

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component - 4C. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

While there are a number of elected and appointed committees that have the responsibility for the review of curricula and programs across the institutions, the prime responsibility for programmatic review lies with the University Senate's Program Review Committee.

Program Review

The Program Review Committee is composed of one tenured faculty member from each college on campus (except University Studies), the Presiding Officer of the University Senate, the Dean of the Graduate School, and the designated representative of the Provost and Vice President for Academic Affairs.

Under the aegis of the University Senate, and in accordance with its Constitution and Bylaws, the Program Review Committee has the responsibility for

- a. Developing criteria and procedures for review of academic programs.**
- b. Performing a continuing review of the University's academic graduate and undergraduate programs with regard to such factors as mission, need, quality, cost, and contribution to other programs.**
- c. Addressing concerns regarding duplication of programs and courses.**
- d. Recommending policies for levels of University support to the various programs**

The Program Review Committee is responsible for developing criteria and procedures for the review of academic programs, performing a continuing review of NDSU's academic graduate and undergraduate programs, addressing concerns regarding duplication of programs and courses, and recommending policies for levels of University support to programs. Each department is subject to Program Review on a rotating basis. These reviews include a description of the program, including the mission statement, an overview, a brief history, goals, strengths and weaknesses, and changes implemented; comments on data bases including students served, cost of program, student evaluations, and external funding; graduate programs including overview and success of graduates; and the quality of the program, followed by variety of appendices.

The Committee Chair meets with the Provost and Vice President for Academic Affairs and the Chairs of programs that have been reviewed to discuss the Committee's recommendations for levels of institutional support. Recommendations to discontinue a program may be reviewed by the University

Senate. For example, the Department of Economics was discontinued in 1999(?), in response both to a non-positive review from the Program Review committee and a mandated budget reduction from the Governor.

(See http://www.ndsu.nodak.edu/ndsu/deott/univ_senate/constitutionmay2001.pdf)

Since the last self-study, North Dakota State University has made many strides in expanding and developing its curricula in existing academic programs, and creating new disciplinary and interdisciplinary programs in keeping with its progress toward Research Extensive status (according to Carnegie classification). In the process, the institution employs this well-established and rigorous process to review of academic programs for their currency and relevance to the mission of the institution. In keeping with its mission, thus, learning goals and outcomes include skills and professional competence essential to a diverse workforce.

Consequently, North Dakota State University has established a strong general education component as a requirement to its various degree programs.

General Education

NDSU's general education program contains both Cultural Diversity and Global Perspectives requirements.

Cultural Diversity

Courses approved under this rubric focus on the social, personal, and interpersonal effects of variety and differences among cultures, whereby students learn to comprehend how the behaviors, perspectives, and values of the cultures of various groups differ. Examples of cultural comparisons may therefore include, but are not limited to, those based on ethical systems, ethnicity, gender, languages, nationality, race, religion, sexual orientation, spirituality, and worldview. The essential considerations are that the focus of the course should be on the comparison between two or more groups.

Cultural Diversity requirement may be met by taking 3-credits as part of the 6-credits required in the humanities and fine arts or as part of the 6-credits required in the social and behavioral sciences in a course approved for cultural diversity. Students may also submit a written petition to substitute study abroad experiences to meet this requirement. Such experiences must be equivalent to the same time commitment as a 3-credit NDSU course and include an academic component. Global Perspectives: This requirement may be met by taking 3 approved global perspective credits in any department as part of the 36-37 credits required for general education approved for global perspectives. Students may also submit a written petition to substitute study abroad experiences to meet this requirement. Such experiences must be equivalent to the same time commitment as a 3-credit NDSU course and include an academic component.

Global Perspectives

In addition to Cultural Diversity, and as part of general education requirements, students are expected to take courses that focus on analysis of

worldwide issues illustrating the interdependence of the world and its people, thus providing them with some global perspectives.

As of February 2000, there were 43 courses related to diversity and global perspectives approved for General Education requirements and listed in the 2004-2006 Bulletin Appendix.

(See <http://www.ndsu.nodak.edu/ndsu/deott/gened/geworkingdef.pdf> for "Working Definitions and Essential Considerations for General Education Courses" which provides the following information on each requirement; <http://www.ndsu.edu/registrar/geneds.stm> for the latest list of courses approved for General Education.)

