Five Year Program Review

Bachelor of Interdisciplinary Sciences
AY 1996/97 – 2000/01

College of Interdisciplinary Studies
South Dakota School of Mines & Technology

Submitted by
Dr. Dean Bryson
Dean of the College

April, 2001
Introduction

The Board of Regents of the State of South Dakota has mandated that each degree program at the state-supported universities is to undergo a 5-year review. The Bachelor of Sciences Degree in Interdisciplinary Sciences is one of the degree programs mandated for a review for the academic years 1996/97-2000/01.

This document, with supporting material, is the first step in this review process. This self-study will be supplemented by a two-day on-site visit by an external consultant. The visit will be followed by a written report from the consultant, to be attached to this document.

The self-study report which follows addresses a sketch of the university and the college in which the degree program exists. This institutional backdrop is followed by descriptions and data pertaining to the degree program, students in the program, the faculty of the college, support systems, and a summary of development in the program during the five years of the review.
Institution Background

Historical Sketch

Shortly after the discovery of gold in the Black Hills the Dakota School of Mines was established to provide training in the mining industry. With statehood in 1889 the name was changed to South Dakota School of Mines. With the recognition of the growth of technology and the institution's role in educating students to meet this need the name was changed to South Dakota School of Mines and Technology in 1943. While the original focus of the institution was on mining, this discipline now constitutes a small fraction of the total offerings.

The South Dakota School of Mines and Technology (SDSM&T) is a diverse institution. It has maintained its emphasis on science and technology. From the beginning emphasis on mining the degree programs now offered include 16 baccalaureate, 10 masters and 3 doctoral degrees, one of which is delivered in cooperation with another university.

Governance

The South Dakota Board of Regents is the governing board for the six state-supported universities in the state. The governor appoints the Regents. It is to this board that the presidents of the universities answer.

On the campus of SDSM&T the chief academic officer is the Vice President. In 1994 the academic departments were organized into four colleges. These colleges were identified on the basis of commonality of interests among departments for the purpose of fostering greater interdisciplinary cooperation. A dean administers each college. Department chairs serve on a rotational basis with the most common length of service being three years.

Mission of the Institution

The mission of the South Dakota School of Mines and Technology is:

- To prepare men and women for an enhanced quality of life by providing a broad educational environment which fosters a quality educational experience leading to baccalaureate and post-baccalaureate degrees emphasizing science and engineering.
• To contribute to the expansion of knowledge through programs of basic and applied research, scholarship, and other creative endeavors.

• To utilize the special capabilities and expertise on the campus to address regional, national, and international needs.

The principal objectives in support of this mission are:

• To make the South Dakota School of Mines and Technology an outstanding undergraduate educational institution, enhanced by quality graduate education.

• To enhance our national recognition as an educational institution with emphasis in science and engineering.

• To continue to develop centers of excellence in research and graduate education using faculty expertise, and to further develop interdisciplinary research that involves faculty from several departments.

• To create and continually ensure an environment which nurtures growth of the intellect, character, and spirit of students, faculty, and staff.

• To build mutually beneficial partnerships with the broader community.

• To increase significantly the resources available to the institution.

College of Interdisciplinary Studies

Governance

The reorganization of the university in 1994 initiated a new structure of governance. Prior to this reorganization 16 departments, each directed by a department head, comprised the academic structure of the university. These 16 department heads answered directly to the Vice President for Academic Affairs. One of these departments was the Liberal Arts Department in which all of the humanities and social science courses were taught. In 1989 the Bachelor of Science in Interdisciplinary Sciences Degree was authorized. The faculty in the Liberal Arts Department were responsible for the administration of that degree (which will be discussed in a subsequent section of this document).

With the 1994 reorganization separate departments of Humanities and Social Sciences were created. Administratively these were grouped with the existing departments of Physical Education and Military Science to form the College of Interdisciplinary Studies.
The reorganization also provided for the change from department heads to department chairs, who are selected from within each department via a departmental search and screen process with a committee recommendation to the Vice President. Most generally these chairs serve a three-year term.

A Dean directs each of the four colleges, including the College of Interdisciplinary Studies (CIS). The Dean is charged with leadership, fiscal responsibility and administrative oversight within the college.

The four college deans and the Dean of Graduate Education and Research sit on the Deans' Council; chaired by the Vice President for Academic Affairs. This council is charged with providing leadership in the planning, development, delivery, and evaluation of the curriculum of the university.

Central to the university, its mission and its governance is the curricular process from which the curriculum emerges. Each department in the university has a curriculum committee, directed by the department chair. Curricular recommendations from a departmental curriculum committee are forwarded to a college curriculum committee of elected faculty, chaired by the college dean. This college committee recommends action to the university curriculum committee composed of elected faculty and the four deans. Recommendations from this university committee are made to the general faculty for action. The decisions of the faculty-as-a-whole are then forwarded to the Vice President. From that office curricular change is then reviewed by a state system-wide council of vice-presidents and forwarded to the Board of Regents. This entire curricular process has, in the past two years, been streamlined to make possible a timeline of less than one year from curricular initiation to Board approval.

Roles and Functions

The College of Interdisciplinary Studies, its faculty and curriculum, function within three overlapping roles; degrees requirements of the university, contributors to the general education
requirements within the state system of universities, and the Interdisciplinary Sciences baccalaureate degree.

The university confers 16 baccalaureate degrees; ten in engineering and six in science. Fifteen of these degrees require a minimum of sixteen semester hours of credit in the humanities and social sciences. The requirements of the Interdisciplinary Sciences degree will be described later in this section. Of these sixteen required hours there must be at least six credits in humanities and six credits in social sciences with at least three of the sixteen credits at the upper division level. The courses approved to fulfill this requirement are listed below.

<table>
<thead>
<tr>
<th>Humanities</th>
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<tbody>
<tr>
<td>ART 111</td>
<td>Drawing and Perception I</td>
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<tr>
<td>ART 112</td>
<td>Drawing and Perception II</td>
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<td>ARTH 151</td>
<td>Indian Art History</td>
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<td>ARTH 211</td>
<td>Art History</td>
</tr>
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<td>ARTH 320</td>
<td>Modern &amp; Contemporary Art</td>
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<td>ARTH 490</td>
<td>Special Topics in Art</td>
</tr>
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<td>ARTH 494</td>
<td>Independent Studies in Art</td>
</tr>
<tr>
<td>ENGL 221</td>
<td>British Literature I</td>
</tr>
<tr>
<td>ENGL 222</td>
<td>British Literature II</td>
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<tr>
<td>ENGL 241</td>
<td>American Literature I</td>
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<tr>
<td>ENGL 242</td>
<td>American Literature II</td>
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<td>ENGL 250</td>
<td>Science Fiction</td>
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<td>Literary Experience of Nature</td>
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<td>ENGL 325</td>
<td>Readings in a Major Writer</td>
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<tr>
<td>ENGL 333</td>
<td>Shakespeare</td>
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<td>ENGL 350</td>
<td>Humor in American Culture</td>
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<td>ENGL 360</td>
<td>Studies in European Literature</td>
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<td>ENGL 366</td>
<td>The Contemporary Novel</td>
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<td>Studies in American Literature</td>
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<td>FREN 101</td>
<td>Introductory French I</td>
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<td>FREN 102</td>
<td>Introductory French II</td>
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<td>Intermediate French I</td>
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<tr>
<td>FREN 202</td>
<td>Intermediate French II</td>
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<td>Introductory German I</td>
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<tr>
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<td>Introductory German II</td>
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<td>Lakota Language I</td>
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<tr>
<td>LAK 102</td>
<td>Lakota Language II</td>
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<td>SPAN 102</td>
<td>Introductory Spanish II</td>
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<td>Western Civilization To 1648</td>
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<td>HIST 122</td>
<td>Western Civilization Since 1648</td>
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<td>HUM 101</td>
<td>Intro to Japanese Lang &amp; Culture I</td>
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<td>HUM 102</td>
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<td>Connections: Hum &amp; Technology</td>
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<td>HUM 211</td>
<td>Development of Western Thought</td>
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<td>HUM 212</td>
<td>Development of Western Thought</td>
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<td>HUM 230</td>
<td>Introduction to the Bible</td>
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<td>HUM 234</td>
<td>History of Christianity</td>
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<td>HUM 250</td>
<td>World Religions</td>
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<td>HUM 290</td>
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<td>HUM 300</td>
<td>Materials and Civilization</td>
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<td>HUM 350</td>
<td>American Social History</td>
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<td>HUM 375</td>
<td>Computers in Society</td>
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<tr>
<td>HUM 410</td>
<td>Contemporary Ideas</td>
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<tr>
<td>HUM 490</td>
<td>Special Topics in Humanities</td>
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<td>Independent Studies in Humanities</td>
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<td>MUEN 330</td>
<td>Music In Performance</td>
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<tr>
<td>MUS 100</td>
<td>Music In Our Lives</td>
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<tr>
<td>MUS 201</td>
<td>Music Theory and Composition</td>
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<tr>
<td>MUS 250</td>
<td>The Singing Voice</td>
</tr>
<tr>
<td>MUS 326</td>
<td>Special Studies in Music</td>
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<tr>
<td>PHIL 100</td>
<td>Introduction to Philosophy</td>
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<tr>
<td>PHIL 200</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>PHIL 220</td>
<td>Introduction to Ethics</td>
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<tr>
<td>PHIL 233</td>
<td>Philosophy and Literature</td>
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# Social Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>ANTH 210</td>
<td>Cultural Anthropology</td>
<td>PSYC 251</td>
<td>The Psychology of Being</td>
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<td>ANTH 220</td>
<td>Physical Anthropology</td>
<td>PSYC 327</td>
<td>Human Development Through Lifespan</td>
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<td>BAD 350</td>
<td>Legal Environment of Business</td>
<td>PSYC 331</td>
<td>Industrial &amp; Organizational Psych</td>
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<td>BAD 360</td>
<td>Organization and Management</td>
<td>PSYC 341</td>
<td>Social Psychology</td>
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<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>PSYC 361</td>
<td>Foundations of Personality</td>
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<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>PSYC 390</td>
<td>Special Topics in Psychology</td>
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<td>Intro to College Geography</td>
<td>PSYC 451</td>
<td>Psychology of Abnormal Behavior</td>
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<td>GEOG 240</td>
<td>World Regional Geography I</td>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
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<td>GEOG 250</td>
<td>World Regional Geography II</td>
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<td>Social Problems</td>
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<td>Cultural Geography</td>
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<td>Marriage and the Family</td>
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<td>HIST 151</td>
<td>American History</td>
<td>SOC 320</td>
<td>Criminology</td>
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<td>HIST 152</td>
<td>American History</td>
<td>SOC 350</td>
<td>Deviant Behavior</td>
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<td>HIST 360</td>
<td>Studies in History</td>
<td>SOC 390</td>
<td>Special Topics in Social Sciences</td>
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<td>LAW 457</td>
<td>The Legal System</td>
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<td>POLS 100</td>
<td>American Government</td>
<td>SOC 410</td>
<td>Licit and Illicit Drugs</td>
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<td>POLS 210</td>
<td>State and Local Government</td>
<td>SOC 420</td>
<td>Alcohol Use and Abuse</td>
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<td>POLS 330</td>
<td>Constitutional Law</td>
<td>SOC 459</td>
<td>Sociology of Death and Dying</td>
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<tr>
<td>POLS 340</td>
<td>Comparative Government</td>
<td>SOC 510</td>
<td>Licit and Illicit Drugs</td>
</tr>
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<td>POLS 350</td>
<td>International Relations</td>
<td>SOC 520</td>
<td>Alcohol Use and Abuse</td>
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<tr>
<td>POLS 353</td>
<td>American Foreign Policy</td>
<td>SOCW 200</td>
<td>Field of Social Work</td>
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<td>POLS 412</td>
<td>Environmental Law and Policy</td>
<td>SOCW 210</td>
<td>Interactional Skills</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>General Psychology</td>
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</table>

All degree candidates at SDSM&T are required to successfully complete a nine-semester-hour sequence in communication skill development. This sequence is in addition to the required 16 hours in humanities and social sciences. This 3-course sequence consists of English 101, Composition I; English 279, Technical Communications I, and; English 289, Technical Communications II. Two semester credits of Physical Education are also required of all degree candidates.

The 16 credit hours in humanities and social sciences, the nine (9) hours in the communications sequence, and the required physical education courses for all degree candidates exert direct impact on the course offerings and the teaching loads of the faculty in the College of Interdisciplinary Studies.

These curricular offerings and teaching loads are also influenced by the state system general education requirements. Beginning Fall, 1999, the Board of Regents established a required core in undergraduate education which must be completed within the first 64 credits.
There are seven (7) goals for this general education core plus demonstrated competence in information technology. Within these seven goals there are five which directly address courses within the Interdisciplinary Studies College. These are

1. Students will write effectively and responsibly and understand and interpret the written expression of others

2. Students will communicate effectively and responsibly through speaking and listening

3. Students will understand the structures and possibilities of the human community through studies of the social sciences

4. Students will understand and appreciate the human experience through arts and humanities

5. Students will understand and be sensitive to cultural diversity so that they are prepared to live and work in an international and multicultural environment.

Courses which may be used to satisfy the general education requirements can only be selected from lists approved by the Board of Regents. A complete description of the general education requirement and the approved courses are found on pp. 84-87 of the current university catalog.

Teaching assignments, course offerings, and class scheduling are directly affected by these university/state-system requirements. These requirements, being fully supported by the college faculty, are variables in the hiring of faculty, in assuring adequate sections and courses are available, and in the offering of electives and upper division courses. The graduation requirements of the university are such that every degree candidate will complete a minimum of nine (9) courses from among those offered within the IS college.

Bachelor of Science in Interdisciplinary Sciences

Authorization for SDSM&T to confer the Bachelor of Science in Interdisciplinary Sciences (BSIS) Degree was granted in January, 1989. At that time the Liberal Arts Department
administered the degree. Administrative oversight of the degree was located in the College of Interdisciplinary Studies following the 1994 reorganization of the university.

The mission of the College of Interdisciplinary Studies is to provide a broadly-based education to prepare students to function effectively and successfully in their professional and personal lives. The IS Degree focuses on the delivery of an interdisciplinary education firmly based in the sciences. Degree candidates complete courses in mathematics, computer science, biology, chemistry, other natural sciences, social sciences, and humanities. In addition to these core areas, students working closely with advisors, develop educational programs tailored to career goals, graduate education, characteristics and needs of the global society, and personal growth.

Degree Requirements

The IS Degree requires that students complete courses in seven (7) areas.

I. Mathematics and Computer Science
Twelve (12) credit hours are required with at least 3 in mathematics (College Algebra or above) and 3 in computer science

II. Natural Sciences
Thirty (30) credit hours, twelve (12) of which must be upper division. There must at least be 3 credits in Biology, 3 in Chemistry, 1 credit of Laboratory and six (6) credits in a sequence in 1 science

III. Core Courses
This is a six-hour sequence of research methods and a capstone senior project

IV. Physical Education
Two credits of activity/wellness courses

V. Writing and Communication
Nine (9) credits in a 3-course sequence

VI. Humanities and Social Sciences
Twenty-four (24) credits required. Nine (9) hours must be completed in humanities, with three being upper division. Nine (9) hours must also be completed in the social sciences, with three (3) being upper division.
VII. Electives
Credit hours determined by the minimal 128 needed for degree completion minus the credits completed in Sections I-VI. Specific courses are determined by student interest and student post-baccalaureate plans.

Degree Areas of Emphasis

Degree-seeking students are expected to declare an area of emphasis within their program of study. The ways in which these areas of emphasis and the timing of the declaration will be described in the next section.

There is a great deal of flexibility within the IS Degree. This flexibility is found within the specific courses selected to satisfy many of the core-requirement areas listed above (I, II, VI), as well as the elective courses.

A number of the most frequently selected areas of emphasis are listed below.

<table>
<thead>
<tr>
<th>Pre-medicine</th>
<th>Pre-pharmacy</th>
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<tbody>
<tr>
<td>Pre-law</td>
<td>Pre-radiographic technology</td>
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<tr>
<td>Pre-optometry</td>
<td>Military careers</td>
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<tr>
<td>Business</td>
<td>Pre-MBA</td>
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<tr>
<td>Pre-dentistry</td>
<td>Pre-occupational therapy</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Pre-physical therapy</td>
</tr>
<tr>
<td>Information technology/e-commerce</td>
<td>Atmospheric Science</td>
</tr>
<tr>
<td>Network systems administration</td>
<td>Pre-physicians assistant</td>
</tr>
<tr>
<td>Pre-nursing</td>
<td>Preparation for graduate school</td>
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<tr>
<td>Pre-medical technology</td>
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</tbody>
</table>

Many students have established career goals which include post-baccalaureate education in professional schools and/or in graduate programs leading to advanced degrees. The selection of courses within the IS Degree is therefore strongly influenced by these educational/career goals.

The individualized program of study within the degree requires a time- and effort-intensive student-advisor relationship. The student and his or her academic advisor rely heavily on the files containing descriptions of the courses in many of the afore-listed areas of emphasis. The web pages of a number of the professional associations and many colleges and universities also provide guidance in the selection of courses. The directories of programs, professional programs
(e.g. medicine, law, physical therapy), and university catalogs also set forth pre-requisite courses and programs of study.

Many IS-degree seeking students do not wish to pursue post-baccalaureate preparation, choosing instead such areas as business, law enforcement, entry level positions in human services, and positions requiring well-developed communications skills and knowledge in science. Listed below is a sample of occupations into which IS graduates have gone after completing their degrees.

- Law enforcement
- Elementary education
- Family counseling
- Youth and Family Services
- US Forest Service
- Quality management
- Retail management
- Social services
- Sales/marketing
- Bank officer
- YMCA
- Head Start
- Boys Club

- Banking compliances officer
- Process engineering
- Meteorology
- Environmental chemist
- Human Resource Director
- Geotechnology
- Information technology
- Pharmaceutical representative
- Business administration
- Test engineer
- Placement director
- Stock broker
- Restaurant manager

Other professions in which there are IS graduates and/or being pursued through further education include:

- Medicine
- Optometry
- Chiropractic
- Radiography Technology

- Law
- Dentistry
- Medical Technology
- PhDs—Psychology and social research

Application Process for IS Degree

First-time entering freshmen are assigned a mentor from the faculty. If the student has declared an IS Degree, the mentor is usually a faculty member within the College of Interdisciplinary Studies. These mentors work with the freshmen on adjustments to college and course selection/scheduling. Typically the courses selected include general education requirements and perhaps several related to the student’s career interest. After the first year the students are assigned an academic advisor from the CIS faculty.
Returning students and transfer students who have declared their intent to pursue an IS Degree are assigned a CIS faculty member as their academic advisor. In a number of cases students request a particular IS advisor because of similarity of faculty discipline and student interest.

