Foodservice Systems Lab	3
HNES 480, Dietetics Practicum	12
Electives (min)	1
<b>Total</b>	<b>21</b>

Option 2: Didactic Program in Dietetics (DPD)	Credits
HD&E 320, Professional Issues	1
HNES 481, Didactic: Capstone Course	2
HNES 491, Seminar/Didactic Internship Appl	1
Electives (min)	17
<b>Total</b>	<b>21</b>

### Curriculum Totals (min)-Both Options 122

- 1 Effective fall 2007, students with composite ACT scores of 21 or higher should register for English 120 (unless transfer credit for ENGL 120 is received). Students who complete English 120 with a C or higher will receive credit for English 110 with a passing grade (P). Students with a composite ACT score of less than 21 are required to register for English 110.
- 2 Refer to department or curriculum guide for course options.

### Sample '08-09 Curriculum Food Service Minor

Requirements	Credits
HNES 141, Food Sanitation	1
HNES 261, Food Selection & Prep Princ	3
HNES 261L, Food Selection & Prep Princ Lab	2
HNES 361, Food Production Mgt	3
HNES 361L, Food Production Mgt Lab	2
HNES 200, Principles of Nutrition or	
HNES 250, Nutrition Science	3
HNES 460, Foodservice Systems	3

### Curriculum Total 17

### Exercise Science Major

The Exercise Science (ES) major is accredited by the Commission on Accreditation of Allied Health Education Programs and endorsed by the American College of Sports Medicine. This curriculum covers the knowledge, skills, and abilities expected of an ACSM Health/Fitness Instructor®.

The ES major is designed to prepare students for entry-level positions in any of four health fitness settings: commercial, community, corporate, and clinical. Completion of the major will also act as a stepping stone to prepare the exceptional student for graduate education in exercise physiology/science, cardiac rehabilitation, physical therapy, sports nutrition, sports medicine, biomechanics, and other allied health professions.

The ES program includes everything from the study of physical activity and the associated acute and chronic physiological adaptations and responses to it, to health-fitness business management principles found in facilities worldwide. Majors are encouraged to select a minor in business, health, or other areas depending on their interests. Field experiences and a semester-long internship experience completed at the end of the ES major affords the student an opportunity to select an area of specialization in the field from sites available throughout the country.

Students are encouraged to pursue appropriate professional certification from the American College of Sports Medicine, The National Strength and Conditioning Association, or The American Council on Exercise.

### Pre-Professional/Professional Emphasis

Students are admitted to the Pre-Professional emphasis in ES when declaring the major. The Pre-Professional emphasis encompasses the freshman year; transfer students are also placed in the Pre-Professional emphasis upon acceptance to the university. Entrance into the Professional Emphasis occurs for freshman during the second semester of attendance; for transfer students, application occurs during the first semester of attendance.

The following requirements must be met before beginning the professional course (sophomore, junior and senior level courses with prefix HNES) of study:

1. Successful completion of HNES 170 with a grade of "C" or better.
  2. Minimum NDSU GPA of 2.75 or higher
- Application guidelines are provided during HNES 170 and during advising sessions with freshmen, as well as on the ES website.

### Retention Standards

Students must meet all of the retention standards (per semester) in order to maintain their status in the ES professional phase.

1. A passing grade must be earned in BIOL 220/220 Lab and BIOL 221/221 Lab (Human Anatomy and Physiology I and II and Labs).
2. Must receive a "C" or higher in all HNES ES curriculum courses.
3. Maintain an overall GPA of 2.75 on a 4.0 scale.

### Sample '08-09 Curriculum Exercise Science Major

General Education Requirements	Credits
First Year Experience (F):	
HD&E 189, Skills for Academic Success	1
Communications (C):	
COMM 110, Fund of Public Speaking	3
ENGL 110 <sup>1</sup> , 120, College Comp I, II	3,3
ENGL Upper Level Writing Course <sup>2</sup>	3
Quantitative Reasoning (R) :	
MATH 104, Finite Math or higher	3
Science & Technology (S):	
CSCI 114, Microcomputer Packages or	
CSC1 116, Busn Use of Computers	3 or 4
BIOL 220, Human Anat & Physiology I	3
BIOL 220L, Human Anat & Physiology II	1
CHEM 117, Chemical Concepts & Appl	3
Humanities & Fine Arts (A)	6
Social & Behavioral Sciences (B)	6
Wellness (W):	
HNES 250, Nutrition Science	3
Cultural Diversity (D) <sup>3</sup>	--
Global Perspective (G) <sup>3</sup>	--
<b>Total</b>	<b>41-42</b>