Sponsored Programs and Activities on Diversity

In addition, NDSU offers various study and research programs that impact on diversity issues. Among these are the **Women's Studies Minor, International Studies Major, McNair Scholars Program**, and the **Model United Nations**, sponsored by the Criminal Justice and Political Science Department. The College of Engineering and Architecture at NDSU is also involved in **The Extensi3n en Espa3ol (EEE)** clearinghouse for Spanish-language educational materials.

NDSU is also a partner, along with four Tribal Colleges and three other 1862 universities (South Dakota State University, Iowa State University, and the University of Nebraska-Lincoln) in a federal grant, "**A Land Grant Network to Enhance Tribal College Community Natural Resources Education Program**," now in its ---year.

The Couples and Family Therapy (CFT) specialization in the Child Development and Family Science department is accredited by the Commission on Accreditation for Marriage and Family Therapy Education. A central component to the Commission's standards in all areas of the program envisions integrating diversity (race, class, gender, sexual orientation, disability, age, etc) in curriculum, faculty, and student make-up, etc., and CFT program meets and exceeds these requirements by integrating diversity into the curriculum, teaching, clinical work, and recruitment of students.

Office of International Programs

Since 1995 NDSU has increased its **Study Abroad Program** options for students and refined the entire study abroad process. In 1995 there were only 22 students that studied abroad; this past year (2003) there were 104. The number of exchange programs (bilateral agreements that allow students to pay tuition and fees to their home institution) available to students has also increased. Three exchange programs in 1995 grew to ten programs in 2002. In addition, the Office of International Programs has promoted study abroad at new student orientation, in classes, and in information sessions. The result has not only been more students studying abroad through exchanges, but also more students studying abroad through program providers.

The **Study Tour** option has also contributed to the rise in numbers. Study Tours are faculty led, short-term programs. NDSU offers these programs in architecture and agricultural economics. Other professors in areas such as hotel,

motel, and restaurant management and apparels and textiles have offered them throughout the years but not on a continuous basis.

International Education Week is yet another opportunity to celebrate the benefits of international education and exchange worldwide, thus contributing to diversity across the institution. A joint initiative of the U.S. Department of State and the U.S. Department of Education to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn and exchange experiences in the U.S., the International Education Week was established at NDSU in 2000 (?) and is celebrated in the fall through information sessions on study abroad, faculty opportunities overseas, and presentations by exchange students about their country and their cultural and educational experiences in the U.S.

North Dakota State University also hosts a number of **Exchange Visitors** and **International Research Scholars** from various countries every year. Exchange Visitors and Scholars are sponsored by and accommodated in various departments and extended every amenity to conduct research on a subject specific to the department or specific to the researcher. In 1995, the university hosted 37 researchers, and in the past year, 60 researchers came to NDSU. This is yet another indication of the growing links between NDSU and institutions worldwide; the heightened research activity on campus partly explains the increase in International visitors and scholars as NDSU moves toward its classification as a Carnegie Research Extensive Institution.

NDSU thus continues to expand its programs related to multiculturalism, international programs and diversity. As more overseas opportunities are created for students, more students are taking advantage of and participating in overseas programs; correspondingly, departments, too, have increased research efforts and hired researchers from outside the U.S. to work in these areas.

As part of its community outreach efforts, the Office of International Programs has also been exploring expanding its programming activities beyond Fargo and into some of the smaller, rural communities. As more faculty develop short-term programs overseas, the number of students studying abroad will increase. Increasing opportunities for faculty to go overseas also contributes to the development of new linkages with foreign institutions in the areas of research and student exchange.

Maastricht

(to be included)

Ansal Institute of Technology Twinning Arrangement

(to be included)

Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

Indirect evidence to assess student learning at the program level is also available for some programs from a variety of sources. Some colleges and departments conduct regular surveys of their alumni and their employers. Some departments receive feedback from the NDSU survey of supervisors of cooperative education internships. According to the "Statement of Principles" designed to guide the activities of the NDSU University Assessment Committee, "Assessment plans, where possible and appropriate, make use of existing databases and evaluation programs already in place, e.g., information of admissions, retention, and completion, results from surveys of students, alumni, and employers, findings of accreditation agencies, institutional program reviews, etc." In addition, the "Procedures for Assessment" from the University Assessment Committee specify: "Measures of alumni or student satisfaction will be reviewed by the University Assessment Committee or its designee, such as student services."