After completing a minimum of 30 semester hours and at least one year prior to graduation the student is required to submit a Letter of Intent (LOI) and a proposed program of study for completing the degree. Copies of the Letter of Intent and program of studies forms are contained in Appendix A. The Letter of Intent is to contain a statement of the student's career goal, reasons for pursuing the IS Degree, and how the degree will aid in achieving the career goal. The Letter is the formal application to the College for admission to the IS Degree program.

The proposed program of study, showing courses completed and those anticipated, is to accompany the Letter. This packet is prepared by the student and the academic advisor. Criteria used for the preparation include (1) progress toward and satisfaction of the general education and graduation requirements of the university, (2) progress toward and completion of the degree core requirements, and (3) evidence that the program of study is aligned with the student's area of emphasis and post-baccalaureate plans.

The completed packet, with signatures of the student and advisor, is submitted to the IS Steering Committee. The Committee is composed of the department chairs, four faculty, and the dean. This Committee reviews each LOI/program of study packet using the three criteria identified in the preceding paragraph. The review and action by the Steering Committee: (1) provides a measure of quality assurance; (2) offers a review which, without it, could unnecessarily prolong time-to-graduation, and; (3) enhances faculty awareness of, and involvement in the total degree program; results of which influence degree program evaluations, scheduling decisions, program changes, and other advisory/oversight functions.

Virtually all full-time faculty serve as academic advisors. Generally faculty who are in the first year are not expected to be advisors, allowing them time and opportunity to prepare for
classes, to become enculturated, and to learn the degree requirements and procedures. Advisor training is conducted and discussions pertaining to advising are held during college faculty meetings. Most students who enter the university undecided about a major are also assigned an academic advisor in the IS College. The numbers of students advised by IS faculty range from 10 to 40 per advisor. Time devoted to advising by each faculty member and the required record keeping is quite extensive. One of the commitments of the IS faculty is availability to students, in small part through posted and maintained office hours.

Associate of Arts in General Studies Degree

The North Central Association in November, 2000, accredited the AA Degree in General Studies. This two-year degree is administered through the College of Interdisciplinary Studies with the advisors being faculty in that college.

A student must complete 64 credits to be granted the degree. Of the 64 credits required approximately one-half must be courses to fulfill the general education requirements previously described in this document. The remaining courses are elective in nature; permitting students to obtain a broad, general educational background as preparation for continued education, to select courses of interest and/or need, and complete courses related to their current or desired career.

Each AA Degree candidate and his or her advisor is expected to develop a program of studies. The form for documenting this program is contained in Appendix B. This form, like that for the 4-year IS Degree, exists in electronic form as well as in hard copy.

Given the recency of accreditation of this degree program student participation has been minimal. Advertising and marketing of this degree in the past several months has resulted in a significant increase in student awareness, interest, and pursuit. It is anticipated that the first AA Degree recipients will graduate in May, 2001.
Student Profile

The students at SDSM&T tend, as a group, to be highly motivated and sharply focused. The average ACT scores for incoming freshmen is 24, although the state system minimal requirement is 18. This average score of 24 is the highest in the six universities as well as being higher than the national average. The number of high school valedictorians in the freshmen classes is disproportionately high. A state system requirement of all students is satisfactory performance on a standardized proficiency exam prior to completion of the sophomore year. This instrument assesses performance in the areas of Writing, Reading, Mathematics, and Science. The highest scores on this examination and the fewest numbers of students failing to achieve minimal satisfactory scores among the six state universities are obtained by SDSM&T students.

There is perhaps the greatest heterogeneity of student demographics on the campus within the IS majors. Available data suggest that slightly over one-half of the majors are female—in what has been traditionally a male-dominated engineering and science institution. Approximately one-half of the majors are over the age of 21. The inherent flexibility of the degree, the number of areas of emphasis, and the opportunities for individual student pursuit of interests combine to attract students with highly diverse backgrounds and experiences.

There are a number of motivating factors which contribute to students pursuing the IS Degree or AA Degree

- The degree is viewed as the opportunity to establish a program of study which is individualized
- The degree affords students the opportunities to pursue a degree firmly based in the sciences
- A number of students, by choice or necessity, decide to continue their education but do not desire an engineering or single science major
- The degree provides for greater opportunities to transfer credits from other institutions into a degree program
- The reputation of the institution and having a degree from SDSM&T is incentive for some students
- The AA Degree allows students not seeking a baccalaureate, or desiring a degree in progress toward a 4-year degree, to obtain one

- Some students initially enroll in one of the other science programs or an engineering program. For many reasons they find that their initial choice of a major is not appropriate. They change to an IS major.

There has been a steady increase in the number of declared IS majors since its beginning in 1989. This increase is reflected in Table I.

Table I

Numbers of IS Majors

<table>
<thead>
<tr>
<th>Fall Semester and Year</th>
<th>Number of Majors</th>
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<td>1989</td>
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<td>1995</td>
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<tr>
<td>2000</td>
<td>302</td>
</tr>
<tr>
<td>2001</td>
<td>374³</td>
</tr>
</tbody>
</table>

¹ Data from Academic and Enrollment Services
² Included 33 "Pre-nursing" students. Category not included in preceding or following year
³ Projected, as of 4/2/01, by Academic and Enrollment Services
There have been 242 graduates with the BSIS Degree between the years of 1989-2000. This total is influenced by the fact that a number of students enroll in the program planning to complete the first year or two and transfer to another school, some students have found the nature of the degree requirements, e.g. hours in sciences, is not desirable, and some students are enrolled long enough to complete requirements for admission to such programs as radiographic technology, nursing, or medical technology.

Faculty

There has been an increase in the numbers of full-time and part-time faculty in the college since 1996-1997. At that time there were 17 full-time and 11 part-time faculty. In the 2000-2001 academic year there are 22 full-time and 19 part-time faculty. Table 2 reflects the rank, tenure-status, and numbers of part-time faculty in the college.

Table 2
CIS Faculty Rank and Status

<table>
<thead>
<tr>
<th>Rank</th>
<th>Humanities</th>
<th>Social Science</th>
<th>Physical Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Professor</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
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<tr>
<td>Associate Professor</td>
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<tr>
<td>Assistant Professor</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>7</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Humanities</th>
<th>Social Science</th>
<th>Physical Education</th>
<th>Total</th>
</tr>
</thead>
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<td>3</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Tenure Track</td>
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<td>7</td>
</tr>
<tr>
<td>Term</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Part-time</td>
<td>12</td>
<td>6</td>
<td>1</td>
<td>19</td>
</tr>
</tbody>
</table>

Of the full-time faculty in the departments of Humanities, Social Sciences, and Physical Education 16 (73%) hold doctorate degrees and six (27%) hold masters degrees. One with the masters degree holds the Master of Fine Arts Degree, generally viewed as a terminal degree.
Four of the remaining five with masters degrees are within the physical education department; employed at approximately one-half time as coaches.

The number of years the IS faculty has been on the staff of SDSM&T ranges from one to 31 years. One-half have been employed six years or less. The mean and median number of years is nine.

Teaching Loads

Within the past five years the teaching loads have generally been reduced. Prior to that time the faculty in the humanities and social science departments taught 12 hours each semester. Most of the faculty now teach nine hours (three courses) one semester and 12 hours (four courses) the other semester in each academic year. For the faculty who teach the writing/composition courses, their load consists of two or three writing courses and one or two literature/humanities, elective courses each semester. In the writing courses the enrollments per section are capped at 22-25 students per section. A majority of the faculty have three to five preparations per academic year.

Class sizes vary from several being below enrollments of 20 to several being in the range of 70-80. Most of the courses have enrollments which range from the 20s-40s. Most of the faculty have incorporated communication skill development in their courses. Students are required to complete essay examinations, write research and position papers, and give oral presentations.

Seven of the IS College faculty have offered distance education courses. These have included sociology, communications, psychology, geography, and humanities.

Faculty in the college serve as academic advisors. The nature of the degree and the development of the individualized programs of study previously described are time and labor intensive. In addition to the teaching loads most faculty in the college serve as the advisor to 10-30 students.
Part-time Faculty

There is a relatively high number of part-time faculty employed within the college. Hiring of part-time faculty involves an advertising process, interviews, and a selection process. All of the part-time hold either an advanced degree or professional certification such as CPA for accounting classes. These faculty are mentored by full-time faculty and, like all full-time, there are faculty evaluations by students administered in every class. Performance evaluations are conducted by department chairs at the conclusion of each semester.

Part-time faculty teach the following courses:

<table>
<thead>
<tr>
<th>French</th>
<th>German</th>
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</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>Communications</td>
</tr>
<tr>
<td>Business</td>
<td>Criminology</td>
</tr>
<tr>
<td>Religion</td>
<td>Licit and Illicit Drugs</td>
</tr>
<tr>
<td>Alcoholism</td>
<td>Accounting</td>
</tr>
</tbody>
</table>

Employment of part-time faculty is necessary for several reasons. In a number of cases part-time faculty bring a specific training, set of skills, and/or experiences not found in the full-time faculty. Student interest and need require courses but not of sufficient numbers to merit a full-time faculty. Fiscal restraints preclude hiring full-time faculty. As will be noted in the following sections, many full-time faculty receive release-time from some teaching to allow involvement in university programs and funded research. Part-time faculty teach some of these courses.

Inter-university Collaborations

The number and breadth of curricular offerings and opportunities within the college are enhanced through articulation agreements and memoranda of understandings with other institutions.

Courses in business, human resources, management and teacher education are provided by Black Hills State University, which is a state-supported institution 50 miles distant. Courses they teach are offered on the SDSM&T campus.
Courses in Lakota Art, Culture, History and Language are taught on the SDSM&T campus under the auspices of Oglala Lakota College which is an accredited tribal college.

Students interested in pursuing a nursing degree complete their prerequisite courses at SDSM&T. These students, if accepted, complete their nursing education in either the nursing program of South Dakota State University or University of South Dakota. These two nursing programs are housed in Rapid City and each program is represented on the campus by a faculty advisor. A number of students transfer their course from these nursing programs back to SDSM&T and complete the IS Degree.

Students seeking certification as a Medical Technologist or a Radiography Technologist also have increased opportunities resulting from articulation agreements. The students complete the program prerequisites at SDSM&T. Many students accepted into these two programs, conducted by Rapid City Regional Hospital, transfer their completed Med. Tech. Or Rad. Tech. courses back to SDSM&T. Their transferred courses are then accepted toward satisfaction of the IS Degree requirements.

Faculty Inter-campus Involvements

The faculty of the IS College are extensively involved in campus governance, committee work and campus initiatives.

The total number of committee assignments for 1999-2000 and 2000-2001 was 107 for the faculty in the humanities, social sciences, and physical education. Included in these have been elected and appointed membership within the departments, the college, the university, and state-wide committees.

It has been a rare semester in the past five years when IS faculty have not been on release-time for involvements in campus programs. Currently one professor is on one-half release time to serve as the campus coordinator of faculty development. There have been three faculty with release-time to develop and serve as Mentors in the campus wide mentoring program
for new students. Other release-time involvements have included: coordinator of self-study for accreditation; developing internship opportunities, and funded research grants.

Professional Activities

The faculty have, since 1996, engaged in 216 consulting activities, workshops and presentations. At the local/community level there have been 88, at the state/regional level there have been 79, and there have been 49 at the national/international level.

Since 1996 faculty have authored 38 publications in professional journals, books, and other forms of professional literature. Sixteen of the faculty have authored or co-authored grant proposals which were funded. The total of this funding has been in excess of $2,000,000. Five faculty, through a statewide competitive process, have received a Governor’s Award for Teaching with Technology. These grants, with a stipend of one-third the faculty member's salary, are to develop and deliver education through the use of electronic technology. These grants stimulated the development and delivery of distance education courses.

The college faculty participated in a total of 58 specific programs in the past three years for purposes of improving their teaching and professional competencies. The nature of these programs have included such topics as: teaching with technology; effective teaming in the classroom; student motivation; increasing student participation, and; power point as a teaching/learning tool.

Support Services

Secretarial

There are one and three-quarter time secretaries who are shared by the departments of humanities and social sciences and the dean of the college. Some clerical duties are performed by work-study students.
Library

Within each department there is a faculty member who functions as a liaison with the library. Three of the professional staff of the library hold appointments within the department of social sciences. Appendix C contains a report on the library services and holdings.

Technology

All faculty in the college have office access and faculty and students routinely use the world wide web. All syllabi are in electronic format and, as a matter of course, assignments are sent and received electronically and e-mail is standard.

All academic buildings and dormitories on the campus have PC labs, equipped with Pentium-based PCs.

Within the college there is a replacement/upgrade schedule of office computers. Finances permitting, most faculty receive upgrades or replacements every three to four years, with some occurring more frequently.

The classrooms in which a majority of the communications classes are taught are all equipped with Pentium II computers, projection equipment, CD Rom, and DVD capabilities.

Within the Classroom Building where most of the classes are taught there are two classrooms equipped to send and receive distance-education courses, presentations, and workshops. One of these rooms is equipped with virtual state-of-the-art computer-based technology designed for electronic-based educational programs.

Two of the large lecture halls in the building also contain computer-based delivery systems which permit use of power point, screen projections, and digital scanning.

The campus computer facilities are supported by the office of Instructional Technology Services. The mission of this office is to be proactive in providing responsive, people-centered technology, training, and support in the SDSM&T computing and networking environment. The
ITS office maintains a Help Desk which is a single point of contact for assistance for faculty, staff, and students.

ITS provides technologies for the classroom, including computers, projection systems, satellite feeds, audio and video taping, multimedia equipment, and collaborative software.

During this academic year a Technology Fellows program was initiated to assist individual faculty with their technology needs. These Fellows are trained, rather sophisticated undergraduate students supported by tuition remission stipends. These four students individually meet with faculty members one-on-one to assist faculty in the broadening and strengthening of their instruction-based technology needs.

**Faculty Development**

Each faculty member is encouraged to attend and participate in professional development. To that end each faculty member is allocated approximately $700-$900 to help off-set attendance costs at professional activities.

Within the college is the Faculty Development Coordinator. This office and the program is funded by a Bush Foundation Grant. In addition to individual conferences with the coordinator, faculty regularly attend campus workshops and regional/national meetings. Topics for these interactive workshops include pedagogy, uses of technology in teaching, advising, student evaluation techniques, and writing across the curriculum--to mention a few.
During the past five (5) years there have been many developments within the Interdisciplinary Sciences Degree at the South Dakota School of Mines and Technology.

- There has been a trend of modest growth experienced in the number of declared IS majors
- The number of areas of emphasis within the degree has increased
- With the hiring of a full-time faculty member in history and one in geography, these curricular areas have been expanded with regularly scheduled offerings
- Philosophy courses are again being regularly taught after an absence of several years
- Advisor training and development have resulted in more timely, effective advising
- There has been a significant increase in the number of scholarships available for and awarded to IS majors
- The authorization of the Associate of Arts Degree has increased opportunities for students and enrollment growth
- Every bachelor degree-seeking student is now required to complete a two-semester (6 credit hour) sequence in the completion of a culminating Senior Project
- There has been a significant increase in the numbers and types of presentations, workshops, and publications by the faculty
- Teaching loads have been modestly reduced, permitting more time for preparation, scholarly activities and service involvements by faculty
- A significant number of college faculty have become involved in funded research
- Interactions of IS faculty with those in other colleges has been substantial; through such activities as co-researchers, team-teaching, shared pedagogical techniques, curriculum planning, and course content determinations
- There has been a significant increase in the number of presentations of research by students at regional and national meetings
- The number of electives available in the curriculum has increased
- Faculty have begun the process of establishing departmental and college standards for faculty performance evaluations
- The process of curriculum review and evaluation has become an on-going process
• There are more opportunities for and involvements in internships and volunteer community activities for students

• Contributions to the governance of the institution by IS faculty has become significant. IS faculty sit on virtually every major institutional committee

• The Dow Communications Symposium was initiated, funded by Dow Chemical. These forums for students are held by business, industrial, and government leaders

• Cultural opportunities for students, faculty, and regional residents have continued through the Apex Art Gallery, the Music program, and the Drama Club

• Publicity and recruitment materials and schedules have been expanded and updated

• Memoranda of understanding and articulation agreements have expanded educational opportunities for students
Appendix A

Letter of Intent
and
Program of Study
Letter of Intent and Application for Acceptance to the COLLEGE of Interdisciplinary Studies

Name: ___________________________ Date: _______________
Address: ___________________________ Sem. Hrs. completed: ___________
Phone: ___________________________ Cum. GPA: ___________
Academic Advisor: ___________________________

This Letter of Intent must be submitted to the College of Interdisciplinary Studies as part of the requirements for a Bachelor of Science in Interdisciplinary Sciences (IS) degree after successful completion of 30 credit hours and in accordance with the deadlines below. The student will complete this form in consultation with his/her IS advisor. A copy of the IS Degree Worksheet obtained from your advisor must be attached to this form indicating 1) courses already completed and 2) coursework which will complete the degree requirements. The advisor will then submit this application to the Interdisciplinary Studies Steering Committee for action.

Deadlines for submission of the Letter of Intent
May graduates - April 30 of preceding year
August graduates - July 30 of preceding year
December graduates - November 30 of preceding year

1. State your career goal, reason for pursuing the IS degree, your area(s) of concentration within the degree, and any other information you believe would be helpful in reviewing your candidacy.