Major Requirements	Credits
BIOL 221, Human Anat & Physiology II	3
BIOL 221L, Human Anat & Physiology II Lab	1
HNES 110, Intro to Health, Nutr & Exer Sci	1
HNES 170, Intro to Exercise Science	2
HNES 210, First Aid & CPR	2
HNES 271, Tech of Strength Conditioning	3
HNES 272, Tech of Cardio Conditioning	3
HNES 365, Kinesiology	3
HNES 368, Biomechanics of Exercise	3
HNES 370, Activity Benefits/Exercise Prescrip	3
HNES 371, Fitness Programming/Mgmt	2
HNES 455, Sports Nutrition	3
HNES 465, Physiology of Exercise	3
HNES 466, Physiology of Exercise Lab	1
HNES 467, EKG Monitoring	2
HNES 472, Aerobic Fitness Assess & Tech	3
HNES 473, Adv Resistance Training	3

HNES 475, Exercise Science Intern (capstone) .....	12
HNES 491, Seminar/HPF .....	1
HNES 491, Seminar/HFI Exam .....	1
HNES 496, Field Experience .....	2
<b>Total</b> .....	<b>27</b>

#### Additional Requirements

#### Credits

Electives (min) .....	24
<b>Total</b> .....	<b>24</b>

#### Curriculum Total (min)..... 122

1 Effective fall 2007, students with composite ACT scores of 21 or higher should register for English 120 (unless transfer credit for ENGL 120 is received). Students who complete English 120 with a C or higher will receive credit for English 110 with a passing grade (P). Students with a composite ACT score of less than 21 are required to register for English 110.

2 Refer to department or curriculum guide for course options.

3 May double count with select Humanities & Fine Arts, Social & Behavioral Science and/or Science & Tech. Gen Ed courses.

#### Physical Education Major

To be successful in the field, a physical education student must like to work with people, be adequately skilled in physical activities, have a commitment to fitness and be interested in the physical, biological and social sciences. NDSU offers two physical education options: Physical Education Teaching and Community Sports.

#### Physical Education Teaching Option

The physical education teaching option emphasizes teaching and provides students with skills and techniques necessary to have a successful career in K-12 physical education. The program is aligned with the National Association for Sport and Physical Education's (NASPE) Physical Education Teacher Education (PETE) Standards. The courses are strategically structured to be sequential in nature.

#### Teaching—School of Education

It is recommended that students apply to the School of Education (SOE) in the spring semester of their third year in the program. Completing the degree requirements for a Physical Education degree in the School of Education certifies a graduate to teach physical education from kindergarten through grade 2. Students may choose to enrich their background by selecting a major in Health Education.

The student majoring in physical education will be studying the art and science of human movement, which includes classes in elementary, middle, and high school activities; motor learning, physiology and psychology of human movement; the art of teaching and motivating potential of all individuals; and appreciation of the individual differences of all people and their communication skills.

Graduates are prepared to teach in a professional manner, while demonstrating exemplary ethical behavior, and displaying up-to-date "best practices." Graduates are expected to serve as positive role models for K-12 students in the area of physical education, physical activity and sport.

#### Community Sports Option

This non-teaching degree is for those who have a passion for sport, a desire to make a difference in the lives of children and/or athletes, and the dedication to strive for personal excellence. Similar to the teaching option, students will have the opportunity to complete a culminating field experience working hands on with a sports program of their choice.

#### Double Major and/or Minor

Because of No Child Left Behind legislation, it is strongly recommended that physical education majors double major in health education and/or pursue a coaching minor.

**School Health Education Major:** For further information about school health education, please refer to the Health Education Curriculum Guide or contact the department advisor.

**Coaching Minor:** Many individuals with a physical education major also work as head or assistant coaches. This coaching minor requires 16-credit hours. The preparation students receive in the coaching minor qualifies them to be coaches. This minor includes a field experience in which students volunteer their time to an entire sports season.

The acquisition of these additional credentials helps to prepare future professionals, giving them a broader area of expertise and making them more marketable.