(See http://www.ndsu.edu/ndsu/accreditation/assessment/statement_principles_uac.htm and http://www.ndsu.edu/ndsu/accreditation/assessment/statement_procedures_uac.htm)

The organization supports creation and use of scholarship by students in keeping with its mission.

Faculty expects students to master the knowledge and skills necessary for independent learning in programs of applied practice. NDSU provides curricular and co-curricular opportunities that promote social responsibility.

North Dakota is one of eight states in a consortium dedicated to supporting greater cultural diversity in the Land Grant system by bringing the needed technical skills and training to each of the member states. CASD was initiated by Cooperative Extension, and is a catalytic step in beginning the transformation of the Land Grant system. Through this collaborative approach, the consortium will develop successful models and strategies that can be applied throughout the system.

Each of the eight states has a catalyst team to coordinate and provide leadership for the efforts in that state to fulfill the purpose of this project. The states work cooperatively through the consortium to exchange ideas and best practices and develop tools for change.

Other?

Core Component - 4D. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The organization's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

NDSU's General Education requirements include "Comprehension of Personal and Professional Ethics Integrated into Majors." In 1997 and 2004 the General Education Committee requested information from all majors on how they were implementing this requirement (exhibit ###). (LP)

The organization encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.

The Division of Student Affairs at NDSU has had the primary responsibility for coordinating and overseeing the various Advisory Boards, in order both to encourage curricular and co-curricular activities and responsible and ethical student behavior and activities, and to develop a close relationship with students. One of the more significant ways in which the Division of Student Affairs continues to accomplish this goal has been to establish student advisory boards for the Division including, Dining Service, Memorial Union, Wellness Center, Career Center, Varsity Mart Bookstore, Bison ID Card, Residence Life, Residence Hall Association, and the Advisory Board for Student Affairs. The purpose of such boards has been to create an environment with students and the Division's staff that is less formal and less structured to enable convivial discussion of issues of importance to students and staff. The result of such boards has been the development of trust, respect and better communication with student leaders. Student leaders who attend national student government conferences attest both to the value they place on their relationship with the staff of the Division and ways in which these relationships meet or exceed those of their peers across the U.S.

The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.

The organization follows explicit policies and procedures ensure ethical conduct in its research and instructional activities.

Other ?

The organization creates, disseminates, and enforces policies on practices involving intellectual property rights.

NDSU Research Foundation

The NDSU Research Foundation was incorporated in May, 1989 as a scientific and educational organization with 501(c)(3) status with the goal of assisting North Dakota State University in its teaching, research, and service missions by managing the intellectual property produced by the university faculty, staff, and students. Governed by a 15-member Board of Directors led by the President of NDSU, the Research Foundation is directed to develop linkages between NDSU and private sector entities, to facilitate involvement of NDSU faculty and staff in corporate research and development activities, to enter into partnerships and joint

ventures with other university-related foundations, and to promote economic development and rural revitalization in North Dakota.

This independent, nonprofit organization assists in NDSU's ability to work with private businesses and manages the intellectual properties of the University. The foundation is a vehicle for transferring scientific discoveries, technology, products, and processes developed through NDSU research through licensing to the marketplace. It handles the patents, trademarks, and other intellectual property protection as well as licensing agreements for the University; and it enables faculty to become involved in research, product, and business endeavors.

Major changes in the Research Foundation's activities and mandate since 1995 include (1) the growth of the foundation endowment fund from \$600,000 to over \$2.3 million; (2) establishment of two dedicated endowments for wheat and durum breeding totaling nearly \$1.9 million; (3) establishment of a Research Development Support Program (RDSP) small grant program in FY-98, which has awarded nearly \$323,000 in research grants to NDSU over the last 7 years; (4) equity ownership in another start-up business; (5) Fifty-eight Plant variety Protection (PVP) certificates issued for agricultural varieties and eight pending applications; (6) forty issued patents and twenty-one pending applications; (7) sixteen registered trademarks and four pending applications for registration; and (8) total annual income has grown to over \$2.2 million.