2. IS490 - Senior Project is the required capstone course for all IS graduates. Students may not enroll in IS490 Senior Project until an approved Letter of Intent is on file in the IS Office. Possible IS490 projects that my advisor and I have discussed include

Signed: ___________________________ (Degree Candidate) ___________
(Academic Advisor) ___________ (date) ___________
To be completed by IS Office

College Approval ___________ Yes ___________ No ___________ Pending ___________ Date ___________ College Dean signature

All forms for the IS degree may be obtained on the SDS&M&T fileserver (FS2) under: F:\PROGRAMSDEPSTSISFORMS
Handwritten submissions will not be accepted
I. MATH/COMPUTER SCIENCE (minimum of 12 sem. hrs., 3 must be Math, and 3 CSc.) Check General Ed. list of courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
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<tbody>
<tr>
<td>MATH 1021-3</td>
<td>College Algebra (3)</td>
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<td>MATH 1201-2</td>
<td>Trigonometry (2)</td>
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<td>MATH 123</td>
<td>Calculus I (4)</td>
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<tr>
<td>MATH 140</td>
<td>Nature of Mathematics (3)</td>
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<td>MATH 281</td>
<td>Intro to Stats (3)</td>
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Math Subtotal: (3 sem. hrs. minimum)

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<tr>
<th>Course</th>
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<th>Semester Completed</th>
<th>Transfer/Comments</th>
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<tr>
<td>CSC 105</td>
<td>Intro to Comp. Concepts (3)</td>
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<tr>
<td>CSC 150</td>
<td>Computer Science I</td>
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<tr>
<td>GE 112</td>
<td>Pers. Comp. Prog. (2)</td>
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</tr>
</tbody>
</table>

Comp. Sci. Subtotal: (3 sem. hrs. minimum)

Math/Comp. Sci. Total: (12 sem. hrs. minimum)

II. NATURAL SCIENCES (minimum of 30 sem. hrs., 12 of which must be upper division)

Any courses with ATM/Meteorology, Biology, Chemistry, Geology, Paleontology, or Physics prefix apply. Selected courses in Nursing, Radiology, Medical Technology may apply. There must be at least 3 sem. hrs. in Biology, 3 sem. hrs. in Chemistry, and a 6 sem. hrs. sequence in one of the sciences including at least 1 sem. hr. of laboratory. Check for 6 sem. hrs. of General Education approved courses.

Lower-Division Sciences (Courses numbered 100-299)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
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Lower-division Sciences Total: ___ sem. hrs.
### Upper-Division Sciences (minimum of 12 sem. hrs.)

Courses numbered 300 and above

<table>
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</tbody>
</table>

**Upper-division Sciences Total** (12 sem. hrs. minimum)

**Natural Sciences Total** (30 sem. hrs. minimum)

### III. IS CORE COURSES (Required for graduation)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
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</thead>
<tbody>
<tr>
<td>IS 480</td>
<td>Research Methods (3)</td>
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</tr>
<tr>
<td>IS 490</td>
<td>Senior Project (3)</td>
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</tr>
</tbody>
</table>

**IS Core Courses Total** (6 sem. hrs. required)

### IV. PHYSICAL EDUCATION (2 sem. hrs. required) - Any approved PE course will fulfill. Non-PE-prefix examples below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
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</tbody>
</table>

**Physical Education Total** (2 sem. hrs. minimum)

### V. WRITING & COMMUNICATION (All three required, 9 sem. hrs.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 279</td>
<td>Technical Communications I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 289</td>
<td>Technical Communications II</td>
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</tr>
</tbody>
</table>

**Writing & Communication Total** (9 sem. hrs. required)
VI. HUMANITIES & SOCIAL SCIENCES (24 sem. hrs. required)

A. Humanities (minimum 9 sem. hrs.) - ARTH, THCS, ENGL, FREN, GERM, HUM, MUS, MUEN, MUAP, PHIL, SPAN

NOTE: There must be 6 sem. hrs. from approved General Ed list, and at least 3 sem. hrs. of Upper Division. Not all courses taught by Humanities faculty count for Humanities credit -- check catalog.

<table>
<thead>
<tr>
<th>Lower-Division Humanities (minimum of 6 sem. hrs.)</th>
</tr>
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<tbody>
<tr>
<td><strong>Course</strong></td>
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<tr>
<td><strong>Lower-division Humanities Subtotal</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper-division Humanities (minimum of 3 sem. hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
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<tr>
<td><strong>Upper-division Humanities Subtotal</strong></td>
</tr>
</tbody>
</table>

**Humanities Total** | (9 sem. hrs. minimum)

B. Social Sciences (minimum 9 sem. hrs.) - ANTH, ECON, GEOG, HIST, LAW, POLS, PSYC, SOC

NOTE: There must be 6 sem. hrs. from approved General Ed list, and at least 3 sem. hrs. of Upper Division. Not all courses taught by Social Sciences faculty count for Social Sciences credit -- check catalog. Beginning Fall, 1999 HIST 121 and 122 will count only as Humanities credits.

<table>
<thead>
<tr>
<th>Lower-Division Social Sciences (minimum of 6 sem. hrs.)</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
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<td></td>
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<tr>
<td><strong>Lower-division Social Sciences Subtotal</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper-division Social Sciences (minimum of 3 sem. hrs.)</th>
</tr>
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<tbody>
<tr>
<td><strong>Course</strong></td>
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<tr>
<td><strong>Upper-division Social Sciences Subtotal</strong></td>
</tr>
</tbody>
</table>

**Social Sciences Total** | (9 sem. hrs. minimum)

**Humanities and Social Sciences Total** | (24 sem. hrs. minimum)
VII. ELECTIVES

A. 100-299 Elective courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
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</tbody>
</table>

Lower-division Electives Subtotal: ____________ sem. hrs. (no minimum)

B. 300 and above Elective courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
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</thead>
<tbody>
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</tbody>
</table>

Upper-division Electives Subtotal: ____________ sem. hrs. (no minimum)

Electives Total: ____________

VIII. UPPER-DIVISION COURSE TOTAL:

- 300-499 Sciences: ___ sem. hrs. (12 sem. hrs. min.)
- IS 480: ___ sem. hrs. (3 sem. hrs.)
- IS 490: ___ sem. hrs. (3 sem. hrs.)
- 300-499 Humanities: ___ sem. hrs. (3 sem. hrs. min.)
- 300-499 Social Sciences: ___ sem. hrs. (3 sem. hrs. min.)
- 300-499 Electives: ___ sem. hrs. (3 sem. hrs. min.)

Total Upper-division Credits: ___ sem. hrs. (36 sem. hrs. minimum)

IX. GENERAL EDUCATION REQUIREMENTS CHECK LIST

Check the approved list of general education courses. These are the only courses which count. These are to be completed in the first 2 years.

- Goal 1 and 2: ENGL 101
- ENGL 279
- ENGL 289

Goal 3 Social Sciences: 6 sem. hrs. in 2 disciplines
Goal 4 Humanities: 6 sem. hrs. in 2 disciplines
Goal 5 Mathematics: 3 sem. hrs.
Goal 6 Sciences: 6 sem. hrs. including 1 laboratory
Goal 7 Cultural Diversity: 6 sem. hrs.

(May include courses taken for Goals 3 & 4. Check General Ed. approved courses.)

General Ed. Total: ___ sem. hrs. (30 sem. hrs. minimum)
X. DEGREE CHECK SUMMARY

A. Math/Computer Science
   1. Math (3 sem. hrs. minimum)
   2. Computer Science (3 sem. hrs. minimum)
      Total (12 sem. hrs. minimum)

B. Natural Sciences (check for 6 hr. sequence)
   1. Biology (3 sem. hrs. minimum)
   2. Chemistry (3 sem hrs. minimum)
   3. Other lower-division sciences
   4. Upper-division sciences (12 sem. hrs. min.)
      Total (30 sem. hrs. minimum)

C. IS Core Courses
   1. IS 480
   2. IS 490
      Total (6 sem. hrs. minimum)

D. Physical Education (2 sem. hrs. minimum)

E. Writing and Communication (9 sem. hrs. minimum)

F. Humanities and Social Sciences
   1. Humanities (9 sem. hrs. min. including 3 U.D.)
   2. Social Sciences (9 sem. hrs. min. incl. 3 U.D.)
      Total (24 sem. hrs. minimum)

G. Electives

Total Credits Toward Graduation

128 minimum

XI. ADDITIONAL REQUIREMENTS

Letter of intent must be filed with the IS Office after successful completion of at least 30 semester hours.
This plan of study consists of the reasons for pursuing the IS degree, the course of study, and the reasons for selecting those courses. Must be done in consultation with IS advisor.

Deadlines for Letter of Intent submission: May graduation - April 30 of preceding year;
August graduation - July 30 of preceding year; December graduation - November 30 of preceding year

This form may be found at http://www.hpcnet.org/is
GENERAL EDUCATION REQUIREMENTS  
(To accompany IS Student Worksheet 10/99)

The following courses from SDSM&T have been approved to meet the general education requirements. As of 9/20/99 these are the only courses with BOR approval. For incoming transfer students there may be others from other institutions.

Goals 1 & 2  Communications Skills  9 semester hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
</tr>
<tr>
<td>ENGL 279</td>
<td>Technical Communications I</td>
</tr>
<tr>
<td>ENGL 289</td>
<td>Technical Communications II</td>
</tr>
</tbody>
</table>

(This 9 hr. sequence is to be completed by the end of a student's junior year.)

Goal 3  Social Sciences  6 sem. hrs. in 2 disciplines

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 110/210*</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ANTH 220</td>
<td>Physical Anthropology</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>GEOG 101*</td>
<td>Introduction to Geography</td>
</tr>
<tr>
<td>HIST 151/152/153*</td>
<td>American History</td>
</tr>
<tr>
<td>POLS 100</td>
<td>American Government</td>
</tr>
<tr>
<td>POLS 210</td>
<td>State &amp; Local Government</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>General Psychology</td>
</tr>
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<td>PSYC 251</td>
<td>Psychology of Being</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOC 150*</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOC 250</td>
<td>Marriage and the Family</td>
</tr>
</tbody>
</table>

*Course meets requirement for Goal 7 Cultural Diversity
Goal 4  Humanities  6 sem. hrs. in 2 disciplines or a sequence of foreign language courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111/112</td>
<td>Drawing and Perception I &amp; II</td>
</tr>
<tr>
<td>ARTH 211</td>
<td>Art History</td>
</tr>
<tr>
<td>ENGL 221/222*</td>
<td>British Literature I &amp; II</td>
</tr>
<tr>
<td>ENGL 241/242*</td>
<td>American Literature I &amp; II</td>
</tr>
<tr>
<td>ENGL 250</td>
<td>Science Fiction</td>
</tr>
<tr>
<td>FREN 101/102*</td>
<td>Introductory French I &amp; II</td>
</tr>
<tr>
<td>GERM 101/102*</td>
<td>Introductory German I &amp; II</td>
</tr>
<tr>
<td>HIST 121/122</td>
<td>Western Civilization I &amp; II</td>
</tr>
<tr>
<td>HUM 101/102*</td>
<td>Japanese Culture &amp; Language I &amp; II</td>
</tr>
<tr>
<td>HUM 100*</td>
<td>Introduction to Humanities</td>
</tr>
<tr>
<td>HUM 200*</td>
<td>Connections</td>
</tr>
<tr>
<td>HUM 211/212*</td>
<td>Development of Western Thought</td>
</tr>
<tr>
<td>HUM 230</td>
<td>Introduction to the Bible</td>
</tr>
<tr>
<td>HUM 234</td>
<td>History of Christianity</td>
</tr>
<tr>
<td>HUM 250*</td>
<td>World Religions</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Music in our Lives</td>
</tr>
<tr>
<td>PHIL 100</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>PHIL 200</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>PHIL 233</td>
<td>Philosophy &amp; Literature</td>
</tr>
<tr>
<td>SPAN 101/102*</td>
<td>Introductory Spanish I &amp; II</td>
</tr>
</tbody>
</table>

*Course meets requirement for Goal 7 Cultural Diversity

Goal 5  Mathematical Processes and Reasoning  3 sem. hrs.

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<th>Course</th>
<th>Title</th>
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<tr>
<td>MATH 1021, 1022, 1023</td>
<td>College Algebra</td>
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<tr>
<td></td>
<td>Any math course with 1023 as prerequisite.</td>
</tr>
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</table>

Goal 6  Natural Sciences  6 sem. hrs., including at least 1 sem. hr. of laboratory

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 151/152</td>
<td>General Biology I/Laboratory</td>
</tr>
<tr>
<td>BIOL 153/154</td>
<td>General Biology II/Laboratory</td>
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<tr>
<td>CHEM 106/107</td>
<td>Chemistry Survey/Laboratory</td>
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<tr>
<td>CHEM 108/109</td>
<td>Organic Biochemistry/Laboratory</td>
</tr>
<tr>
<td>CHEM 112/113</td>
<td>General Chemistry I/Laboratory</td>
</tr>
<tr>
<td>CHEM 114/115</td>
<td>General Chemistry II/Laboratory</td>
</tr>
<tr>
<td>GEOL 201/202</td>
<td>Physical Geology/Laboratory</td>
</tr>
<tr>
<td>PHYS 111/112</td>
<td>Introduction to Physics I/Laboratory</td>
</tr>
<tr>
<td>PHYS 113/114</td>
<td>Introduction to Physics II/Laboratory</td>
</tr>
<tr>
<td>PHYS 211/212</td>
<td>University Physics I/Laboratory</td>
</tr>
<tr>
<td>PHYS 213/214</td>
<td>University Physics II/Laboratory</td>
</tr>
</tbody>
</table>

Goal 7  Cultural Diversity  6 sem. hrs.

These 6 semester hours can be chosen from the courses in Social Sciences and Humanities marked with an asterisk.
IS 490
Capstone Project Contract

Name: ___________________________ Phone: ___________ Date: ___________
Address: ________________________ Cred. Hrs. for IS 490: ___________
Project Advisor: ___________________ Academic Advisor: ___________________

Capstone Project Proposal - Answers to the following questions should be part of the proposal. Please attach extra pages as necessary.

I. What is the project title?
II. What is your hypothesis or research question?
III. What will you do to answer the research question or test the hypothesis?
IV. How will you do it?
V. How will the results be presented?
VI. What is the project timeline, including completion dates for a) Review of literature, b) Research action, c) First draft of results, and d) Final submission
VII. How does your project relate to your program of study and the courses you have taken?
VIII. How will the project relate to your career goals?

Signed: ___________________________ (Degree Candidate) (Project Advisor) (date)

Copy to: Degree Candidate
          Project Advisor
          Academic Advisor
          Department Chair

Academic Advisor (date)

All forms for the IS degree may be obtained on the SDSM&T fileserver (FS2) under: F:\PROGRAMS\DEPTS\IS\FORMS

Handwritten submissions will not be accepted
Appendix B

Associate of Arts

Program of Study
ASSOCIATE OF ARTS IN GENERAL STUDIES

The Associate of Arts Degree in General Studies is a two-year degree program that provides a student the opportunity to complete a curriculum of study in traditional fields of study. The curriculum offers a broad and varied background in general education as well as opportunities to explore a number of disciplines as a basis for entrance into a four-year degree program. Completion of the AA Degree will fulfill the general education requirements for a baccalaureate degree at the state universities of South Dakota. Approved general education courses from other State universities may be used to satisfy the SDSM&T general education requirements. The program of studies is as follows:

General Education Requirements

I. Writing and Communication

A minimum of 9 semester hours is required. This requirement can be met by taking one of these sequences of courses. Either:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
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</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
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<tr>
<td>ENGL 279</td>
<td>Technical Communications I</td>
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</tr>
<tr>
<td>ENGL 289</td>
<td>Technical Communications II</td>
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</table>

Total 9 sem. hrs. required

OR.

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
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<tr>
<td>ENGL 201</td>
<td>Composition II</td>
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<tr>
<td>SPCM 101</td>
<td>Fundamentals of Speech</td>
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</tbody>
</table>

Total 9 sem. hrs. required

If planning to pursue a baccalaureate degree from SDSM&T the first sequence should be selected.

II. Humanities

Courses in History, Literature, Philosophy, Religion, non-English languages, Art, Music and Theatre may be used. A minimum of 6 semester hours in 2 disciplines i.e. two different course prefixes or a 2-semester sequence in a foreign language is required.

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
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<tbody>
<tr>
<td>ART 111/112</td>
<td>Drawing and Perception I &amp; II</td>
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<tr>
<td>ARTH 151**</td>
<td>Indian Art History</td>
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<tr>
<td>ARTH 211</td>
<td>Art History</td>
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<tr>
<td>ENGL 221/222*</td>
<td>British Literature I &amp; II</td>
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<td>ENGL 241/242*</td>
<td>American Literature I &amp; II</td>
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<tr>
<td>ENGL 250</td>
<td>Science Fiction</td>
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<tr>
<td>FRSP 101/102*</td>
<td>Introductory French I &amp; II</td>
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<tr>
<td>GERM 101/102*</td>
<td>Introductory German I &amp; II</td>
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<tr>
<td>HIST 121/122</td>
<td>History of Western Civilization I &amp; II</td>
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<td>HUM 100*</td>
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<td>Connections: Humanities &amp; Technology</td>
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<td>HUM 211/212*</td>
<td>Development of Western Thought</td>
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<td>HUM 230</td>
<td>Introduction to the Bible</td>
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<td>HUM 234</td>
<td>History of Christianity</td>
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<tr>
<td>HUM 250*</td>
<td>World Religions</td>
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<tr>
<td>LAK 101/102**</td>
<td>Introduction Lakota I &amp; II</td>
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<tr>
<td>MUS 100</td>
<td>Music in Our Lives</td>
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<td>PHIL 100</td>
<td>Introduction to Philosophy</td>
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<td>PHIL 200</td>
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<tr>
<td>PHIL 220</td>
<td>Introduction to Ethics</td>
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<td>PHIL 233</td>
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<tr>
<td>SPAN 101/102*</td>
<td>Introductory Spanish I &amp; II</td>
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</tbody>
</table>

Total 6 sem. hrs. **See statement above for required sem. hrs.

*Course meets Cultural Diversity requirement.

†Courses are part of the cooperative agreement between SDSM&T and Oglala Lakota College.
III. Social Sciences
Courses in Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology may be used. A minimum of 6 semester hours in 2 disciplines i.e. two different course prefixes are required.

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
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<tr>
<td>ANTH 210*</td>
<td>Cultural Anthropology</td>
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<td>ANTH 220*</td>
<td>Physical Anthropology</td>
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<td>Principles of Microeconomics</td>
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<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
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<td>GEOG 101*</td>
<td>Introduction to Geography</td>
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<td>HIST 151/152*</td>
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<td>POLS 100</td>
<td>American Government</td>
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<td>POLS 210</td>
<td>State and Local Government</td>
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<td>General Psychology</td>
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<tr>
<td>PSYC 251</td>
<td>The Psychology of Being</td>
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<td>SOC 100</td>
<td>Introduction to Sociology</td>
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<td>SOC 150*</td>
<td>Social Problems</td>
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<td>SOC 250</td>
<td>Marriage and the Family</td>
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</tbody>
</table>

*Courses meets Cultural Diversity requirement.