#### Sample '08-09 Curriculum Physical Education Major

##### General Education Requirements

##### Credits

First Year Experience (F):	
HD&E 189, Skills for Academic Success .....	1
Communications (C):	
COMM 110, Fund of Public Speaking .....	3
ENGL 110 <sup>1</sup> , 120, College Comp I, II .....	3,3
ENGL 358, Writing in Humanities/Soc Sci .....	3
Quantitative Reasoning (R) .....	3
Science & Technology (S) .....	10
Including: CSCI 114, Microcomputer Packages or CSCI 116, Busn Use of Computers	
BIOL 220, Human Anat & Physiology I	
BIOL 220L, Human Anat & Physiology II	
Humanities & Fine Arts (A) .....	6
Social & Behavioral Sciences (B):	
PSYC 111, Intro to Psychology .....	3
SOC 110, Intro to Sociology .....	3
Wellness (W):	
HNES 217, Personal & Comm Health .....	3
Cultural Diversity (D) <sup>2</sup> .....	--
Global Perspective (G) <sup>2</sup> .....	--
<b>Total</b> .....	<b>41</b>

##### College/Department Requirements

##### Credits

HD&E 320, Professional Issues .....	1
<b>Total</b> .....	<b>1</b>

##### Major Requirements

##### Credits

HNES 110, Intro to HNES .....	1
HNES 154, Prof Prep in Elem School Act .....	3
HNES 210, First Aid & CPR .....	2
HNES 253, Motor Learning & Performance .....	3
HNES 255, Prof Prep in Middle School Phys Ed .....	3
HNES 256, Prof Prep in HS Phys Ed .....	3
HNES 367, Principles of Conditioning .....	3
CDFS 230, Life Span Development or PSYC 250, Developmental Psych .....	3
Additional Major/Minor Electives .....	14
<b>Total</b> .....	<b>35</b>

##### Option 1: Teaching Option

##### Credits

HNES 150, Found of Physical Education .....	2
HNES 300, Curr Stand & Assess in Phys Ed .....	3
HNES 350, Fitness Ed Act & Materials .....	3
HNES 352, Phys Ed Act & Materials .....	3
HNES 461, Admin/Soc Aspects of PE & Ath .....	3
EDUC 321, Intro to Teaching .....	3
EDUC 322, Educational Psychology .....	3
EDUC 381, Early Experience .....	1
EDUC 451, Instruc, Planning, Meth & Assess .....	3
EDUC 481, Classroom Prac/Meth of Teach Health Ed K-12 .....	3
EDUC 485, Student Teach Seminar .....	1
EDUC 486, Classroom Mgt of Diverse Learner .....	2
EDUC 487, Student Teaching .....	9

EDUC 488, Applied Student Teaching .....	3
EDUC 489, Nat American/Multicult Inst Prac .....	3
<b>Total</b> .....	<b>45</b>

#### Option 2: Community Sports Option

#### Credits

HNES 190, Intro to Sport & Rec Studies .....	2
HNES 200, Principles of Nutrition .....	3
HNES 224, Event Mgmt in Sport .....	3
HNES 225, Camp Mgmt & Outdoor Rec Skills .....	3
HNES 326, Recreation Programming .....	3
HNES 336, Methods of Coaching .....	3
HNES 426, Sport & Rec Administration .....	3
HNES 430, Socio-Cult Dimensions in Sport .....	3
HNES 431, Governance in Sport .....	3
HNES 436, Issues in Sport Mgmt Economics .....	3
HNES 455, Sports Nutrition .....	3
HNES 483, Community Sports Internship .....	9
HNES 491, Seminar (prior to internship) .....	1
CDFS 330, Child Development .....	3
CDFS 353, Children, Families & Public Policy .....	3
<b>Total</b> .....	<b>48</b>

#### Curriculum Total (min)..... 122

1 Effective fall 2007, students with composite ACT scores of 21 or higher should register for English 120 (unless transfer credit for ENGL 120 is received). Students who complete English 120 with a C or higher will receive credit for English 110 with a passing grade (P). Students with a composite ACT score of less than 21 are required to register for English 110.

2 May double count with select Humanities & Fine Arts, Social & Behavioral Science and/or Science & Tech. Gen Ed courses.