Since 1995, the NDSU Research Foundation has distributed over \$2.3 million in royalties to various departments and colleges at NDSU. The NDSU Research Foundation manages over \$5.3 million dollars in assets, including its endowment, dedicated department endowments and managed funds. The RDSP program has provided early stage grant funds of \$323,000 to NDSU researchers. These grants have been instrumental in enabling those researchers to be successful in receiving competitive proposals totaling over \$6.3 million in the last 6 years.

The NDSU Research Foundation will be playing a key and expanding role in commercializing NDSU developed technology. The NDSU Research Foundation is the entity that licenses technologies to startup or existing businesses. The NDSU Research Foundation will be instrumental in continuing to develop the relationship with the NDSU Research and Technology Park. It is anticipated that certain NDSU technologies will be licensed to faculty start-ups as well as other start-ups or existing businesses that will locate in the NDSU Research and Technology Park enabling local or regional economic growth.

NDSU Technology Transfer Office

The NDSU Technology Transfer Office (TTO) is administered at NDSU under the Assistant Vice President for Sponsored Programs Administration, who reports to the Vice President for Research, Creative Activities, and Technology Transfer.

The TTO handles all NDSU intellectual property (IP) related matters at NDSU. This includes interpreting and implementing the IP policy, facilitating

confidentiality agreements, material transfer agreements, inter-institutional agreements, and IP language in sponsored research and other agreements involving IP.

The North Dakota University System (NDUS) was granted more authority to implement a system wide IP policy by the ND legislature. The NDUS has implemented a system-wide policy. NDSU is in the process of modifying and updating its IP policy in order to adapt it to the new NDUS IP policy.

The TTO facilitates numerous agreements each year on behalf of NDSU through Sponsored Programs Administration. The office played a key role in major agreements with high technology companies to enhance NDSU's expanded research capabilities.

NDSU research expenditures have more than doubled over the last 5 years to approximately \$100 million. The expansion in NDSU's research capabilities and research expenditures is leading to significantly more invention disclosures for the TTO and NDSU Research Foundation. The number of invention disclosures is expected to continue to increase.

The TTO and NDSU Research Foundation have added two new licensing associates and an additional support staff person and are recruiting for a technology transfer position. These people have split appointments with both offices.

“Acquisition, Discovery, and Application of Knowledge” members

James Deal	Kathy Enger
R.S. Krishnan	Dan Mostad
Deb Pankow	Larry Peterson (co-chair)
Kevin Thompson (co-chair)	

Link to the Criterion Groups:

<http://www.ndsu.edu/ndsu/accreditation/criteria.shtml>

Notes

Science and Technology Category

- ***ARSC 225: Natural Resources and Agro-ecosystems***
- ***BIOL 124: Environmental Science (ND: Sci)***
- ***PLSC 110: World Food Crops***
- ***GEOL 105/105L: Physical Geology, Lab (ND: LabSc)***
- ***GEOL 106/106L: The Earth Through Time, Lab (ND: LabSc)***

Humanities and Fine Arts Category

- ***ARCH 321: History of Architecture I***
- _ ***ART 110: Introduction to Visual Arts***
- _ ***ADFH 410: Dress in World Cultures***
- _ ***ENGL 330: British/American Women Writers***
- _ ***ENGL 335: Multicultural Writers***
- _ ***ENGL 340: 19th-Century American Novel***
- _ ***ENGL 341: 20th-Century American Novel***
- _ ***ENGL 345: Themes in American Culture***
- ***FREN 101: First-Year French I (ND: Hum)***
- ***FREN 102: First-Year French II***
- ***FREN 201: Second-Year French I***
- ***GERM 101: First-Year German I (ND: Hum)***
- ***GERM 102: First-Year German II***
- ***GERM 201: Second-Year German I***
- _ ***HIST 135: Race in U.S. History***
- _ ***HIST 261: American Indian History***
- _ ***HIST 271: Introduction to Latin American History***
- _ ***HIST 381: Australia and New Zealand***
- _ ***HIST 431: The North American Plains***
- _ ***HON 386: World Literature: Imaginary Homelands***
- _ ***MUSC 108: Roots of American Popular Music (ND: Hum)***
- _ ***MUSC 201: World Music***
- ***SPAN 101: First-Year Spanish I (ND: Hum)***
- ***SPAN 102: First-Year Spanish II***