IV. Mathematics
A minimum of 3 semester hours of College Algebra or a math course with College Algebra as a prerequisite is required.

<table>
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<th>Transfer/Comments</th>
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<tr>
<td>MATH 102</td>
<td>College Algebra</td>
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Total: 0 sem. hrs. required

V. Natural Sciences
A minimum of 6 semester hours in the natural sciences is required including 1 semester hour of laboratory. Courses in Biology, Chemistry, Earth Science, and Physics may be used.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151/152</td>
<td>General Biology I &amp; Laboratory</td>
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<tr>
<td>BIOL 153/154</td>
<td>General Biology II &amp; Laboratory</td>
<td></td>
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<tr>
<td>CHEM 106/107</td>
<td>Chemistry Survey/Laboratory</td>
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<tr>
<td>CHEM 108/109</td>
<td>Intro. Organic &amp; Bio Chemistry/Laboratory</td>
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<tr>
<td>CHEM 112/113</td>
<td>General Chemistry I &amp; Laboratory</td>
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<tr>
<td>CHEM 114/115</td>
<td>General Chemistry II &amp; Laboratory</td>
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<td>GEOL 201/205</td>
<td>Physical Geology/Laboratory</td>
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<td>PHYS 113</td>
<td>Introduction to Physics II &amp; Laboratory</td>
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<td>PHYS 211</td>
<td>University Physics I</td>
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<tr>
<td>PHYS 213/214</td>
<td>University Physics II &amp; Laboratory</td>
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</tr>
</tbody>
</table>

Total: 6 sem. hrs. required including 1 sem. hr. lab

VI. Cultural Diversity
A minimum of 6 semester hours is required. Courses must be selected from those marked with an asterisk * in the Humanities and Social Sciences sections above. If non-asterisked courses are selected to fulfill the Humanities and Social Science requirements, additional asterisked courses must be selected to fulfill this requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Transfer/Comments</th>
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</thead>
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Total: 6 sem. hrs. required

Revised 3/13/01
VII. Information Technology
A minimum of 2 semester hours is required.

<table>
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<tbody>
<tr>
<td>CEE 284</td>
<td>Digital Computer Applications in CEE</td>
</tr>
<tr>
<td>CEE 285</td>
<td>Microcomputer Applications in CEE</td>
</tr>
<tr>
<td>CHEM 182</td>
<td>Chemical Computations</td>
</tr>
<tr>
<td>CSC 105</td>
<td>Introduction to Computers</td>
</tr>
<tr>
<td>CSC 150</td>
<td>Computer Science I</td>
</tr>
<tr>
<td>GE 112</td>
<td>Personal Computer Programming</td>
</tr>
<tr>
<td>GE 113</td>
<td>Introduction to Personal Computing</td>
</tr>
<tr>
<td>GE 115</td>
<td>Professionalism in Engineering &amp; Science</td>
</tr>
<tr>
<td>GEOE 211</td>
<td>Earth Systems Engineering &amp; Analysis</td>
</tr>
</tbody>
</table>

Total 02 sem. hrs. required

VIII. Electives
Total semester hours required to graduate is 64. The number of elective credits will vary from a minimum of 24-30 semester hours, depending on the courses selected in Humanities, Social Sciences, Cultural Diversity and Natural Sciences. All elective courses must be approved by the student's academic advisor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
</table>

Total 0***sem. hrs. will vary—see statement above.

Other Degree Requirements
Students are required to pass the CAAP proficiency examination and the Information Technology examination. For additional information on these examinations contact the Office of Academic and Enrollment Services at 605-394-2400.

Students must have achieved a minimum cumulative grade point average of 2.00 in order to graduate with this degree.

Students completing this degree must fulfill the residency requirements as set forth in the current SDSM&T catalog.

After completion of 48 credit hours, students may register for up to 9 hours of 300 level courses.

If planning to pursue a baccalaureate degree from SDSM&T students should consider taking 2 credits of approved physical education courses.

IX. DEGREE CHECK SUMMARY
A. Writing and Communications
   In 2 disciplines
B. Humanities
   In 2 disciplines
C. Social Sciences
   In 2 disciplines
D. Mathematics
E. Natural Sciences
F. Cultural Diversity
G. Information Technology
H. Physical Education
I. Electives

Total 64 Sem hrs. required

This form may be found at http://www.hpcnet.org/is
Appendix C

Library Support
Devereaux Library

Services and Resources
Social Sciences & Humanities

Archives

The Archives houses material on the history of South Dakota School of Mines and Technology, South Dakota, and the mining industry of the Black Hills. Much of this material may serve as primary resources for history papers.

Books

Devereaux Library has an extensive collection of books and microforms. There are approximately 300,000 volumes in paper and 77,000 in microform. Heavy emphasis is placed on science and engineering, but the library does try and maintain a balanced collection to represent all disciplines on campus.

Government Documents

A federal depository library since 1963, Devereaux Library currently receives more than 20% of the publications distributed by the Government Printing Office (GPO), covering almost every federal agency. Materials from the Census Bureau, Labor Department and State Department, to name a few, are often used for statistical purposes in both the social sciences and the humanities.

Interlibrary Loan

Interlibrary Loan is a program of resource sharing among libraries. Materials such as books, theses, dissertations, and photocopies of journal articles can be borrowed from numerous sources. ILL allows the Devereaux Library to expand its holdings outside the walls of the physical building.

Patents & Trademarks

The Devereaux Library has been a Patent and Trademark Depository Library (PTDL) since 1994, enabling us to provide public access to patent and trademark information. As a PTDL, the library receives copies of all newly issued patents from the U.S. Patent Office and maintains a collection of documents and resources necessary for patent and trademark searches. Patents may serve as primary resources in researching technical papers.

Serials

The Devereaux Library receives more than 450 subscriptions to journals, magazines, and newspapers from around the world. Newspapers and current issues of popular magazines are located in downtime. Primary holdings in paper serials have a strong emphasis on engineering and science.

Bibliographic Instruction

The library regularly offers classes to help patrons develop the skills necessary to use the library, the Internet, the South Dakota Library Network, and many other electronic resources. Library tours and training sessions are available upon request. Every freshman English class is given Bibliographic Instruction as part of their curriculum.
Electronic Resources

Electronic resources available only in the library include: Applied Science and Technology Index, General Science Index, Readers Guide to Periodical Literature, IEE/IEEE, and Engineering Index. The strength of resources available for the Humanities and Social Sciences lies in the online databases available through the South Dakota Library Network (SDLN) and from the State Library. SDLN provides access to InfoTrac through the Gale Group. The databases subscribed to are: Expanded Academic Index, General Business Index (including company information), Computer Database, Contemporary Authors (100,000 authors indexed), General Reference Center Gold, Health Reference Center – Academic, InfoTrac OneFile, Junior Edition, Kids Edition and Student Edition. There are over 2500 full-text journals as well as hundreds of others that are indexed. The State Library provides access to ProQuest, a general subject indexing/full-text service. There are 2681 journals indexed through ProQuest. Students, faculty and staff in the Social Sciences and Humanities may access electronic resources remotely using the library's homepage at: http://www.sdsmt.edu/services/library/library.html

Reference Services

One-on-one reference assistance is available in the library from 8 am to 5 pm Monday through Friday. Reference assistance may also be requested by phone at 394-2419 or via e-mail at libref@taz.sdsmt.edu.

Hours

During the academic year, the library is open 95 hours each week:

Sunday 12 noon - 12 mid
Monday - Thursday 7 am - 12 mid
Friday 7 am - 5 pm
Saturday 12 noon - 5 pm

Hours during semesters breaks, holidays and the summer vary.
Humanities Department

Faculty Résumés
1. Name: Dr. Kathy Antonen
   Department: Humanities
2. Academic Rank: Associate Professor
   Tenured X Tenure track Term
3. Degrees with fields, institutions and dates
   Ph.D. University of Minnesota, Minneapolis, 1994
   Visiting Student, Centre for Medieval and Renaissance Studies/Keble College,
   Oxford University, Oxford, England, 1985-86
   M.A. Augustana College, Sioux Falls, SD, 1985
   B.A. Augustana College, Sioux Falls, SD, 1975
4. Number of years on this faculty, include date of original appointment and date(s) of rank advancement
   1995- Associate Professor
   1990-96 Assistant Professor
   1987-90 Instructor
5. Other related work experience
   Augustana College, Sioux Falls, SD
   Lecturer, Composition/Research. Wamborough College, Oxford, England
6. Consulting, workshops, presentations conducted since 1996
   Presentations
   • "What’s Important in Teaching." South Dakota Council of Teachers of English, Mitchell, March
   • "A Conversation with a Lakota Poet." Dakota Conference, Sioux Falls, May 2000 and West River
   • "The Resurrection of 470: A Story of the Land in the Dirty 30’s." Journey Museum, February
   • "First-Year Mentoring: A Model for Change." First-Year Experience Conference, San Francisco,
   • "Reading the Classics Again." National Council of Teachers of English, Denver, November 1999.
     With Kathleen Batchelder.
   • "A Great Plains Friendship: Lakota and White Woman." Life on the Great Plains Symposium, Rapid City,
     SD, October 1999. With Lydia Whirlwind Soldier.
   • "Regional Writers." Spring Conference of the SD Council of Teachers of English, Chamberlain, SD,
     March 1999.
   • "The Importance of South Dakota Authors." International Reading Association 25th Plains Regional
     Conference, Rapid City, SD, September 1998.
   • "The Resurrection of 470 Acres: A Story of the Land during the Dirty 30’s." Dakota Conference, Sioux Falls,
     SD, May 1998; West River History Conference, September 1998; and Custer, SD, September 1999. With
     Martin Busch.
   • "Walking the Red Road: An Example of Weaving Tradition and Technology." Dakota History Conference,
     Sioux Falls, SD, May 1997. With Dr. Antonette Logar.
   • "Weaving Her Story with His: Mixed Blood Chippewa Responds to Black Elk Speaks." National Council
     of Teachers of English, Chicago, November 1996.
7. Publications, software developed, grants received since 1996
   Publications
   • "Rosebud Sioux Poet Writes about Subjects Closest to Her Heart in Memory Songs." The Center for
     Western Studies Newsletter, November 1999.
• "Teaching Native American Literature: Does One Need All the Answers?" Essay in book on teaching multicultural literature by Drs. Charles Woodward and Claire Marie-Peterson, SDSU, February 1999. (forthcoming)
• "You Know You Belong If the Stories Are About You." Preface to A Literary Map of South Dakota. South Dakota Council of Teachers of English, 1998,
• "Weaving Tradition and Technology." Silver Anniversary Humanities Anthology (SD Humanities Council), October 1997. With Dr. Antonette Logar.

Electronic Media

Proposals and Grants
• "Walking the Red Road: An Augmentation." Funded by the SD Humanities Council, October 1996. With Dr. Antonette Logar. $5000.
• "Tradition and Technology" (Teachers’ Institute at SDSM&T and Sinte Gleska University). Funded by the SD Humanities Council, October 1996. With Dr. Antonette Logar. $12, 562.

8. Professional societies of which a member
   American Association of University Women  Modern Language Association
   National Council of Teachers of English  SD Council of Teachers of English

9. Honors and awards since 1996

10. Courses/sections taught since 1996. Attach copy of syllabus for each course taught in past two years
   English 101  Freshman Composition I  English 102  Freshman Composition II
   English 279  Technical Communications I  English 289  Technical Communications II
   Humanities 100  Introduction to Humanities  English 333  Shakespeare
   English 221  British Literature I  English 222  British Literature II
   English 325  Readings in a Major Writer—Maya Angelou, William Shakespeare
   English 360  Studies in European Literature—British Literature Masterworks
   English 374  Studies in American Literature—Native American Literature

   • Facilitated Advanced Placement English Vertical Teams Institute for high school
     English teachers; 12 participants in June 2000
   • Inaugurated the Advanced Placement English Institute for high school English teachers;
     12 participants in 1998, 22 in 1999 (largest AP in state)
   • University Mentor, to 48 first-year students in 1999, 27 in 2000
   • Faculty Liaison, Academic and Enrollment Services. Help plan newsletters for first-year students and commuters. Help plan mentoring program; interview mentor applicants. 1999-
   • Member, Assessment Infrastructure Development Committee. 1999-
   • Chair, Agenda for Excellence Committee. 1996-
   • Chair, Honors Convocation Committee. 1996-
   • Chair, United Campus Ministry Board. 2000-

12. Specific programs to improve teaching and professional competence in the past 3 years
   Collaboration on Teaching, Minneapolis, MN  February 2001
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Alfred R. Boysen Department: Humanities

2. Academic Rank: Professor Tenured X Tenure track ____ Term ____

3. Degrees with fields, institutions and dates
   B.A. Augustana College, Sioux Falls, SD, 1967: English
   M.A. University of South Dakota, Vermillion, SD, 1968: English
   Ed.D. University of South Dakota, Vermillion, SD, 1979: Adult and Higher Education

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   Joined Faculty as Instructor of English: September 1969
   Promoted to Assistant Professor of English: July 1973
   Granted Tenure: July 1973
   Promoted to Associate Professor of English: July 1980
   Promoted to Professor of English: July 1986

5. Other related work experience
   Taught 9th Grade English

6. Consulting, workshops, presentations conducted since 1996
   • 2000: Department of Humanities—“English 289: An Instructional Design Project"
   • 2001: South Dakota Council of Teachers of English—“Balancing Technology and Tradition"

7. Publications, software developed, grants received since 1996
8. Professional societies of which a member

American Association of Engineering Education
Association of Teachers of Technical Writing
National Council of Teachers of English
South Dakota Council of Teachers of English
Assembly on Computers in English

9. Honors and awards since 1996

Benard A. Ennenga Instructional Excellence Faculty Award
Presidential Award for Outstanding Professor
Carnegie Professor of the Year for South Dakota

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years

- 1996 to 2001: I have taught a combination of these courses in the Department of Humanities:

- Typical Semester Distribution—Spring 2001:
  
  English 289—Technical Communications II
  English 289—Technical Communications II
  Speech Communication 101—Fundamentals of Speech
  Humanities 410—Contemporary Ideas


- Planning Committee for Dow Chemical Communications Series
- Writing Curriculum Committee, Chair
- Search and Screen Advisory Committee

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years

- Reviewer for Design Reports in Geological Engineering 491
- Participant in Distance Learning Project: Delivery of Instruction to Rockwell Collins, Inc.
- Focus Group for Title III: Datatel/Colleague--Student Information System
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Agapito J. Cabrera
   Department: Humanities

2. Academic Rank: Assistant Professor
   Tenured: ___ Tenure track: ___ Term: X

3. Degrees with fields, institutions and dates
   MS (Spanish), Indiana University-Bloomington, 1967
   LLD (Law), University of Havana, 1953
   BS & BA (Spanish, English, French, Math), LaSalle College in Havana, 1948
   BME, Chartrand Conservatory in Havana, 1947

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   Eight years with SDSM&T, September 1993; Assistant Professor of Spanish

5. Other related work experience
   Spanish Instructor at Rapid City Central Senior High School since 1964
   ESL Instructor at Mendocino College (CA)
   Spanish Professor at NAU, Rapid City, SD
   Roman Law Professor at Jose' Marti University, Havana Cuba, taught Spanish

6. Consulting, workshops, presentations conducted since 1996

7. Publications, software developed, grants received since 1996

8. Professional societies of which a member

9. Honors and awards since 1996

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
    Spanish 101 & Spanish 102
    Attached syllabus is inclusive for both 101 & 102 and is the same one used for the past 2 years.