#### Sample '08-09 Curriculum Physical Education Minor

##### Requirements

##### Credits

HNES 210, First Aid & CPR .....	2
HNES 300, Curr Stand & Assess in Phys Ed .....	3
HNES 352, Phys Educ Activities & Materials .....	3
HNES 367, Principles of Conditioning .....	3
EDUC 481, Clrm Pract/Meth of Teach K-12 .....	3
HNES 154, Prof Prep in Elem School Act or HNES 255, Prof Prep in Mid Sch Phy Ed or HNES 256, Prof Prep in HS Phys Ed .....	3

#### Curriculum Total .....

17

#### Sample '08-09 Curriculum Coaching Minor

##### Requirements

##### Credits

HNES 210, First Aid & CPR .....	2
HNES 367, Principles of Conditioning .....	3
HNES 253, Motor Learning & Performance .....	3
HNES 336, Methods of Coaching or HNES Sport Spec Coach & Offic Course .....	3
HNES 496, Field Experience/Coaching .....	2
BIOL 220, Human Anatomy & Physiology I .....	3

#### Curriculum Total .....

16

#### Health Education

##### The Program

The Health Education major emphasizes comprehensive health education and is designed to prepare students for careers in the field of community health education and/or school health education through the development of dispositions, knowledge and skills.

##### Community Health Education - Option

This non-teaching major is offered for students interested in pursuing community health, health promotion or work-site careers in the public sector.

##### School Health Education - Teaching Option

This professional teaching preparation program is designed primarily to meet the needs of those interested in a teaching career.

**Teaching — School of Education**

Completing the degree requirements for a health education degree in the School of Education certifies a graduate to teach health education at the secondary level. Students may choose to enrich their background by selecting a major in physical education. It is recommended that students apply to the School of Education (SOE) in the spring semester of their third year in the program.

**Double Major**

Because of the No Child Left Behind legislation, it is strongly recommended that health education teaching majors double major in physical education- teaching option.

**Physical Education Major:** For further information about the physical education teaching option, please refer to the Physical Education curriculum guide or contact the department advisor.

**Sample '08-09 Curriculum Health Education**

General Education Requirements	Credits
First Year Experience (F):	
HD&E 189, Skills for Academic Success	1
Communications (C):	
COMM 110, Fund of Public Speaking	3
ENGL 110 <sup>1</sup> , 120, College Comp I, II	3,3
ENGL Upper Level Writing Course <sup>2</sup>	3
Quantitative Reasoning (R)	3
Science & Technology (S)	10
Including: CSCI 114, Microcomputer Packages or CSCI 116, Busn Use of Computers	
BIOL 220, Human Anat & Physiology I	
BIOL 220L, Human Anat & Physiology II	
Humanities & Fine Arts (A)	6
Social & Behavioral Sciences (B):	
PSYC 111, Intro to Psychology	3
SOC 110, Intro to Sociology	3
Wellness (W):	
HNES 217, Personal & Comm Health	3
Cultural Diversity (D) <sup>3</sup>	--
Global Perspective (G) <sup>3</sup>	--
<b>Total</b>	<b>40-41</b>

College/Department Requirements	Credits
HD&E 320, Professional Issues	1
BIOL 221, Human Anat & Physiology II	3
BIOL 221L, Human Anat & Physiology II Lab	1
<b>Total</b>	<b>5</b>

Major Requirements (both options)	Credits
CDFS 135, Family Science	3
CDFS 230, Life Span Development or	
PSYC 250, Developmental Psych	3
HNES 110, Intro to HNES	1
HNES 160, Found of Health Prof.	2
HNES 210, First Aid & CPR	2
HNES 200, Prin of Nutrition or	
HNES 250, Nutrition Science	3
HNES 341, Psycho/Social Aspects of Health	3
HNES 345, Materials & Concepts of Health Ed.	3
HNES 445, Org/Admin of Coord Health Prgm	3
PSYC 210, Human Sexuality	3
PSYC 212, Psych Aspects Drug Use/Abuse	3
<b>Total</b>	<b>29</b>

**Option 1: Community Health**

STAT 330, Intro Statistics <sup>4</sup>	3
SOC 202, Minorities & Race Relations <sup>4</sup>	3
COMM 380, Health Comm I	3
HNES 251, Nutrition, Growth, & Development	3
HNES 442, Community Health & Nutrition Ed	3
HNES 452, Nutrition, Health & Aging	3
HNES 482, Community Health Internship	12
Minor/Electives (min)	20
<b>Total</b>	<b>50</b>

**Option 2: School Health Option**

	Credits
EDUC 321, Intro to Teaching	3
EDUC 322, Educational Psychology	3
EDUC 381, Early Experience	1
EDUC 451, Instruc, Planning, Meth & Assess	3
EDUC 481, Classroom Prac/Meth of	
Teach Health Ed K-12	3
EDUC 485, Student Teach Seminar	1
EDUC 486, Classroom Mgt of Diverse Learner	2
EDUC 487, Student Teaching	9
EDUC 488, Applied Student Teaching	3
EDUC 489, Nat American/Multicult Inst Prac	3
Minor/Electives (min)	16
<b>Total</b>	<b>47</b>