• *SPAN 201: Second-Year Spanish I*

_ *THEA 115: World Film*

_ *THEA 280: World Theatre*

_ *UNIV 350: Perspectives in Women's Studies*

Social and Behavioral Sciences Category

• *AGEC/ECON 201: Principles of Microeconomics (ND: SS)*

• *AGEC/ECON 202: Principles of Macroeconomics (ND: SS)*

_ *AGEC 220: World Agricultural Development*

_ *ANTH 111: Introduction to Anthropology (ND: SS)*

• *CDFS 468: Women in Economic Systems*

_ *COMM 216: Intercultural Communication (ND: SS)*

• *ENGR 312: Impact of Technology on Society II*

• *GEOG 151: Human Geography*

• *GEOG 161: World Regional Geography*

• *POLS 120: Terrorism*

• *POLS 220: International Politics (ND: SS)*

• *POLS 442: Global Policy Issues*

_ *SOC 412: Sociology of Sex Roles*

*Additional courses approved for the Cultural Diversity or Global Perspectives
Gen Ed requirement: CDFS 475: Children and Families Across Cultures.*

**See bin for report of how frequently these courses have been offered.*

*B. Non-General Education Courses (both graduate and undergraduate) With
Diversity-Relevant Content (DIV)*

1. Courses that are listed with diversity-relevant content based on title:

ANTH 206: Peoples of the World

ANTH 208: Folklore and Culture

ANTH 444/644: Peoples of the Pacific Islands

ANTH 450/650: Cultural Anthropology

ANTH 452/652: North American Indians

ANTH 458/658: Indians of the Plains

ANTH 461/661: Germans from Russia

ANTH 653: Magic & Religion

ART 453: Women in Art: Women Depicted and Women Depicting

BUSN 310: International Business

BUSN 351: Foundations of Organizational Behavior

BUSN 453: Cultural Pluralism and the Management of Organizations
BUSN 454/654: International Management
CDFS 135: Introduction to Family Science
CDFS 242: Marriage and Family
CDFS 353: Children, Families, and Public Policy
CDFS 481/681: Women and Aging
CDFS 448/648: Issues in Human Sexuality
CDFS 488/688: Exceptional Child and Family
CDFS 660: Adult Development & Aging
CDFS 668: Women in Economic Systems
CDFS 675: Children & Families Across Cultures
CDFS 682: Family Dynamics or Aging
CDFS 760: Aging Policy
COMM 114: Human Communication
COMM 412/612: Gender and Communication
COMM 721: Intercultural Communication
CNED 758: Social & Cultural Foundations in Counseling
EDUC 389: Native Americans and Multicultural Instructional Practices
EDUC 486: Classroom Management for Diverse Learners
EDUC 712: Social, Cultural & Political Dimensions of Schools
EDUC 717: Adult Learning
EDUC 726: Diagnosis of Learning Disabilities
ENGL 331: Contemporary Women Writers
ENGL 454/654: Language Bias
ENGL 474/674: Native American Literature
ENGL 653: Social & Regional Varieties of English
ENGR 312: Impact of Technology on Society II
HIST 259: Women in European History 1400-1800
HIST 260: Women in America
HIST 470/670: Modern Latin America I
HIST 471/671: Modern Latin America II
HIST 473/673: Mexico I
HIST 474/674: Mexico II
HIST 714: Research Seminar in World History

HIST 780: Readings in World History
NURS 608: Transcultural & Social Perspectives
NURS 624: Advanced Transcultural Nursing
POLS 350: Gender Issues and the Law
POLS 351: Women and Politics
POLS 442/642: Global Policy Issues
POLS 443/643: Politics of Development
POLS 444/644: International Law
POLS 445/645: Ethnic Conflicts
POLS 450/650: Politics of the Developing Countries
PSYCH 671: The Psychology of Aging
PSYCH 674: Behavior Analysis in Developmental Disabilities
SOC 410/610: Social Inequality
SOC 424/624: Feminist Theory and Discourse
SOC 440/640: Sociology of Aging
SOC 601: Sociology of Religion
SOC 612: Sociology of Sex Roles
SOC 627: Sociology of Mental Health
SOC 707: Juvenile Corrections
SOC 768: Gender and Justice
SPAN 315: Introduction to Spanish/Latin American Civilization
SPAN 410: Introduction to Spanish Literature
SPAN 411: Introduction to Spanish American Literature
SPAN 412: Contemporary Spanish American Literature
WS 194/494: Issues in Women's Studies
WS 491: Women's Week of Awareness