12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: James D. Feiszli
   Department: Humanities
   Academic Rank: Professor
   Tenured
   Tenure track
   Term X

3. Degrees with fields, institutions and dates
   Doctor of Musical Arts
   Arizona State University 1983
   Master of Music
   University of Akron 1981
   Bachelor of Music Education
   Mount Union College 1975

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   18 years, appointed August 15, 1983
   promoted Assoc. Prof - 1987
   promoted Full Prof. - 1993

5. Other related work experience
   Executive Director, ChoralNet - the Internet Center for Choral Music, 1993 – present
   Owner/Operator, MusikHaus – private music teaching studio, Rapid City, SD 2000 – present
   Founder, Director of Dakota Voices, professional vocal ensemble, Rapid City, SD, 1997 - present
   Founder, Dakota Choral Union, community chorus, Rapid City, SD, 1995, Music Director 1995-1999
   Coordinator of Worship, Emmanuel Episcopal Church, Rapid City, SD, 1984-1993
   Instructor / Graduate Assistant, Arizona State University, Tempe, AZ, 1981-1983

6. Consulting, workshops, presentations conducted since 1996

   Vocal performances
   Two performances of Mid-Winter Dream with Kantorei, Rapid City, February 2000
   A Night at the Opera, Black Hills Symphony Orchestra concert, Rapid City, April 2000
   Mount Union College (Ohio) Alumni Choir soloist at annual Alumni Weekend, Alliance, OH, June 2000
   Black Hills Symphony League Home Tour, Rapid City, November 2000
   SDSM&T Music Faculty Recital, April 1999
   Valentines Day Cabaret, Dakota Choral Union, February 1999
   Spring Concert, SDSM&T Symphonic Band, 1998
   Concert in the Park, Rapid City Municipal Band, 1997
   A Night in Vienna, Black Hills Symphony Orchestra concert, 1996

   Conducting Performances
   Alumni & Friends Choir on Italian Concert Tour, Italy, March 2001
   Dakota Voices at Black Hills Chamber Orchestra concert, October, 2000
   Rapid City Children's Chorus in performance of my composition Liturgical Suite, Rapid City, May 2000
   Alumni & Friends Choir at Moses Hogan Festival, Denver, March 2000
   Alumni & Friends Choir at SDSM&T Five-Year Reunion, Rapid City, July 2000
   Kantorei at Dakota Choral Union concert Mid-Winter Dream, Rapid City, February 2000
   Kantorei at SD-ACDA Mid-Winter Conference, Rapid City - January 2000
   Kantorei at Black Hills Symphony Orchestra concert, Rapid City, December 1999
   Kantorei at Dakota Choral Union concert, Yahoo Yuletide, Rapid City, December 1999
   Kantorei at Dakota Choral Union concert, The Englishmen, Rapid City, November 1999
   Dakota Voices at Rapid City Heritage Festival, July 1999
   Kantorei at SD-ACDA Mid-Winter Conference, Pierre, January 1998
   Chorus Director for BH Symphony Orchestra production Midsummer Nights Dream, Rapid City, May 1997
   Music Director for Black Hills Community Theater production Christmas Carol, Rapid City, Nov./Dec. 1997
   Chorus Director for BH Symphony Orchestra/BH Dance Theater production Nutcracker, Rapid City, Dec. 1997
   Kantorei at Good Friday services at OLPH cathedral, Rapid City, April 1997
Other Presentations
Southwestern Division ACDA Biennial Conference, Oklahoma City, March 2000, four presentations
- ChoralNet: What's in it for me?
- Practical Technologies for the Choral Director
- ChoralNet: Hands On
- Future Technologies for the Choral Director
SD-ACDA Summer Conference, Mitchell, SD August 1999
- Using the Internet for Choral Music Teaching
SD-ACDA Mid-Winter Convention, Pierre, SD, January, 1998
- Internet Tools for the Choral Director
- What do I do with this thing?: MIDI for the choral director
Swedish Choral Federation Conference, Stockholm, Sweden October, 1998
- Using ChoralNet and Other Online Choral Resources
ACDA National Leadership Conference, Lawton, OK, August 1997
- ChoralNet and ACDA: Partnership for the Future
Europa Cantat, Linz, Austria, July 1997
- ChoralNet and Musica: Internet Resources for the Choral Director
IFCM Fifteenth Anniversary Symposium, Namur, Belgium, June 1997
- The Internet, ChoralNet, and IFCM: What now? What's next?
Great Plains Alliance for Computers and Writing Conference, Rapid City, SD, April 1997
- Ethics on the Internet
ACDA National Convention, San Diego, CA, March 1997
- Internet Resources for Choral Musicians
- Communications for Musicians in the 21st Century

7. Publications, software developed, grants received since 1996

8. Professional societies of which a member
American Choral Directors Association
Chorus America
International Federation for Choral Music
Schola Gregoriana of Cambridge

9. Honors and awards since 1996

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
1996 MUEN150, 250, 260, 330 (spring); MUEN150, 250, 260, 330; IS490 (fall)
1997 MUEN150, 250, 260, 330; IS490 (both semesters)
1998 MUEN150, 250, 260, 330; IS490 (spring); HUM199, IS490 (fall)
1999 HUM100; HUM375 (spring); MUS100; HUM375 (fall)
2000 MUS200; HUM290 (spring); two sections each of MUEN150, 250, 330; three sections of MUEN260

Non-Unit Tenure and Promotion Committee (Chair, fall 1999)
Humanities Department Website Committee

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Michael Hudgens Department: Humanities

2. Academic Rank: Assistant professor Tenured _____ Tenure track x Term _____

3. Degrees:
- Ph.D. in English, University of South Dakota, 1998
- M.A. in English, Loyola Marymount University, 1980
- B.A. in English, Loyola Marymount University, 1977

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement:
- Ten years; appointed assistant professor, 1991, term; appointed assistant professor, tenure track, 1998

5. Other related work experience:
- Science editor and corporate communications officer, GM Hughes Electronics, 1980–91; mass media, 1958–80

6. Presentations conducted since 1996:
- Paper, "Corporate Exploitation of the Minority Worker As Seen by Three Authors of American Ethnic Literature." Nineteenth Annual Third World Studies conference, Omaha, 10 October 1996

7. Publications since 1996:
- Monograph, Donald Barthelme, Postmodern American Writer (tentative title), scheduled for 2001, Mellen Press

8. Professional societies

9. Honors and awards
10. Courses and sections taught since 1996. (Syllabi attached):

- English 101-Freshman English I
- English 279-Technical Communications I
- English 289/379-Technical Communications II
- English 325-Readings in a Major Writer
- English 383-Creative Writing
- Humanities 375-Computers in Society
- Philosophy 100-Introduction to Philosophy
- Philosophy 200-Introduction to Logic
- Philosophy 233-Philosophy and Literature


Spring 1999: Served on Technical Communications Fee Committee and Search and Screen Committee (art position); Served as chair of publicity committee, Life on the Great Plains conference.

Fall 1999: Served as chair: Technical Communications Fee committee; publicity committee, Life on the Great Plains conference; session, Life on the Great Plains conference. Served on IS Steering Committee and on Commencement Committee.

Spring 2000: Served as chair, Technical Communications Fee committee; served on IS Steering Committee and Commencement Committee.

Fall 2000: Served as chair on Technical Communications Fee committee and Degrees Committee; served on IS Steering Committee, Graduate Education and Research Committee and Humanities chair Search and Screen Advisory Committee.

12. Specific programs in which I participated to improve teaching and professional competence in the past 3 years:
- Organized and administered the three Technical Communications classroom labs.
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Janice Homandberg Knutsen
   Department: IS

2. Academic Rank: Adjunct Instructor Tenured Tenure track Term

3. Degrees with fields, institutions and dates
   BA St. Olaf College 1976

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement 1987 to Present

5. Other related work experience
   German Teacher, South Junior High, Rapid City, SD Jan-June 1987; German Teacher, Marshfield Junior High School, Marshfield, Wis., 1981-1985; German Teacher, Stevens High School, Rapid City, South Dakota 1980-81; German Teacher, Central High School, Rapid City, SD 1977-80. Adult Education Instructor, Rapid City, SD, 1977-79.

6. Consulting, workshops, presentations conducted since 1996

7. Publications, software developed, grants received since 1996

8. Professional societies of which a member American Association of Teachers of German.

9. Honors and awards since 1996

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years German 101 and 102.


12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years Rapid City Sister City Board Member, Goethe Institue March 31-April 12, 2000, German Speaking Course; 1998 Two Week Trip to Germany.
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Josephine M. Lee Department: Humanities

2. Academic Rank: Assoc. Professor Tenured Tenure track Term X

3. Degrees with fields, institutions and dates
   BA Univ. of Southern Miss. 1960
   MA Arizona State Univ. 1972

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   27
   Instructor – 1974
   Ass’t. Professor – 1978
   Assoc. Professor - 1990

5. Other related work experience

6. Consulting, workshops, presentations conducted since 1996
   Participated in colloquium on group presentations – March 2001

7. Publications, software developed, grants received since 1996

8. Professional societies of which a member

9. Honors and awards since 1996
   PIF Award 2001

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
    Spr. 1996 – Hum 200
    Fall 1996 – English 101
    Summer 1996 – English 101, Hum 200
    Spr. 1997 – English 101, English 102 (2), Speech 203
    Fall 1997 – English 101 (3), English 279
    Summer 1997 – Hum 200
    Spring 1998 – English 102, English 279, IS 299
    Fall 1998 – English 279, English 325, Speech 203 (2)
    Summer 1998 – Hum 200, English 279
Spring 1999 – English 101 (2), English 379, IS 490
Fall 1999 – English 289 (2), Hum 200, IS 490
Summer 1999 – English 101, Hum 200
Spr. 2000 – English 289 (2), English 279,
Fall 2000 - English 289, English 279 (2), Hum 375
Summer 2000 – Hum 375
Spr. 2001 – English 289 (2), English 102, Hum 200

11. Other assigned duties, including university committees, during AY 1999-2000 and 2000-2001:
   Financial Appeals Committee – 1999
   IS Curriculum Committee – 2000-2001

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years:
   Attended – Int'l Conference on Computers in Writing, Regional Great Plains Conference on Popular Culture
   Presentations by colleagues on humor in the classroom and proper use of power point
   Working with a Technology Fellow to develop my web page and a classroom Presentation on use of power point.
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Paul L. Lupkes
   Department: Humanities

2. Academic Rank: Assoc. Professor
   Tenured _____ Tenure track _____ Term _____

3. Degrees with fields, institutions and dates
   Hope College, Holland, MI. 1950 BA Philosophy
   Western Theological Seminary 1953 M.Div. Theology
   Christian Theological Seminary 1968 STM Theology
   McCormick Theological Seminary 1989 D.Min. Theology

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   1979 - 1989 Assistant Professor
   1989 - 2001 Associate Professor

5. Other related work experience
   Chaplain: VA Medical Center, Sturgis, SD
   Pulpit Supply, Various Churches in Area

6. Consulting, workshops, presentations conducted since 1996
   Rotary District Convention; PPT Presentation on World Religions

7. Publications, software developed, grants received since 1996
   None

8. Professional societies of which a member
   None

9. Honors and awards since 1996
   None

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
    World Religions, HUM 250
    Introduction to the Bible, HUM 230
   None

11. Specific programs in which you participated to improve teaching and professional competence in the
    past 3 years
    Westar Institute, “Jesus Seminar” Santa Rosa, CA.
    Courses on Biblical Studies by Seminar Faculty
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Deborah Mitchell Department: Humanities

2. Academic Rank: Assistant Professor Tenured Tenure track Term X

3. Degrees with fields, institutions and dates
MFA, Printmaking, Utah State University, 1988
BFA, Painting, Utah State University, 1985

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
Temporary Appointment: 6/1/99
Permanent Appointment: 8/15/99

5. Other related work experience
Adjunct Faculty: San Francisco State University Extension, summer, 1999
Adjunct Faculty: MSU Bozeman, Painting Studio, 1998
Artist in Residence: Mojave National Preserve, Nipton CA, 1999
Artist in Residence: Helena National Forest, Helena, MT, 1999
Adjunct Faculty: Spokane Community College, Colville WA, Art Appreciation via distance education and Drawing, 1996 - 97

6. Consulting, workshops, presentations conducted since 1996
Presenter: Fourth International Conference of Environmental Aesthetics, Finland, June 2000
Presenter: Second International Conference of Art Culture Nature, Seattle, June, 1999

7. Publications, software developed, grants received since 1996
Funding from Bush Faculty Development to attend two conferences:
The Collaboration Conference in Minneapolis, Nov. 2000
The Fourth International Conference of Environmental Aesthetics, June 2000
Grant from The Meadowlark Foundation, to fund the visiting artist, Sheila Miles, November, 2000.

Grant from the Wyoming Arts Council, to fund the visiting artist Mark Ritchie, October, 2000.

Funding from the Montana Arts Council to attend the Second International Conference of Art Culture Nature, Seattle, WA, 1999

8. Professional societies of which a member

College Art Association

Art Culture Nature: An Association for the Study of the Arts and the Environment

9. Honors and awards since 1996

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years

Art History 211, Fall 1999 and Fall 2000
Drawing and Perception, Art 111, Fall 1999 and Fall 2000
Art History 320, Spring 2000 and Spring 2001
Computer Aided Graphic Design, Art 280, Spring 2001


Curriculum committee, Humanities Department
Campus Planning Committee,

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
1. Name: Bradford A. Morgan  Department: Humanities

2. Academic Rank: Professor  Tenured yes  Tenure track  Term

3. Degrees with fields, institutions and dates
Ph.D. English, University of Denver (1978)
M.A. English, University of Denver (1972)
B.A. English, University of California at Berkeley (1968)

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
1999-present: Faculty Development Coordinator.
1989-present: Professor of English.
1982-1989: Associate Professor of English (tenured 1987)

5. Other related work experience
1976-1981: Director of Research in Government Relations. St. Mary's University of Minnesota
1977-1979: Assistant Professor of English. Winona State University (MN)

6. Consulting, workshops, presentations conducted since 1996
- Consultant/Webmaster for over 25 websites at SDSMT

7. Publications, software developed, grants received since 1996
- Spring 2001, proposal funded by Academy for Excellence in Engineering Education, a project which helps engineering colleges implement their own program to make new engineering faculty better professors. The workshops at the University of Illinois' College of Engineering will be on March 15 and August 6, 2001
- Spring 2000, proposal accepted by Council on Undergraduate Research (CUR) to send a team of senior faculty and administrators to the College of William and Mary in Williamsburg, VA: (proposal was accepted by CUR and funding was secured by a concurrent proposal to the FDC).
- 2000-2001 Primary author. Information Technology Literacy Exam, CAAP/general studies. mandated campus-wide SDSMT

8. Professional societies of which a member
American Association for the Advancement of Science
American Society for Engineering Education
Association for Computers and the Humanities
Conference on College Composition and Communication
Modern Language Association
8. Honors and awards since 1996
   • Appointed SDSMT Faculty Development Coordinator (half-time) fall 1999
   • Governor’s Award for Teaching with Technology, 1998
   • Invited to Pierre on June 18, 1999, to make presentation on the Palace to Tad Perry (Executive Director of the Board of Regents; Ray Christensen, Secretary of the Department of Education and Cultural Affairs, and other members of state departments (tourism especially) and universities. I spoke for higher education applications, but the team also included a Rapid City School District teacher, and three Rapid City business leaders.
   • Appointed MERLOT campus coordinator, 2000
   • Appointed Online Course Curriculum Readiness Coordinator, 2000

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
   American Literature I: English 241
   American Literature II: English 242
   American Social History: Hum 350
   Computers in Society: Hum 375
   Computers in Society: Hum 375 (Internet-only distance section)
   Connections (History of Science): Hum 200
   Freshman English: English 101
   Freshman English: English 101 (distance education)
   Independent Studies in Humanities: Hum 394
   The Literary Experience of Nature: English 300
   Materials and Civilization: Hum 300
   Readings in a Major Writer: English 325
   Technical Communication I: English 279
   Technical Communication I: English 279 (distance education section, Governor’s Classroom)
   Technical Communication II: English 289

   Half-time as campus Faculty Development Coordinator, 1999-present
   **Elected Committees 2000:** 1) Unit Promotion and Tenure Committee, 2) Chair, Bush Faculty Development Committee,
   3) Faculty Advisory Council (FAC)
   **Appointed Committees 2000:** 1) Board of Regents: Web and Curriculum Designers Group for the Electronic University
   Consortium, 2) Board of Regents’ representative, and campus project coordinator, from SDSMT on Project Merlot (Multimedia
   Repository for Learning and On-Line Teaching) 3) SDSMT Selection Committee, Technology Fellows Program
   4) SDSMT Cooperative Education and Placement Committee, 5) Regional Science Fair Committee—Webmaster, 6) Oversight
   Operations Committee, Technology Fellows Program, 7) Humanities Department Writing Committee, 8) Humanities Department
   Web Committee, 9) Chair, SDSMT Information Technology Literacy Exam Committee, 10) Board of Regents’ Technical
   Review Development Committee (TRDC), 11) Electronic University Consortium (BOR) Course Coordination Committee
   (Spring 2001-)
   **Elected Committees 1999:** 1) Chair, Unit Promotion and Tenure Committee, 2) Bush Planning Committee, 3) Chair, Bush
   Faculty Development Committee
   **Appointed Committees 1999:** 1) Career Planning and Placement Committee, 2) Science Fair Committee 3 ) 15th International
   Computers and Writing Planning Committee 4) Humanities Department Web Page Committee 5) Great Plains Conference
   Planning Committee 6) Search and Screen Advisory Committee: English

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
   • Faculty development coordinator with $100,000 annual budget for these types of efforts daily
   • Organized and taught over twenty “Best Practices” Teaching Practicum workshops to SDSMT faculty involving Web
     design, virtual chat, e-plagiarism, grammar and mechanics, assessment, institutional research, groups.
   • Organized three national-leader campus workshops for teaching faculty about WebCT
   • Attended national MERLOT teaching modules workshop at University of Michigan, Ann Arbor
   • Attended three-day “Training for the Trainers” WebCT workshop at SDSU, Brookings, SD
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Natalie Neumann
   Department: English

2. Academic Rank: Instructor
   Tenured: n/a
   Tenure track: 
   Term: yes

3. Degrees with fields, institutions and dates
   - MA/ English with Creative Writing Emphasis; May, 1991; WIU
   - BA/English; July, 1988; WIU

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   Three years on this faculty, beginning August, 1998

5. Other related work experience
   - Western Dakota Technical School (Spring 1999-current), Advisor to the General Education Requirements Committee.
   - National American University (Spring 2000-current)
     Taught basic composition in accelerated program.
   - Western Dakota Technical School (Spring 1999)
     Taught basic composition.
   - Western Illinois University (1987-1990)
     Taught basic composition and tutored students.
     Taught basic composition and grammar

6. Consulting, workshops, presentations conducted since 1996
   n/a

7. Publications, software developed, grants received since 1996
   n/a

8. Professional societies of which a member
   - Phi Beta Kappa
• Nebraska Writer’s Forum

9. Honors and awards since 1996

n/a

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years

   English 101—(Freshman English, eight sections)
   English 031—(Basic Writing, two sections)
   English 032—(Basic Writing, one section)
   English 033—(Basic Writing, one section)


n/a

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years

n/a
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Boots Newstrom  Department: Humanities

2. Academic Rank: Associate Professor (Emeritus)  Tenured  Tenure track  Term X  Part time

3. Degrees with fields, institutions and dates
MA-French, UCSB-1983  MS-Education, BHSU1968

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
1967-present. Instructor to Assistant, 7-1-74. Assistant to Associate, 7-1-90.

5. Other related work experience
I travel to France from two to four times per year to keep current on language, arts, government, society.

6. Consulting, workshops, presentations conducted since 1996

7. Publications, software developed, grants received since 1996

8. Professional societies of which a member

9. Honors and awards since 1996

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
    FREN 101


12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years

CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Sally B. Palmer  Department: Humanities

2. Academic Rank: Assistant Professor  Tenured  Tenure track  x  Term

3. Degrees with fields, institutions and dates
   B.A. in Elementary Education, Brigham Young University
   M.A. in English, Brigham Young University 1993
   Ph.D. in English, University of California at Davis, 1998

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   2 years at SDSM&T, appointed Assistant Professor August 1999

5. Other related work experience
   3 years teaching Composition and Advanced Composition, Brigham Young University 1990-93
   6 years teaching Composition and Literature, University of California at Davis 1993-99
   1 year teaching Composition and Literature, Solano Community College 1998-99

6. Consulting, workshops, presentations conducted since 1996
   "Bodily Context: The Image of the Aunt in Victorian Fiction." Presented at Group for Early Modern Cultural Studies Conference (GEMCS), December 1997, Chapel Hill, NC.
   "Social Subversions: Social Climbing in Film Versions of Emma." Presented at JASNA Annual General Meeting, October 1999, Colorado Springs, CO.
   "The Woman's Heroic Journey." Presented at The Women's Journeys Conference (sponsored by University of Nevada), October 2000, Reno, NV.
   "Goodness? No, Thank You: Mrs. Clifford Rebels." Presented at British Women Writers Conference (BWW), March 2001, Lawrence, KS.
   "The Student, the Teacher, and the Erotic Dynamic in Brontë's Shirley." Presented at College English Association Convention (CEA), April 2001, Memphis, TN.