**Curriculum Total (Either Option)**

<b>1</b> Effective fall 2007, students with composite ACT scores of 21 or higher should register for English 120 (unless transfer credit for ENGL 120 is received). Students who complete English 120 with a C or higher will receive credit for English 110 with a passing grade (P). Students with a composite ACT score of less than 21 are required to register for English 110.	<b>122</b>
<b>2</b> Refer to department or curriculum guide for course options.	
<b>3</b> May double count with select Humanities & Fine Arts, Social & Behavioral Science and/or Science & Tech. Gen Ed courses.	
<b>4</b> Also fulfill general education requirements.	

**Health Education Minor**

Students who have earned a Health Education minor as a complement to their major have majored in the following curricula: Child Development and Family Science, Dietetics, Exercise Science, Health Communications, Nursing, and Sport and Recreation Management.

**Sample '08-09 Curriculum Health Education Minor**

Requirements	Credits
HNES 210, First Aid & CPR	2
HNES 217, Personal & Community Health	3
HNES 345, Materials & Concepts of Health Ed	3
HNES 445, Org & Admin of School Health Prog	3
HNES 200, Prin of Nutrition or	
HNES 250, Nutrition Science	3
PSYC 212, Psych Aspects/Drugs Use/Abuse or	
PSYC 210, Human Sexuality	3
<b>Curriculum Total</b>	<b>17</b>

**Sport and Recreation Studies Major**

The Sport and Recreation Studies major (SRS) is designed to prepare students for careers in Sport Management organizations and Recreation Management organizations. SRS has two study options including:

The Sport Management (SM) option is structured to prepare students for employment in local, state, regional, national or international level sport organizations.

The SM option's major area of coursework includes 72 credit hours, 12 of which are taken in the final semester of the senior year as an internship at an approved local, state, regional, national or inter-national level sport organization.

**Credits**

To enhance employment prospects, undergraduate candidates in the SM option are encouraged to consider completion of a supporting minor, such as in business or communication.

The Recreation Management (RM) option is designed to prepare students for professional and leadership positions in parks and recreation. Students learn and develop skills for employment in federal, state, municipal, and private recreation settings.

The major area of coursework in the RM option is 32 credit hours, 12 of which are taken as an internship at an approved recreation agency.

To enhance employment prospects, undergraduate candidates in the SM options are encouraged to consider completion of a supporting minor in a business or communication field.

**Sample '08-09 Curriculum Sport & Recreation Studies**

General Education Requirements	Credits
First Year Experience (F):	
HD&E 189, Skills for Academic Success	1
Communications (C):	
COMM 110, Fund of Public Speaking	3
ENGL 110 <sup>1</sup> , 120, College Comp I, II	3,3
ENGL 320, Busn & Professional Comm	3
Quantitative Reasoning (R)	3
Science & Technology (S)	10
Including: CSCI 116, Business Use of Computers	
Humanities & Fine Arts (A)	6
Social & Behavioral Sciences (B):	
PSYC 111, Intro to Psychology	3
SOC 110, Intro to Sociology	3
Wellness (W):	
HNES 100, Concepts of Fit & Activities	2
Cultural Diversity (D)	--
Global Perspective (G) <sup>2</sup>	--
<b>Total</b>	<b>40</b>

**Major Requirements (both options)**

	Credits
HNES 110, Intro to Health, Nutr, Exer Sci	1
HNES 190, Intro to Sport & Rec Studies	2
HNES 210, First Aid & CPR	2
HNES 336, Methods of Coaching	3
HNES 426, Sport & Rec Administration	3
HNES 431, Governance in Sport	3
HNES 491, Seminar (Prior to Internship)	1
ACCT 200, Elem of Accounting I	3
ACCT 201, Elem of Accounting II	3
BUSN 350, Found of Management	3
BUSN 431, Business Law I	3
BUSN 432, Business Law II	3
COMM 112, Understanding Media	3
COMM 200, Intro to Media Writing	3
COMM 260, Prin of Internet Web Based Des.	3
COMM 310, Advance Media Writing	3
PHIL 210, Ethics or	
PHIL 216, Business Ethics or	
PHIL 101, Intro to Philosophy	3
<b>Total</b>	<b>45</b>