2. Courses that mention race or some obvious element of diversity in their course descriptions, but do not demonstrate diversity in their titles:

ADFH 404: Restaurant Operations Management
ART 210/211: Art History I, II
ART 451: History of American Art
HIST 410/610: U.S. Intellectual History I
HIST 411/611: U.S. Intellectual History II
HIST 436/636: American Frontier to 1850
HIST 437/637: American West Since 1850

HIST 439/639: History of American Agriculture

HIST 476/676: Southwestern Borderlands to 1848

3. Courses that have significant aspects of diversity in their content, but do not fit any of the above categories:

ANTH 205: Human Origins

BUSN 450/650: Human Resource Management

BUSN 630: Legal and Social Environment of Business

CDFS 648: Issues in Sexuality

CDFS 650: Adolescent Development

CDFS 686: Children in Social Contexts

CDFS 782: Advanced Human Development

CHEM 499/696: Chemical History

COMM 635: Popular Culture and Mass Media

COMM 643: Mass Media & Public Opinion

COMM 782: Theories of Persuasion

CNED 757: Professional Orientation & Ethics

CNED 759: Sexual Functioning & Abuse Issues in Counseling

CNED 768: Counseling Children & Adolescents

CSCI 688: Human-Computer Interaction

CSCI 689: Social Implications of Computers

ECON 665: Labor Economics

ENGL 358: Intermediate Composition

ENGL 650: Contemporary Linguistics

ENGL 673: Contemporary American Literature

HIST 101: Western Civilization I

HIST 103: U.S. to 1877

HIST 104: U.S. Since 1877

HIST 265: Families in America

HIST 382: Canada

HIST 422/622: U.S. History 1829-1917 I

HIST 423/623: U.S. History 1829-1917 II

HIST 424/624: U.S. History 1917-Present I

HIST 425/625: U.S. History 1917-Present II

HIST 450/650: European Intellectual History I

NURS 402: Mental Health Nursing

NURS 320: Research

NURS 401: Community Health

NURS 351: Nursing Concepts and Nursing 341: Client Concepts

NURS 352: Family Nursing I and Nursing 352: Family Nursing II

NURS 360: Health Assessment

NURS 342, 403, 404: Adult Health I, II and III

NURS 618: Family Nursing Theory & Health Promotion

PHRM 581, 582, 583: Clinical Clerkship

POLS 630: Constitutional Law-Civil Liberties

PSYC 221: Psychology in Business and Industry

PSYC 668: Personality

PSYC 670: Experimental Social Psychology

PSYC 672: Advanced Psychopathology

PSYC 673: Child Psychopathology & Therapy

SOC 441/641: Sociology of Death

4. A series of English courses are available which provide additional skills and support for non-native speakers and ESL students:

ENGL 103: English for Non-Native Speakers: Grammar/Writing

ENGL 104: English for Non-Native Speakers: Vocabulary/Reading

ENGL 106: English for Non-Native Speakers: Oral Skills

ENGL 107: English for Non-Native Speakers: Advanced Skills

ENGL 112: ESL College Composition I (CCN)

ENGL 122: ESL College Composition II (CCN)

5. A component of diversity training is given to prospective Air Force Officers (and other college students who sign up for AS classes) through the Aerospace Studies classes and leadership-training curriculum.

AS 111/112: Lessons include–Diversity and Harassment: Managing the Force

AS 221/222: Lessons include–Accomplishments of the diverse peoples who contributed to powered flight.

AS 321/322: Lessons include–Progression based on documented track record and not on religious/ethnic affiliation.

AS 441/442: Lessons include–Air Force Homosexual Policy and Sexual Harassment Awareness

AS 210/410: Lessons include–Training philosophy, Military Equal Opportunity and Treatment (MEO) Training, and Diversity and Harassment.

C. Special Topics Courses With Diversity Relevant Content (DIV)

ATID 796: Aging and the Environment.

BUS 499: Doing Business in the New Europe

BUS 499/696: Law of Electronic Commerce

CHEM 499/696:

ENG 196: Special Topics on Social History of World Technology

LANG 199: Elementary Modern Standard Arabic I and II

MUSC 199: Survey of Vocal Literature

POLS 399: International Organizations

UNIV 499: Evolution: Scientific and Cultural Perspectives