7. Publications, software developed, grants received since 1996
"Wishing Oneself Back: Public Needs and Private Aunditodes in Gaskell’s Mary Barton."  
*Victoria Newslet*ter (Fall 1998).

"Robbing the Roost: Reinventing Socialism in Diarmuid Lawrence’s Emma." 


8. Professional societies of which a member
   - Modern Language Association
   - College English Association
   - Association of Literary Scholars and Critics
   - Jane Austen Society of North America
   - 18-19th-century British Women Writers Association
   - National Council for Teachers of English

9. Honors and awards since 1996
   - Graduate Fellowship, University of California, Spring 1997.
   - David Noel Miller Scholarship, UC Davis, Fall 1997.

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
   1997: Introduction to Literature, University of California at Davis. 6 sections.
   1998: Introduction to Literature, University of California at Davis. 7 sections.
   1998: Freshman Composition, Solano Community College. 1 section.
   1999: Survey of British Literature II, University of California at Davis. 1 section.
   1999: Introduction to Literature, Solano Community College. 1 section.
   1999: Freshman Composition, SDSM&T. 2 sections.
   1999: Studies in European Literature, SDSM&T. 1 section.
   2000: Freshman Composition, SDSM&T. 5 sections.
   2000: Readings in a Major Writer, SDSM&T. 1 section.
   2000: Introduction to Humanities, SDSM&T. 1 section.
   2001: Freshman Composition, SDSM&T. 3 sections.
   2001: British Literature II, SDSM&T. 1 section.

   - Library Liaison
   - Writing Curriculum Committee
   - Search and Screen Advisory Committee
   - Freshman Mentor
   - Graduate Committee for Purushotham G. Lal Balaji

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
   - Completed Outstanding Student Service Training Program, October 1999.
   - Completed Pre-Orientation Mentor Training, Summer 2000.
   - Attended Collaboration Conference on Assessment, Minneapolis, November 2000.
   - Initiated Technology Fellows project to improve my technology in teaching, September 2000.
   - Participated on panel for SDSM&T faculty development seminar on Student Groups, March 2001.
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Rodney P. Rice Department: Humanities

2. Academic Rank: Associate Professor Tenured N Tenure track Y Term

3. Degrees with fields, institutions and dates
   - PhD, English Literature, University of Nebraska-Lincoln, August, 1987
   - MA, English Literature, University of Minnesota-Twin Cities Campus, June, 1982
   - BA, English Literature, Moorhead State University (Minnesota), May, 1977, Magna Cum Laude

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   - Appointed Associate Professor (tenure track), July 1999

5. Other related work experience
   - 1977-99; commissioned officer, USAF; retired 1999 (Rank: Lieutenant Colonel)
   - 1996-99; 1987-91; 1982-84; member of English Department, United States Air Force Academy, Colorado Springs, CO (Highest academic rank: Associate Professor).
   - 1991-1996; Assistant Professor and Chair, Department of Graduate Management Systems, Air Force Institute of Technology, Wright-Patterson AFB, OH

6. Consulting, workshops, presentations conducted since 1996
   - Consulting editor, The Texas Review
   - Humanities scholar, SD Humanities Reading Series (conducted 8 sessions in Kadoka, SD)
   - Manuscript reviewer, Journal of Business and Technical Communications
   - Script advisor and subject matter consultant, Black Hills Community Theater presentation of Grapes of Wrath

7. Publications, software developed, grants received since 1996
   - “Bombs Away.” (Forthcoming 4,000 wd. entry in The Steinbeck Encyclopedia, Greenwood Press.)
   - “Characters in The Moon is Down.” (Forthcoming 3,000-wd. entry in The Steinbeck Encyclopedia, Greenwood Press.)
• “Group Man Goes to War: Elements of Propaganda in John Steinbeck’s _Bombs Away._” (Forthcoming article in _War, Literature, and the Arts_, an international journal of the humanities.)
• “Propaganda and Persuasion in John Steinbeck’s _The Moon is Down._” (Forthcoming in _Beyond Boundaries: John Steinbeck and the World_. Tuscaloosa: U of Alabama Press.)

8. Professional societies of which a member

• American Literature Association
• Friends of John Steinbeck
• F. Scott Fitzgerald Society
• Hamlin Garland Society
• Midwest Modern Language Association
• National Council of Teachers of English
• Rocky Mountain Modern Language Association
• Society for the Study of Midwestern Literature
• Western Literature Association

9. Honors and awards since 1996

• Defense Meritorious Service Medal, 2nd Oak Leaf Cluster (1999)

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years

• ENGL 101, Freshman English I (5 sections)
• ENGL 279, Technical Communications I (6 sections)
• ENGL 325, Readings in a Major Writer (1 section)
• ENGL 374, Studies in American Literature (1 section)
• HUM 100, Introduction to Humanities (2 sections)


• Bush Faculty Development Committee (University Committee)
• Leadership Development Initiative Steering Committee (University Committee)
• SDSM&T Representative to Board of Regents Committee on Common Course Numbering (University Committee)
• Faculty/Staff Lounge Committee (College Committee)
• Interdisciplinary Studies Steering Committee (College Committee)
• Social Sciences Search and Screen Committee (College Committee)
• Chair, Tech Fee Committee (Department Committee)

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years

• Feedback session with SDSM&T faculty to share results of workshops attended at Collaboration Conference. March 2000.
CIS FACULTY RESUME 1996-2001
Five-year Program Review

1. Name: DR. SUE SHIRLEY  
Department: HUMANITIES

2. Academic Rank: Associate Professor, Tenured

3. Degrees with fields, institutions and dates
   - Ph.D. Program in American Studies, Washington State University, Pullman, WA, 1988
   - M.A. English, Utah State University, Logan, UT, 1977
   - B.A. English, University of Utah, Salt Lake City, UT, 1973

4. Number of years on this faculty, date of original appointment, date of rank advancement: 9 years
   - Appointed assistant professor August 1992
   - Appointed associate professor July 1997
   - Appointed Chair, Dept. of Humanities, July 1998

5. Other related work experience:


6. Consulting, workshops, presentations conducted since 1996:

7. Publications, software developed, grants received since 1996:
   - Co-editor/co-advisor, College of Interdisciplinary Studies Student Research Series 3.1 (Summer 2000), 2.1 (Summer 1997); 1.1 (Spring 1996). With Dr. S. Pratt.
   - Rev. of In the Company of Women: Voices from the Women’s Movement by Bonnie Watkins and Nina Rothchild (eds.). South Dakota History 27.3 (1997) 186-187.
S. Shirley, page two

- “Proposal for an Extended Orientation Program for IS Majors.” Funded by Vice-President’s Office, June 1997: $1,000.
- “Faculty Development Stipends for Faculty in the Mentoring Program in Fall 1997.” Funded by SDSM&T Bush Grant Steering Committee, May 1997: $6,750. With B. Dolan.

8. Professional societies of which a member:
   - Conference on College Composition and Communication
   - National Council of Teachers of English
   - South Dakota Council of Teachers of English

9. Honors and awards since 1996:

10. Courses and sections taught since 1996:
    - IS 490—Senior Capstone Project (3 sections)
    - English 374—Studies in American Lit: Literature/Film of Vietnam War (1 section)
    - English 325—Readings in a Major Writer: Jane Austen, Ernest Hemingway (2 sections)
    - English 279—Technical Communications I (12 sections)
    - English 102—Freshman English II (3 sections)
    - English 101—Freshman English I (6 sections)
    - History 252—American History II (1 section)

11. Other assigned duties, including university committees, during AY 1999-2000 and 2000-2001:

    Chair, Department of Humanities, July 1998-June 2001; Advisor, Drama Club; Chair, Humanities Curriculum Committee; IS Mentor, University Mentor Program; IS Representative, Assessment Infrastructure Development Committee; Board of Regents English Discipline Council, Foreign Languages Discipline Council; English representative, SDSTM COMPASS Committee; Dow Chemical Communications Series Planning Committee; IS Steering Committee; Student Information Systems Planning and Development Team (Title III); Solar Motion Advisory Board; Frances M. Dunn Scholarship Committee; Technical Writer, Title III Grant

12. Specific programs to improve teaching and professional competence in the last 3 years:
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Judy Sneller  Department: Humanities

2. Academic Rank: Associate Professor  Tenured x  Tenure track  Term

3. Degrees with fields, institutions and dates
   Ph.D. Emory University, Graduate Institute of Liberal Arts, 1992
   (Areas of Concentration: American Studies; 19th-Century American Literature; Literary Criticism)
   B.A. University of Central Florida (summa cum laude), 1985
   Major: Humanities; Minor: English

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement.
   Original appointment: August 1992, Assistant Professor
   Advanced to Associate Professor: July 1997

5. Other related work experience
   Taught writing and intro to literature at Georgia Institute of Technology, Atlanta, Georgia, as a Brittain Fellow in Writing, 1989-1992

6. Consulting, workshops, presentations conducted since 1996

   **Professional Conference Papers Presented:**
   - RMMLA, (Oct. 1998): "From 'Texas Buster' to 'Southern Lady': The Humor of Mollie Moore Davis"
   - Great Plains Alliance for Computers and Writing (April 18-19, 1998): "Two Paradigmatic Modes for Electronic Communication" (w/ Dr. M. McDonald)
   - RMMLA, (Oct. 1996): "Wielding the Sword and Pen: Grace King's Feminine Vision of Power"

   **Workshops Presented:**
   - The Collaboration for the Advancement of College Teaching & Learning (Feb. 1998): "Re-engineering the First-Year Experience" (w/Drs. Boysen, McDonald, and Kellar)
   - Great Plains Popular Culture American Culture Conference (Oct., 1996): "Long Live Dilbert!" How to Teach Humor at an Engineering University or any other 'Serious' Institution

   **Community/Campus Presentations:**
   - Speaker for Visiting Scientist and Scholar Program, "The Power of Humor," Central High School, Rapid City, SD, (5/97)
   - SD Humanities Council Speakers Bureau
     - Presented "The Power of Humor," Custer County Historical Society, Custer, SD (5/98); Kennebec Women's Club, Kennebec, SD (4/99);
     - Old West Chapter of Federal Credit Unions, Elk Creek, SD (1/00)
   - Rapid City Public Library, Speaker for "Writers Live at the Library" series (Fall 96 & Spring 97)
   - United Campus Ministries Tuesday Forum, "Look Who's Laughing: The Power of Humor" (4/97)
   - Bush Faculty Development Practicum, March 2001, "Using Humor in the Classroom"
   - Speaker/Scholar for SD Humanities Council, "Exploring the World Through Literature" series.
     - Discussion sessions on two novels each semester in Rapid City and Philip, SD, 1996 to date

   **Consulting Activities:**
   - Technical writing assistant for two ongoing projects: (a) MODIS/Raytheon, & (b) Sun Microsystems

7. Publications, software developed, grants received since 1996

   **Publications:**
   - "Transforming 'the undesirable gift': The Power of Women's Humor." Silver Anniversary Anthology.
Grants:
South Dakota Humanities Council, $20,199.00, "Life on the Great Plains: An Interdisciplinary Symposium," 10/98
Bush Faculty Development Committee, $470.00 to attend RMMLA Conference in Boise, ID (10/00); and $317.95, "Diversity Dilemmas" video for use in faculty workshop (1/97)
Agenda for Excellence, $5,400, computer presentation system for use in tech communication classes (with Drs. Antonen and Shirley, 5/96)

8. Professional societies of which a member


10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years. Includes Spring, Summer, and Fall Semesters:

1996: ENGL 379 (now ENGL 289), Technical Communications II, 5 sections
ENGL 374, Studies in American Literature (Mark Twain & Marietta Holly), 1 section
ENGL 350, Humor in American Culture, 1 section
ENGL 279, Technical Communications I, 2 sections

1997: ENGL 279, Technical Communications I, 1 section
ENGL 374, Studies in American Literature (Literature of the Civil War), 1 section
ENGL 350, Humor in American Culture, 1 section
ENGL 379 (now ENGL 289), Technical Communications II, 3 sections
ENGL 341, American Literature I, 1 section

1998: ENGL 101, Freshman Composition, 4 sections
ENGL 379 (now ENGL 289), Technical Communications II, 1 section
ENGL 325, Readings in a Major Writer (Arthur Miller), 1 section
ENGL 279, Technical Communications I, 2 sections
ENGL 374, Studies in American Literature (Mark Twain), 1 section
ENGL 350, Humor in American Culture, 1 section

1999: ENGL 101, Freshman Composition, 2 sections
ENGL 279, Technical Communications I, 5 sections
ENGL 374, Studies in American Literature (The South), 1 sections
ENGL 374, Studies in American Literature (Romance & Realism) 1 sections
ENGL 325, Readings in a Major Writer (E.A. Poe), 1 section

2000: ENGL 289, Technical Communications II, 5 sections
ENGL 242, American Literature II, 1 section
ENGL 374, Studies in American Literature (Great American Short Story), 1 section
ENGL 374, Studies in American Literature (American Realism), 1 section

2001: ENGL 289, Technical Communications II, 3 sections
ENGL 350, Humor in American Culture, 1 section

Humanities Department Curriculum Committee
University Proficiency Exam Committee
Bush Faculty Development Steering and Planning Committees
University Promotion and Tenure Committee
Statewide English Discipline Council
Search Committee: History Position
Humanities Department Writing Committee
Interdisciplinary Sciences Steering Committee
IS Advisor

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years. Pedagogy: Regular attendance at Bush Faculty Development Committee activities on campus and attending Bush regional meeting in Minneapolis in 1997 and 1998. Currently trying to develop WebCT course. Discipline: Regular attendance and participation in professional conferences in my field, consistent efforts at writing and publishing in my field, etc.
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Karen Westergaard
   Department: Humanities

2. Academic Rank: Instructor
   Tenured: N/a
   Tenure track: N/a
   Term: yes

3. Degrees with fields, institutions and dates
   - MA/English; USD; May, 1990
   - BA/English/Speech Communications; USD; May, 1988

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   Three years on this faculty, beginning January, 1998.

5. Other related work experience
     Taught literature, basic composition, advanced composition, and business
     communication courses.
   - University of Sioux Falls (Sept., 1994—Dec., 1998)
     Taught basic composition, research writing, advanced composition, and literature courses.
   - Augustana College (Feb., 1993—Dec., 1993)
     Taught literature and composition courses.
   - Black Hills State University (Sept., 1991—May, 1992)
     Taught four sections of Written Communications I and II.
   - Dr. Floyd Boschee (1990—1992)
     Edited a textbook and various articles for this author.
   - Upward Bound (1990)
     Taught composition, grammar, and speech communications courses.
   - University of South Dakota (Aug., 1988—May, 1990)
     Taught literature and basic composition courses while a TA.

6. Consulting, workshops, presentations conducted since 1996
   n/a

7. Publications, software developed, grants received since 1996
   n/a
8. Professional societies of which a member
   - Midwest Women’s Studies Association
   - National Council of Teachers of English
   - Phi Beta Kappa

9. Honors and awards since 1996
   n/a

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
    - Spring 2001: Three sections of Eng. 279/Technical Communications I
    - Spring 2000: Two sections of Eng. 279/Technical Communications I
    - Fall 2000: One section of Eng. 279/Technical Communications I
    - Spring 1999: One section of Eng. 279/Technical Communications I
    - Fall 1999: One section of Eng. 102/Freshman English II
    - Spring 1999: One section of Eng. 101/Freshman English I
    - Fall 1998: Two sections of Eng. 101/Freshman English I
    - Spring 1998: One section of Eng. 101/Freshman English I
    - Fall 1998: One section of Eng. 279/Technical Communications I

    n/a

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
    n/a
Social Science Department

Faculty Résumés
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Patricia M. Andersen Department: Devereaux Library

2. Academic Rank: Associate Librarian/Library Director Tenured Tenure track Term X

3. Degrees with fields, institutions and dates
   Master of Science in Information Science, Louisiana State University, 1987
   Bachelor of Science in Library Science, University of South Dakota, 1981

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   1996 - present: Library Director, Devereaux Library, SDSM&T
   1995 - 1996: Interim Library Director, Devereaux Library, SDSM&T
   1992 - 1996: Associate Librarian, Head/Information Services, Devereaux Library, SDSM&T
   1987 - 1992: Assistant Librarian, Head/Information Services, Devereaux Library, SDSM&T

5. Other related work experience

6. Consulting, workshops, presentations conducted since 1996
   Workshop on developing a web page, SDLA 2000
   Mini workshops on learning the Internet, 1996-97

7. Publications, software developed, grants received since 1996

8. Professional societies of which a member
   South Dakota Library Association

9. Honors and awards since 1996

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
    IS 170, Fall 2000
    IS 170, Fall 1997
    IS 370, Fall 1997
   Library Director
   Member Curriculum Committee
   Member Information Technology Discipline Council
   Member Dean’s & Director’s Committee, Vice-President for Academic Affairs
   Member, Board of Directors, Friends of the Devereaux Library
   Chaired Search and Screen Committee for a new librarian
   Member South Dakota Library Network Advisory Council
   Member Faculty/Staff Lounge Board of Directors
   Chaired Library Committee

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years

   Internet course – Introduction to Access, Western Dakota Technical Institute
   Internet course – Intermediate Course on Access, Western Dakota Technical Institute
   SDSM&T sponsored workshops on mentoring and advising
   Attended SDLA Annual Conferences 1999, 2000
   Participated in New Student Orientations
   Attended BOR Leadership Conference in Pierre
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Cindy Davies Department: Devereaux Library

2. Academic Rank: Assoc. Librarian Tenured Tenure track Term X

3. Degrees with fields, institutions and dates
MS Library and Information Sciences Louisiana State University 1987
BA History University of South Dakota 1981

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
Asst. Librarian 8/87-6/1/95
Assoc. Librarian 6/1/1995-

5. Other related work experience
GSA Cataloging dept. Middelton Library LSU
Library Tech. Rapid City Public Library

6. Consulting, workshops, presentations conducted since 1996
Web page design/consulting with Happy Tails Dog Training and Westdak and others
Presentations to Pennington County Commissioners re. value of library service -- 1998, 1999, 2000
Public Access computer security workshop for South Dakota Library Assoc. 1999
Cataloging training for Keystone Public Library 2000, 2001

7. Publications, software developed, grants received since 1996
Friends of Devereaux Library Website 2001
Devereaux Library Website 1996-2001

8. Professional societies of which a member
South Dakota Library Association

9. Honors and awards since 1996

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
Team taught IS 170

University Safety committee 99/00
University ADA Committee 00/01
SDLA 2000 local arrangements
Advising 50-75 special students
Library reference desk 8-10 hours weekly, library collection development, cataloging, web design, etc.
12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years

Several advising workshops, SDLA 1998, SDLA 1999, SDLA 2000, Bush faculty development workshops
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Roger E. Dendiger
   Department: Social Sciences

2. Academic Rank: Assistant Professor
   Tenured ______ Tenure track    X    Term ______

3. Degrees with fields, institutions and dates:
   Ph.D. (Geography), University of Tennessee, 1998.
   M.S. (Geography), South Dakota State University, 1994.
   M.A. (English), Clemson University, 1984.
   B.A. (English), University of South Alabama, 1976.