**Option 1: Recreation Management**

	Credits
HNES 196, Field Experience	2
HNES 225, Camp Mgmt & Outdoor Rec Skills	3
HNES 326, Recreation Programming	3
HNES 427, Leisure & Society	3
HNES 249, Recreation Internship (capstone)	12
COMM 261, Intro to Web Development	3
Electives (min)	11
<b>Total</b>	<b>37</b>

<b>Option 2: Sport Management</b>	<b>Credits</b>
BUSN 467, Sports Marketing.....	3
HNES 224, Event Mgmt in Sport.....	3
HNES 428, Sport Mgmt Internship.....	12
HNES 430, Socio-Cult Dimensions in Sport.....	3
HNES 436, Issues in Sport Mgmt Economics.....	3
COMM 261, Intro to Web Development or COMM 114, Human Communication.....	3
Electives (min).....	10
<b>Total.....</b>	<b>37</b>

### Curriculum Total (min)..... 122

1 Effective fall 2007, students with composite ACT scores of 21 or higher should register for English 120 (unless transfer credit for ENGL 120 is received). Students who complete English 120 with a C or higher will receive credit for English 110 with a passing grade (P). Students with a composite ACT score of less than 21 are required to register for English 110.

2 May double count with select Humanities & Fine Arts, Social & Behavioral Science and/or Science & Tech. Gen Ed courses.

## School of Education

[www.ndsu.edu/education](http://www.ndsu.edu/education)

Students contemplating careers in education may be encouraged to learn there is a shortage of teachers in certain academic and geographical areas. This trend, together with the knowledge that preparation in teaching may also lead to successful careers in business, industry, and the public sector, may make education an excellent choice for versatile careers.

Programs in education at NDSU are administered by the School of Education. The School of Education programs are accredited at the undergraduate and graduate levels by the National Council for Accreditation of Teacher Education (NCATE) and are approved by the North Dakota Education Standards and Practices Board. NCATE accreditation assures that graduates of the program may be certified/licensed as teachers in other states, and also indicates that the programs offered through the School of Education are of high quality.

Through the School of Education, students are prepared to be teachers, counselors, and school administrators capable of working effectively with diverse populations. Through course work and field experiences, students come to an appreciation of and commitment to cultural diversity and to the elimination of inequitable instructional and institutional practices.

**Note:** Consult the School of Education regarding transfer credits.

### Admission to the School of Education

Application forms and instructions for admission to the School of Education are available at the Teacher Education Office, 155 E. Morrow Lebedeff Hall. Students should check the School of Education Web site or contact the School of Education office for updates in procedures and requirements.

Students should apply for admission to the School of Education immediately following the introductory professional education course (EDUC 321). Late application may delay completion of program and graduation requirements. All applications to the school will remain valid for five years from the date of approval or until completion of the baccalaureate degree, whichever comes first.

The Council for Teacher Education reviews and acts upon completed applications. The Council is the body within the School of Education with jurisdiction over such matters as admission, retention, student teaching, and certification/licensure. The Council informs the students of its action. For questions about admission policies, contact the Teacher Education Office.

### Admission of Undergraduate Students

Undergraduate students may gain admission to the School of Education by meeting the following requirements:

1. Provide evidence of maintaining a minimum grade-point average of 2.75 in the student's total academic program. Transfer students shall complete a minimum of one semester's work and obtain a 2.75 institutional grade-point average at NDSU before their applications are processed.
2. Provide evidence of achieving passing scores on the Praxis I test of basic skills. (The student is responsible for registering for the test and paying the appropriate fee.)
3. Provide evidence of competence in English through any one of the following:
  - Minimum ACT English test standard score of 20
  - Minimum grade-point average of 2.50 in English 110 and 120 or equivalent
  - Minimum of a B grade in English 358 or equivalent writing course
4. Complete EDUC 321 with a grade of C or better.
5. Provide a letter of recommendation.
6. Provide portfolio reflections (started in EDUC 321) on TaskStream.
7. Complete 40 hours working with youth.
8. Submit completed curriculum guide.
9. Interview with Teacher Education faculty. Check with the Teacher Education office for sign up information.

Students should submit a completed application for admission the semester following completion of EDUC 321. Up-to-date transcripts of all college-level work must accompany the application.

### Admission of Post-Baccalaureate Students

Students with college degrees seeking teacher certification/licensure should contact the School of Education certification officer for more information.

NDSU students who continue in school after graduation or who resume their education within one year following graduation will be considered on the same basis as undergraduates.