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement:


5. Other related work experience:

   1985-1989: Instructor (English), Francis Marion College, S.C.
   1979-1982: Cadastral research and mineral leasing, New Orleans, LA.

6. Consulting, workshops, presentations conducted since 1996:

   "Teaching Geography Online." Regental Distance Learning Conference, April 27, 2001, University of South Dakota, Vermillion.
   "Cultural Invention and Contemporary Amerindians." Southeastern Division, AAG, Annual Meeting, Nov. 25, 1996, Athens, GA.

7. Publications, software developed, grants received since 1996:

   - Governor Janklow’s Faculty Award for Teaching with Technology (grant), 1999.
8. Professional societies of which a member:

- Association of American Geographers
- National Council for Geographic Education
- American Geographical Society
- South Dakota Geographic Alliance (Advisory Board)
- Tennessee Geographic Alliance

9. Honors and awards since 1996:

- Outstanding Alumnus Award, South Dakota State University Geography Department, March 2001.
- Graduate Student Teaching Award, University of Tennessee Geography Department, May 1996.

10. Courses and sections taught since 1996. Attach syllabus for each course taught in past two years.

1996-98: World Regional Geography 101 and 102 (University of Tennessee).


FALL 1999: GEOG 101 (classroom and Internet sections); GEOG 297: World Regional Geography; POLS 350; SOC 390 (Special Topics in Social Sciences).

SPRING 2000: GEOG 298; GEOG 299; POLS 100.

FALL 2000: GEOG 101 (classroom and Internet sections); POLS 350; POLS 412: Environmental Policy; SOC 390.

SPRING 2001: POLS 100; POLS 412; GEOG 300 (Cultural Geography).

11. Other assigned duties, including university committees, during AY 1999-2000 and 2000-2001:

- Faculty Development Committee – IS representative and keeper of the minutes, 1999-2001.
- Graduate Division Representative on four thesis advisory committees, 2000-2001.

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years:

- Regular attendance at Faculty Development Committee workshops/seminars, 2000-2001.
- Attended WebCT training workshop on campus, October 2000.
- Attended National Science Foundation grant-writing workshop, Sept. 2000, Rapid City.
- Attended Native People’s Climate Change conference, April 2000, (sponsored by NASA and USGS).
Sidney G. Goss

Education:
Ph.D. 1983 Sociology, South Dakota State University
M.Ed. 1980 Guidance and Counseling, SDSU
M.S. 1974 Sociology, SDSU
B.S. 1972 Sociology, SDSU

Professional Experience:
1997-Present  Professor of Sociology, South Dakota School of Mines and Technology (SDSM&T)
1995-1997    Executive Director, Museum Alliance of Rapid City (The Journey Museum)
1994          Chair, Social Sciences Department and Professor of Sociology, SDSM&T
1988-1994    Assistant to Vice President for Academic Affairs and Professor
1992          Interim Library Director, SDSM&T
1987-1988    Associate Professor of Sociology, SDSM&T
1983-1987    Dean of College Relations, Director of Continuing Education & Summer School, SDSM&T
1976-1983    Assistant Professor, SDSM&T
1979-1980    Sabbatical Leave
1974-1976    Instructor, SDSM&T
1972-1974    Graduate Assistant, Rural Sociology Department, South Dakota State University

Areas of Research/Study:
Impact of Science and Technology on Society; Aging; Gender Issues; Demography; Family; Human Needs; Social Problems; Museum Methods; Publications in Demography and Human Needs

Community, Professional and Honorary Societies, Organizations, Clubs and Civic Organizations:
Federation of State Humanities Councils (National Director) 1999-
Crazy Horse Memorial Foundation Board of Directors, 1998-Present
United Way Board of Directors, 1997- Present
Black Hills Regional Eye Institute Foundation, Board Member 1999-
United Way Executive Committee 1998-99
United Way Marketing Committee Chair 1998
United Way Special Projects Committee Chair 1999
United Way Building Renovation Committee 1999
American Sociological Association 1998
Rapid City Community Health Center, United Way Liaison 1998
Salvation Army, United Way Liaison 1998
Rapid City Convention and Visitors Bureau (CVB), 1996-99
Rapid City CVB Subcommittees:
    Product Development
    Marketing Plan
Governor’s Task Force on Tourism Marketing, 1997-Present
Midwest Sociological Society Member
Midwest Sociological Society, Undergraduate Education Committee 1999-2003
Frontiers Forging Our Futures Task Force 1998-9
Community Education Advisory Board 1998-99
South Dakota Humanities Council, Chair 1999-2001
South Dakota Humanities Council Board Member,
South Dakota Humanities Council Executive Board, Chair1999-2001
South Dakota Humanities Council Program Committee Chair, 1997-8
Children’s Miracle Network (CMN) Board of Directors,
Telethon Host, Children’s Miracle Network Broadcast of Champions, 96-2001
Unlimited Learning Foundation Board Member, 1994-Present, Vice Chair 1996-1997, Chair 1999-2000
Rapid City Chamber of Commerce Board of Directors
Rotary Club Member
Rapid City Chamber of Commerce Military Affairs Committee, 1996
Rapid City Cultural Affairs Committee, 1996-1997
Gamma Sigma Delta
Phi Kappa Phi
Pi Gamma Mu  
Great Plains Sociological Association  
Rapid City Leadership Alumni Association  
March of Dimes “Jail and Bail” Judge 1999-1997  
South Dakota Junior Miss Judge 1998  
SD Association of Museums, member, 1996-1997  
American Association of Museums, member, 1996-1997  

Campus Committees include:  
Promotion and Tenure  
Commencement  
Technology Committee  
University Curriculum Committee  

Presentations: “Leadership” University of Kharkiv, Ukraine (30)  
“Hutterites,” Oct 99, Great Plains Symposium (30)  
Parents Day Presentation, Nov 98, 99 (25 each)  
Native American Day Talk, 98, 99, Crazy Horse (1400 each)  
“Societal Change” Engineers Week, 2000, (150)  
“Leadership” Student Leadership Conference, (20)  
“Communication” Midwest Assoc of Ref. Engineers, 2000, (150)  
“Hutterites” HM Weisz Philosophical Society, (20)  
“Humanities and the National Parks” Federation of State Humanities Councils, Washington, DC 2000 (40)  
“Visual Sociology” Great Plains Sociological Society, 2000 (100)  
“Effective Teaching with Powerpoint” 2001, Faculty Development (20)  
“Effective Teaching with Powerpoint” 2001, Tech Fellows (10)  
“SD Demography” SD Legislators and Cracker-barrel audience 2001(200)  
“SD Demography” Rapid City Chamber Board and Staff, 2001 (35)  
Congratulations Presentation, Missouri Humanities Council, Ste. Genevieve, 2001 (150)  
(for Federation of State Councils)  
“Teaching With Technology” TIE group, Rapid City (30) ’99  
“Teaching With Technology” Legislators, Gen Public, RC (100) ’99  
Commencement Address ’98 Rapid City Alt. Schools, (250)  
Radio Interviews (2), KOTA, 2000, Demography  
TV Interview KOTA, Demography, 2001  
TV—KNBN, 8 minute video for Chamber of Commerce, July 4, 2000  

Consulting:  
White House—President Clinton’s 1998 Visit to Pine Ridge/EAFF  
Sturgis, SD Community—Human Needs Survey  
United Way of Black Hills—Human Needs Survey  
Rapid City Chamber of Commerce, Frontiers Forging Future, Design/Statistics  
Dr. Robert Burke, SD BOR, Data-tel Focus Group  
Pine Ridge Cultural Group—Cultural Center, Birgil Kills Straight Comm.  
SDSM&T’s ITS group—Classroom Technology Planning  

Professional Assn/Meetings Attend:  
Annual Meetings, Midwest Sociological Society (Member, Undergrad Ed. Committee)  
Annual Meetings, Great Plains Sociological Society (presenter)  
American Sociological Society, 1998 (Ed. sessions)  
International Business Symposium, 1999  
Great Plains Popular Culture Mtg, 99 (presenter)  
Dow Chemical Communication Panel, 2000 (attended)  
RC Community Education Advisory Committee (member)  
Federation of State Humanities Councils, Annual meetings (presenter)  
SD Humanities Council, Quarterly meetings, annual meetings, executive committee meetings
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Lonnie Hosman Department: Social Sciences

2. Academic Rank: Assistant Professor Tenured Tenure track Term X

3. Degrees with fields, institutions and dates
   Master of Professional Accounting, University of Washington, 1991
   MBA, University of Washington, 1991
   BSME, SDSM&T, 1984

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   One year, August 2000

5. Other related work experience
   Full time employment since January 1997, DeSmet & Biggs, LLP, CPAs
   Employed 1992 to 1996 as Business Manager with Southern Hills Developmental Services, Inc.

6. Consulting, workshops, presentations conducted since 1996
   Full time employment since January 1997, DeSmet & Biggs, LLP, CPAs
   Employed 1992 to 1996 as Business Manager with Southern Hills Developmental Services, Inc.

7. Publications, software developed, grants received since 1996
   None

8. Professional societies of which a member
   AICPA
   SD CPA Society

9. Honors and awards since 1996
   None (Other than CPA license)

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
    ACCT 210 - Fall 2000
    ACCT 211 - Spring 2001

    None

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
    New Faculty Orientation, Fall 2000, SDSM&T
CIS FACULTY RESUME
1996-2001
Five-year Program Review

1. Name: Patrick J. Keohane, Ph.D.
   Department: Interdisciplinary Science—Social Sciences

2. Academic Rank: Assistant Professor, Adjunct Faculty
   Tenured: ___ Tenure Track: ___ Term: __X__

3. Degrees with fields, institutions, and dates

   1995 University of Maine (Full APA Accreditation)
      Orono, Maine
      Earned Ph.D. in Clinical Psychology
      Dissertation Title: Effects of Parental Hypertension
      and Experimenter Proximity on Memory Search
      Performance by Young Normotensive Adults

   1987 University of Wisconsin-Oshkosh
      Oshkosh, Wisconsin
      Earned B.S.; Psychology Major
      Graduated with Honors

   1983 University of Wisconsin-Fox Valley
      Menasha, Wisconsin
      Earned A.S.; Biology and Mathematics Majors
      Graduated with Honors

4. Number of years on this faculty, including date of original appointment and date(s) of
   rank advancement

   Three years on this faculty with date of original appointment of January 14, 1998.
   No rank advancement.
5. Other related work experience

Current Employment:

1995-Present  Clinical Psychologist (VA Black Hills Health Care System at Fort Meade, South Dakota)

Program Director of the Outpatient Substance Abuse Treatment program

Mental Health Consultant for Boxelder Job Corps of South Dakota

Business Address:  Veterans Affairs Black Hills Health Care System
Mental Health and Behavioral Sciences Service
Fort Meade, South Dakota  57741

Business Telephone:  605-347-2511  (Extension: 6545)

Teaching Experience:

1997-Present  Adjunct Faculty
South Dakota State University
West River Graduate Center
Masters Level Counseling Program
501 East St. Joseph St.
Rapid City, South Dakota  57701

6. Consulting, workshops, presentations since 1996

Four mental health workshops presented each year for the Boxelder Job Corps staff (range of topics: suicide, depression, anxiety, coping skills, social skills, cognitive-behavioral interventions)

Coaching and Mentoring Course presented to VA staff once each year to foster leadership skills and improve supervision

7. Publications, software, presentations since 1996

None
8. Professional societies of which a member

    National Board of Cognitive Behavioral Therapists, Member
    American Psychological Association, Member
    Psi Chi (National Honor Society of Psychology), Member

9. Honors and awards since 1996

    Certified Cognitive Behavioral Therapist
    (National Board of Cognitive Behavioral Therapists)
    Certified Addictions Specialist Endorsement
    (National Board of Cognitive Behavioral Therapists)
    Licensed Psychologist
    (South Dakota Board of Examiners of Psychologists; 1996)

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years

    SOC 410/510  Licit and Illicit Drug Use and Abuse
                   (taught: Fall semesters 1998—2000)
    SOC 420/520  Alcohol Use and Abuse
                   (taught: Spring semesters 1999—2001)
    PSY 451     Psychology of Abnormal Behavior
                   (taught: Spring 1998)


    None

12. Specific programs in which you participated to improve teaching and professional competence in the past three years

    April  1998  Seminar: Short-Term Solution Oriented Interventions: for Children, Adolescents, and Adults
    May    1999  Seminar: Native American Culture
    June   1999  Seminar: Basic Training in Critical Incident Stress Debriefing
    February 2000 Seminar: Advancing Clinical Skills: Unmasking Adolescent Substance Abuse
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name:  Robin Lipke  Department:  Social Sciences

2. Academic Rank:  Assistant Professor  Tenured  Tenure track  X  Term

3. Degrees with fields, institutions and dates
   
   Doctor of Philosophy, University of Montana, 1995
   Major:  Clinical Psychology

   Master of Arts, Northern Arizona University, 1989
   Major:  Applied Health Psychology

   Bachelor of Science, Northern Arizona University, 1987
   Major:  Psychology

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   6 years
   Original appointment, August 1995

5. Other related work experience
   
   Teaching Assistant, 1988-1991
   University of Montana, Missoula, Montana
   Northern Arizona University, Flagstaff, Arizona

   Psychologist, Coordinator of Children's Outpatient Services, 1993-1995
   Community Mental Health Center, Missoula, Montana

6. Consulting, workshops, presentations conducted since 1996
   
   CASA Program Evaluation Project, Consultant, 1997
   Two Distance Learning Workshops, Oglala Lakota College, 1997
   Two Doctoral Level (EdD) Students, Consultation, 1999

7. Publications, software developed, grants received since 1996
   
   Governor's Teaching with Technology Award, 2001
8. Professional societies of which a member

American Psychological Association
American Professional Society on the Abuse of Children (APSAC)

9. Honors and awards since 1996

2000 Benard Ennenga Faculty Award (Teaching)

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years

General Psychology (1-2 semester)
Abnormal Psychology
Social Psychology
Adult Development and Aging (1 section/semester)
Child and Adolescent Development
Development Through the Lifespan
Interpersonal Relationships/Psychology of Being
Introduction to Social Work
Human Sexuality
Death and Dying


College Curriculum Committee, College of Interdisciplinary Studies (Spring 1999).
University Curriculum Committee (1999 - 2001)
IS Steering Committee, College of Interdisciplinary Studies (1999-2001).
Student Enrollment Appeals Committee (SEAC) (Spring 1999).
Faculty Advisory Council (FAC), IS College Representative (1999-2001).
Athletics Committee (Beginning Fall 1999)
Science Fair Committee, Scientific Review Committee Chair (1999-2001).
Chair, History Position Search Committee (1999-2000).
Scientific Knowledge for Indian Learning and Knowledge (SKILL) Faculty Advisor Board (Jan. - May, 1999).
Judicial Council (Beginning Fall 00)
Pre-medical Advisor (1999-2001)

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years

Participated in faculty forums regarding web-based resources (1999-2001)
Participated in weekly HPC Net Workshops facilitated by Dr. Bradford Morgan (1999-2000)
Participated in CE New England Educational Institute, Minneapolis, Minnesota,(1999). "ADHD: An Intensive Course on the Nature and Treatment of children, Adolescents, and adults with attention Deficit Hyperactivity Disorder and oppositional or defiant Behavior"
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: James K. McReynolds        Department: Social Sciences

2. Academic Rank: Associate Professor        Tenured: Yes        Tenure track: ____        Term: _____

3. Degrees with fields, institutions and dates
   Doctor of Philosophy, United States International University; Specialization in Human Behavior – 1976
   Master of Arts, Chapman University; Specialization in Counseling – 1971
   Bachelor of Arts, Chapman University; Majors in Psychology and Sociology - 1967

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   Seven years of service
   Appointed to the faculty in 1994 at the rank of Associate Professor

5. Other related work experience
   1997 – Present   Visiting Professor for the Graduate School of Business at the University of St. Thomas, St. Paul, MN. Responsibilities included teaching the course, Intercultural Communication in Taipei, Taiwan (1998) and in St. Paul.

6. Consulting, workshops, presentations conducted since 1996
   1999 – Chair, "Cultural Identities Redefined" at the Third World Studies Conference

7. Publications, software developed, grants received since 1996

8. Professional societies of which a member
   American Psychological Association
   Division 1 – General psychology
   Division 2 – Society for the Teaching of Psychology
9. Honors and awards since 1996
   2000 – 7th Circuit Court Appointed Special Advocate Program "Special Recognition"
   for services rendered in representing abused and neglected children in court.