Students whose undergraduate academic average was below 2.75 shall increase their overall undergraduate grade-point average to 2.75 or achieve and maintain an average of 3.00 on post-baccalaureate course work while meeting the following conditions:

1. Obtain 24 approved credits in two contiguous semesters, or equivalent.
2. Take each course for a grade other than pass/fail.
3. Obtain approval of all courses from the Teacher Education program.

Post-baccalaureate students must submit an application showing evidence of meeting the requirements listed under "Admission of Undergraduate Students."

**Note:** These policies refer to admission to Teacher Education for purposes of certification/licensure and are not recommendations for admission to Graduate School.

### Student Teaching Policies

Prior to student teaching, all student teachers must meet all School of Education requirements including completion and submission of the verification of requirements form (available from the Teacher Education Office). Because student teaching is a full-time experience, students shall not participate in extracurricular activities on campus or participate in employment that detracts from student teaching and shall not be registered for course work other than student teaching (EDUC 487, 488) and EDUC 485. A student teaching course fee is assessed.

### Program Exit Requirements

1. Students must complete a portfolio developed throughout the professional education courses based on the Interstate New Teachers Assessment and Support Consortium (INTASC) standards.
2. Students must earn a minimum GPA of 2.75 in each of the following programs:
  - Total academic programs
  - Teaching specialties
  - Professional education courses consisting of a minimum of 27 credits
3. Students may complete an application for state certification/licensure and pay the appropriate fee to the state upon completion of the program. Application forms for some states are available from the certification officer.

### Special Notice

Changes in national and state legislation, standards, or rules may result in revised course work requirements. Students should contact the School of Education to keep abreast of possible developments in curriculum areas.

### NDSU Student Education Association

Students in Teacher Education are encouraged to join the NDSU Student North Dakota Education Association, which is affiliated with the Student North Dakota Education Association and the National Education Association Student Program. Members of this organization receive a number of benefits including workshops, publications, and liability insurance, and have the opportunities to be involved with many of the committees that govern the Teacher Education program at NDSU.

Persons interested in membership details should contact the School of Education or the SNDEA Student Program advisor.

Students also are encouraged to join the professional organization(s) relevant to their teaching specialties.

### Graduation Requirements

Graduation requirements for all students desiring teacher certification/licensure, secondary or K-12, include three basic parts: general education requirements, professional education requirements, and teaching specialty requirements.

<b>General Education Requirements</b>	<b>Credits</b>
HD&E 189, Skills for Academic Success.....	1
Communication.....	12
Quantitative Reasoning.....	3
Science & Technology.....	10
Humanities & Fine Arts.....	6
Social & Behavioral Sciences.....	6
Wellness.....	2

<b>Professional Education Requirements</b>	<b>Credits</b>
EDUC 321, Intro to Teaching.....	3
EDUC 322, Educational Psychology.....	3
EDUC 381, Early Experience.....	1
EDUC 489, Nat Am/Multicultural Instr Prac.....	3
EDUC 451, Instr Planning, Meth, & Assess.....	3
EDUC 481, Classroom Prac/Methods of Teaching.....	2-3
EDUC 485, Student Teaching Seminar.....	1
EDUC 486, Classroom Mgt of Diverse Learners.....	2
EDUC 487, Student Teaching.....	9
EDUC 488, Applied Student Teaching.....	3

Additional credits are required for programs in Agricultural Education, English Education, Family and Consumer Sciences Education, Music Education, and Physical Education.

**Teaching Specialty**

(See the School of Education for requirements for the following):

Agricultural Education	Health
Biological Sciences	History
Chemistry	Mathematics
Comprehensive Science	Music
Earth Science	Physical Education
English	Physics
Family & Consumer Sciences	Social Sciences
French	Spanish

**Human and Community Education**

State approved programs for the preparation of vocational education teachers are grouped under Human and Community Education (H&CE). Curricula in two areas are offered: Agricultural Education and Family and Consumer Sciences Education.

**Agricultural Education**

NDSU is designated by the State Board for Career and Technical Education as the recognized institution for preparing teachers of agricultural education. Programs are offered to prepare students for teaching agricultural education on the secondary, post-secondary, and adult levels. Graduates also secure employment in other agricultural occupations such as Cooperative Extension, government services, and agribusiness.

Upon completion of the program, students are eligible for certification to teach agricultural education in North Dakota and may be qualified for certification/licensure in a number of other states.

**Family and Consumer Sciences Education**

The Family and Consumer Sciences Education program at NDSU has been approved by the State Board for Career and Technical Education for the preparation of family and consumer sciences teachers. Thus, graduates are qualified to teach family and consumer sciences classes in vocational or non-vocational school programs at junior and senior high school levels. Graduates also are qualified to teach in adult education programs and to serve as extension home economists. Alternate career opportunities include positions with utility companies, health and human service agencies, and retail establishments.

In addition to fulfilling teacher certification/licensure requirements for North Dakota, graduates may be qualified for certification/licensure in a number of other states.

**K-12 Certification/Licensure for Physical Education and Music Education Majors**

Certification/licensure for kindergarten through 12th grade programs (K-12) is available for students majoring in Physical Education or Music Education. Students must enroll in CDFS 230 or PSYC 250, Elementary Teaching Methods, and student teach at both the elementary and secondary levels, as well as meet the specific requirements for each major department.

**Elementary Education/CDFS Dual Degree Program**

Students may concurrently earn a degree in Elementary Education from Valley City State University and a degree in Child Development and Family Science from NDSU while located on the NDSU campus. It allows the student to earn two degrees from two universities in the time-frame it typically takes to earn one baccalaureate degree. See department for details.

**Sample '08-09 Curriculum Extension Education Minor**

The Extension Education minor provides educational background and presentation skills for individuals who seek careers associated with the Cooperative Extension Service. This minor is offered through the Agricultural Education and the Family and Consumer Sciences Education programs.

Requirements	Credits
H&CE 341, Leadership & Presentation Tech	3
H&CE 345, Extension Education	2
H&CE 444, Planning Comm Prog in Ag Ed or H&CE 468, Fam Life & Adult Educ Pgms	3
H&CE 445, Technology Transfer in Agri	3
H&CE 481, Methods/Teaching Agriculture or H&CE 482, Meth/Teach Fam/Cons Sci or EDUC 451, Instruc Plan Meth/Asses	3
H&CE 496, Extension Internship	6-9

*Curriculum Total* ..... 20-23

**Title II Institutional Report**

To comply with the requirements of Section 207 of Title II of the Higher Education Act, NDSU has provided the following information to the North Dakota Education Standards and Practices Board.

**Section I. Pass rates**

PPST Reading: NDSU Range 184-171, Median 179, N=97, National Range 187-151, Median 177

PPST Writing: NDSU Range 187-171, Median 173, N=97, National Range 190-154, Median 175

PPST Mathematics: NDSU Range 186-164, Median 182, N=97, National Range 190-150, Median 178

**Section II. Program information**

1. Number of students in the regular teacher preparation program:  
 a. Total number of students enrolled during 2006-2007: **184**

2. Information about supervised student teaching:

b. Number of students in programs of supervised student teaching during academic year 2006-2007: **69**

c. Number of supervising faculty who were:  
 Appointed full time in professional education: **8**  
 Appointed part time in professional education and full time in the institution: **7**  
 Appointed part time in professional education, not otherwise employed by the institution: **11**

Total number of supervising faculty for the teacher preparation program during 2006-2007: **15**

d. The student/faculty ratio was: 4.6  
 e. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 16. The total number of hours required is 640 hours.

3. Information about state approval or accreditation of teacher preparation programs:

f. Is your teacher preparation program currently approved or accredited by the state? Yes

g. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208(a) of the HEA of 1998)? No

**Section III. Contextual information**

\* The School of Education at NDSU is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave NW, Suite 5000, Washington, DC, 20036; (202) 466-7496. This accreditation covers the institution's initial and advanced teacher education, advanced educational leadership, and advanced school counseling programs.

The School Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), 5999 Stevenson Avenue, Alexandria, VA, 22304; (703) 823-9800.

The initial and advanced Teacher Education, advanced Educational Leadership, and advanced School Counseling programs at NDSU are approved/accredited by the North Dakota Education Standards and Practices Board (ESPB), 2718 Gateway Ave., Suite 303, Bismarck, ND, 58503-0585; (701) 328-9641.

The Teacher Education, Educational Leadership, and School Counseling programs at NDSU utilize the "Reasoned Action Model" as the organizing conceptual framework. A copy can be reviewed in room 210, Family Life Center, NDSU campus, 231-7921.

All initial Teacher Education candidates are required to prepare and submit portfolios as part of the assessment process.

For more information, contact Chair, NDSU School of Education, PO Box 5057, Fargo, ND, 58105-5057, 231-7921.