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two
    years

    | Course                        | Sections |
    |-------------------------------|----------|
    | Fall, 1996 to Present         |          |
    | PSYC 101: General Psychology  | 1        |
    | ANTH 210: Cultural Anthropology| 1        |
    | PSYC 331: Industrial/Organizational Psychology | 1 |
    | Spring, 1996 to Present       |          |
    | PSYC 101: General Psychology  | 2        |
    | PSYC 331: Industrial/Organizational Psychology | 1 |
    | PSYC 361: Fundamentals of Personality | 1 |

    Chair, Department of Social Sciences  Fall, 2000 to Present
    Chair, Board for the Faculty/Staff Lounge Committee  1999 to Present
    Chair, Curriculum Committee for the Department of Social Sciences
    Member, Board of Advisors for CAMP (Center for Advanced Manufacturing and
    Processes; an institutional center for excellence as established by the Board
    of Regents for the state of South Dakota)  Spring, 2000 to Present
    Member, Board for United Campus Ministries 1999 to Present
    Member, Faculty Development Committee 1999 to 2000
    Member, College of Interdisciplinary Steering Committee  Fall, 2000 to Present

12. Specific programs in which you participated to improve teaching and professional competence in the
    past 3 years
    1998 – Attended the Third World Studies Conference
    1999 – Attended the Third World Studies Conference
    1999 – Attended the conference "Teaching in Context: Connecting Instruction
to Authentic Experience," sponsored by The Collaboration for the
Advancement of College Teaching and Learning
    2001 - Attended the Rocky Mountain Psychological Association's annual meeting
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Stephen R. Pratt Department: Social Sciences

2. Academic Rank: Associate Professor Tenured Tenure track x Term

3. Degrees with fields, institutions and dates
   1984 Ph.D., Sociology, Colorado State University, Fort Collins, Colorado
   1977 MA, Sociology, Ball State University, Muncie, Indiana
   1968 BA, Urban and Regional Planning, Ball State University, Muncie, Indiana

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   6 years, Associate Professor

5. Other related work experience
   1993 to 1995 ASSOCIATE PROFESSOR, Department of Sociology, William Penn College, Oskaloosa, Iowa
   1986 to 1993 ASSOCIATE PROFESSOR, College of Saint Benedict, St. Joseph, Minnesota
   Spring 1991 DIRECTOR, London Study Abroad Program, College of Saint Benedict, St. Joseph, Minnesota
   Summer 1987 ASSISTANT PROFESSOR, Catholic Continuing Education Council, Nassau, Bahamas
   Spring 1986 VISITING ASSISTANT PROFESSOR, Department of Sociology, University of Denver, Denver, Colorado
   1983 to 1986 INSTRUCTOR, Department of Sociology, Colorado State University, Fort Collins, Colorado

6. Consulting, workshops, presentations conducted since 1996
   Pratt, Stephen R.
   Pratt, Stephen R.

7. Publications, software developed, grants received since 1996
   Pratt, Stephen R.
   Pratt, Stephen R.
   1998. Mourning the Loss of a Pet. Illness, Crisis, & Loss, Vol. 6 (October), No. 4, 396-407
8. Professional societies of which a member
   Midwest Sociological Society

9. Honors and awards since 1996
   May 2000, Governor Janklow's 2000 Award for Teaching with Technology.

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
    Social Problems, Deviance, Research Methods for the Interdisciplinary Sciences, Capstone Course,
    Introductory Sociology, Marriage and the Family

    Summer 2000 MEMBER, university committee to prepare and submit a grant to the National
    Institute of Health's Science Education Partnership Award Program.
    1998 to 2000 MEMBER, College of Interdisciplinary Sciences Steering Committee.
    Summer 1998 MEMBER, South Dakota Board of Regents' Business Discipline Council.
    Summer 1997 MEMBER, university-wide committee to prepare and submit a grant to the National
    Science Foundation's initiative Institution-wide Reform of Undergraduate Education in Science,
    Mathematics, Engineering and Technology.
    1995 to 1996 MEMBER, College of Interdisciplinary Studies Curriculum Committee, South Dakota
    School of Mines & Technology.
    1995 to 1996 MEMBER, Department of Social Sciences Curriculum Committee, South Dakota
    School of Mines & Technology.

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
    May 2000, Governor Janklow's 2000 Award for Teaching with Technology. I received the award to
    develop a series of Web sites that would serve as resources for secondary teachers and to develop
    and offer Sociology 150, Social Problems as a distant education course.
    August 1996, Faculty Development Grant ($2,000). I was awarded a faculty stipend to write and
    teach a social problems course that focused specifically on international issues.
    July 1996, Student Research Series, College of Interdisciplinary Studies. Monies were provided by
    the College of Interdisciplinary Studies to develop a publication that highlighted the research works
    of undergraduate students.
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Brenda Standiford  Department: Library

2. Academic Rank: Assistant Librarian  Tenured  Tenure track  Term X

3. Degrees with fields, institutions and dates
   MA - Information Resources and Library Science - University of Arizona - August 1998
   BA - Mathematics, Spanish - South Dakota State University - Dec. 1990

4. Number of years on this faculty, including date of original appointment and date(s) of rank
   advancement
   Original appointment - May 15, 2000

5. Other related work experience
   Serve as Executive Secretary of the South Dakota Library Association

6. Consulting, workshops, presentations conducted since 1996
   SD Library Association Conference 2000 - served on distance education panel discussion
   SD Library Association Conference 1999 - presented a session on censorship in libraries

7. Publications, software developed, grants received since 1996
   N/A

8. Professional societies of which a member
   SD Library Association
   Mountain Plains Library Association

9. Honors and awards since 1996
   N/A

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
    N/A

    N/A

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
    Completed two classes from the SDSU West River Graduate Center. These classes are part of their program for the Masters Degree in Curriculum and Instruction.
    Attended workshops on cataloging Internet resources in Denver and Rapid City
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Mitchell Stone  Department: Social Sciences

2. Academic Rank: Assistant Professor  Tenured  Tenure track X  Term

3. Degrees with fields, institutions and dates


   Master of Arts, University of San Diego. Awarded August 1987. Emphasis on British History, focusing especially on Imperialism and Colonialism, and sub-Saharan Africa. One year was spent performing research in South Africa.

   Bachelor of Arts, University of San Diego. Awarded in May 1984. History major with emphasis in European and American studies.

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement

   • Assistant Professor of History and Political Science. August 2000 to Present

5. Consulting, workshops, presentations conducted since 1996

   "Building a Model: Developing College Level Science and Mathematics Programs at Tribal Colleges." University of Minnesota, Minneapolis, April 1999.
   "Starting from Scratch: Developing Model Science and Mathematics Department for Tribal Colleges." San Juan, Puerto Rico (annual NSF/MIE conference), April 1998.
6. Publications, software developed, grants received since 1996

- Royal Commonwealth Fellowship, Summer 2001. I will spend three weeks in Australia conducting further research on the South African War. I will also deliver a series of lectures on the future problems faced by indigenous education.
- In early March (2001) I was awarded a grant from the National Science Foundation to conduct a major research project that will try to identify when Native American students begin to fall behind in mathematics and science in K-12 systems on the major Indian reservations in South Dakota.
- OLC/Bush Foundation Faculty Development Grant (July 1999). I spent three weeks in Australia performing research on Australian medical units in the South African War. I also presented a series of seminars on creating successful models in science and mathematics for indigenous populations.
- OLC/Bush Foundation Faculty Development Grant (July 1997). I spent three weeks in Australia performing research on the impact of the South African War on Australian politics between 1900 and 1912.
- Brewer Foundation Scholarship

7. Professional societies of which a member

Phi Alpha Theta (International History Honor Society)
American Historical Association

8. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years

Western Civilization I
Western Civilization II
American History I
American History II
Recent American History
American Foreign Policy
Political Geography
American Government
World Regional Geography
Introduction to College Geography
Historiography
History of Modern England


SDSM&T
- SDSMT/Oglala Lakota College Liaison Advisory Committee
- Academic and Cultural Advisor to SKILL Program (Scientific Knowledge for Indian Learning and Leadership). This is an annual pre-college program with the mission of improving the college-readiness of American Indian students in math and science. I also teach “Critical Thinking and College Success” to each cohort of students.
- Faculty advisor to campus AISES (American Indian Science & Engineering Society) chapter

Oglala Lakota College:
- Chair, Instructional Affairs. The Committee set policies on all academic procedures and policies, and approved new and revised curriculum, 1999-2000
Physical Education Department

Faculty Résumés
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Barbara Felderman
   Department: Physical education/Athletics

2. Academic Rank: professor
   Tenured: _____ Tenure track: _____ Term: X

3. Degrees with fields, institutions and dates:
   MS Athletic Administration /U of Wyoming 1980
   BS Secondary Education /Northern State U 1973

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement:
   20 years – appointed in 1981 and through advancement to professor in 1995

5. Other related work experience:
   6 years of teaching coaching high school
   22 years of college
   Basketball Camp Director 15 years
   Volleyball Camp Director 12 years

6. Consulting, workshops, presentations conducted since 1996: National NAIA Rater every year,
   Conduct basketball and volleyball clinics for elementary, junior high, and high school athletes each year,
   have spoken to two high school graduations, two basketball coaching clinics, worked with Youth and
   Family Services for Girls and Women in Sports Day several years, two years at the national NAIA
   tournament presented two clinics, two years part of the committee to select NAIA All-Americans at the
   national tournament

7. Publications, software developed, grants received since 1996: none

8. Professional societies of which a member:
   Women’s Basketball Coaches Association, South
   Dakota Coaches Association, National NAIA Basketball Rater, National Women’s Basketball Coaches
   Association Coach of the Year Committee, Kodak Player of the Year Committee, NEA member

9. Honors and awards since 1996: 5 years Conference Basketball Champions, 6 out of last 7 years
   basketball team participated in the National NAIA Women’s Basketball Tournament finishing twice in
   the Final Four and twice in the Sweet 15, Selected Conference Coach of the Year 4 times, Selected South
   Dakota Team of the Year 1998, Selected South Dakota Sportswriter’s Coach of the Year 1999, produced
   many All-Conference players and 3 Conference MVPs, 13 NAIA Scholar/Athletes, 5 NAIA National
   Tournament All-Tournament Team, 4 NAIA All-Americans, 1 NAIA National Tournament Miss Hustle;
   National Women’s Basketball Committees
10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years; Volleyball, Basketball/Team Handball, Racquet Sports, Weight Training, Soccer, Wellness

11. Other assigned duties, including university committees, during AY 1999-2000 and 2000-2001; Library Committee, Physical Education Committee, Promotion and Tenure Committee

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years; Two national coaching clinics
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Connie Mettille             Department: Physical Education

2. Academic Rank: Instructor         Tenured ___ Tenure track ___ Term X

3. Degrees with fields, institutions and dates
   Masters of Science, University of Wyoming, May 1998
   Bachelor of Science, Winona State University, May 1991

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   Hired August 1999

5. Other related work experience
   Lecturer – University of Wyoming, Laramie, WY 1998-1999
   Assistant Lecturer – University of Wyoming, Laramie, WY 1995-1998
   Health Education Teacher – Blackhawk Middle School, Eagan, MN 1994-1995

6. Consulting, workshops, presentations conducted since 1996
   University of Wyoming, College of Health Science, Division of Kinesiology May 2000
   American School Health Association Conference October 1999
   American Alliance for Health, Physical Education, Recreation, and Dance Conference February 1999
   Wyoming Alliance for Health, Physical Education, Recreation and Dance Conference November 1997

7. Publications, software developed, grants received since 1996
   NA

8. Professional societies of which a member
   American Alliance for Health, Physical Education, Recreation, and Dance
   American School Health Association
   National Education Association

9. Honors and awards since 1996
   Awarded Dakota Athletic Conference Volleyball Coach of the Year November 2000
10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
   Contemporary Issues In Health and Safety
   Beginning Swimming
   Nutrition for Everyday Living
   Survey in Sports Related Health Sciences
   Racquet Sports
   Weight Training

   Head Volleyball Coach
   Director of Intramurals

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
   Attended NAIA-VCA Volleyball Clinic February 2001
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name:  Jerald Schafer       Department:  Physical Education

2. Academic Rank:  Associate Professor       Tenured  ______ Tenure track  ______ Term  X

3. Degrees with fields, institutions and dates
   M.A.  Health, Physical Education, and Recreation  Adams State College  1983
   B.A.  Health, Physical Education, and Recreation  Adams State College  1977

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   Tenth year on faculty – January 1992
   Assistant Professor – 1994
   Associate professor – 1998

5. Other related work experience
   Head Track & Field and Cross Country Coach for both men’s and women’s teams.
   (1986 to present)

   Intramural Director
   (1986-1991)

   Assistant Coach Track & Field/Cross Country Coach
   (1984-1986)

   Rapid City Area Schools Social Studies teacher (grades 7-12).

   Assistant Track & Field Coach for men and women at Stevens High School, Rapid City, SD.
   (1978-1982)

   Adams State College Graduate Assistant Cross Country/Track & Field Coach
   (1982-1983)

   Colorado Springs School district # 11 Substitute Teacher.
   (1977-1978)

6. Consulting, workshops, presentations conducted since 1996
USAF staff at Ellsworth AFB- sprint training for personnel (1998).  
Rapid City Christian High School Administrator- development and installation of PE/Athletic/Activity Field (1999-2000).

Workshop: Track & Field Training Methodology for Coaching Certification.

7. Publications, software developed, grants received since 1996
   None

8. Professional societies of which a member
   NAIA Track & Field/Cross Country Coaches Association.

9. Honors and awards since 1996
   1998 SDIC Cross Country Men's Coach of The Year.

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
    PE 106  Basketball/Team Handball- four sections
    PE 110  Varsity Sports- four sections
    PE 113  Aerobic Fitness Activities- five sections
    PE 125  Indoor Racquet Sports- thirteen sections
    PE 129  Soccer/Speedball- two sections
    PE 130  Softball- four sections
    PE 137  Tennis- seven sections
    PE 138  Volleyball- nine sections
    PE 140  Weight Training- eight sections
    PE 160  Modified Physical Education Activity- one section
    IS 694  Independent Studies *Methods of Coaching Track & Field*- one section
    PE 210  Varsity sports- four sections
    Independent Study- 6 students

    Head Cross Country Coach- men and women
    Head Track & Field Coach- men and women
    Assistant Athletic Director
    Interdisciplinary Studies Steering Committee
    Physical Education Curriculum Committee

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
    None
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Darren M. Soucy
   Department: Physical Education/Athletics

2. Academic Rank: Assistant Professor
   Tenured: NO
   Tenure track: NO
   Term: 1 Yr

3. Degrees with fields, institutions and dates
   Bachelor of Science in Political Science
   Boston University, Boston, MA
   January 1993

   Master of Science in Kinesiology
   Humboldt State University, Arcata, CA
   May 1997

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   One year, starting date of January 21, 2000. No rank advancement as of yet.

5. Other related work experience
   Assistant Football Coach
   Northern State University, Aberdeen, SD
   September 1993 to June 1995

   Graduate Teaching Assistant/Assistant Football Coach
   Humboldt State University, Arcata, CA
   June 1995 to March 1997

   Professor/Assistant Football Coach
   Mayville State University, Mayville, ND
   March 1997 to January 2000

6. Consulting, workshops, presentations conducted since 1996
   "10 Steps to Being a Great Receiver". Presented at Humboldt State University Coaching Clinic, Spring 1996
   "Fundamentals of Longsnapping". Presented at Humboldt State University Coaching Clinic, Spring 1996

7. Publications, software developed, grants received since 1996

8. Professional societies of which a member
   American Football Coaches Association Member 2001
   National Strength and Conditioning Association Member 2001

9. Honors and awards since 1996
10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years

- **Basics of Athletic Training**
  - Fall 1995/1996
  - Spring 1996/1997
  - Humboldt State University

- **Sports Psychology**
  - Fall 1995/1996
  - Spring 1996/1997
  - Humboldt State University

- **Basic Weight Training**
  - Fall 1995/1996
  - Spring 1996/1997
  - Humboldt State University

- **Introduction to Weight Training**
  - Fall 1997/1998/1999
  - Spring 1998/1999
  - Mayville State University

- **Sports Psychology**
  - Fall 1997/1998/1999
  - Spring 1998/1999
  - Mayville State University

- **Kinesiology & Biomechanics**
  - Fall 1997/1998/1999
  - Spring 1998/1999
  - Mayville State University

- **Flag Football/Flickerball**
  - Fall 2000
  - SDSM&T

- **Weight Training**
  - Fall 2000
  - Spring 2001
  - SDSM&T

- **Bowling & Billiards**
  - Fall 2000
  - Spring 2001
  - SDSM&T

- **Indoor Racquet Sports**
  - Spring 2001
  - SDSM&T

   - Physical Education Curriculum Committee
   - Head Football Coach

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
   - Researched numerous text books searching for the appropriate choice for Weight Training courses taught here at SDSM&T.

CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name:  D. Hugh Welsh  Department:  Athletics and Physical Education

2. Academic Rank:  Professor  Tenured  Tenure track  Term  X

3. Degrees with fields, institutions and dates
1972 B.S. Ed. Business and Physical Education. Valley City State University.
1990 M.Ed. Secondary Administration and School Administration. University of Mary.

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
Original appointment date was 8-15-86 and I have 15 years of employment with SDSM&T.
Assistant professor April 1991, Associate professor April 1995, Professor April 2000.

5. Other related work experience
Manager Garden Gate Country Club 1976

6. Consulting, workshops, presentations conducted since 1996
1996  Head basketball clinician at the ND High School Coaches Clinic
1998  Head clinician at the SD High School basketball coaches clinic
1996-2000  Headed up golf clinics at Meadowbrook Golf Course
7. Publications, software developed, grants received since 1996

8. Professional societies of which a member
National Association of Basketball Coaches, National Association of College Athletic Directors, NAIA basketball coaches association, NAIA athletic directors association.

9. Honors and awards since 1996

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
14 Sections of Physical Education 124 – beginning and intermediate golf
11. Other assigned duties, including university committees, during AY 1999-2000 and 2000-2001 Athletics Committee chair person and Academic Appeals Committee member. Was a member of the search committee for the Dean of Students in the Spring and Summer of 2000.

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
   Attend the USGA golf course raters meetings and the USGA golf instructors programs.
Military Science Department

Faculty Résumés
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: BARBARA J. BEEGLES
   Department: ROTC

2. Academic Rank: 1LT U.S Army National Guard
   Tenured
   Tenure track
   Term

3. Degrees with fields, institutions and dates
   BS WELLNESS MANAGEMENT/COACHING, Black Hills State University 1996

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement
   3 months, Dec 00

5. Other related work experience
   Detachment Commander
   Certified Strength and Conditioning Specialist
   Taught strength training classes
   Executive Officer
   Unit Movement Officer
   Counter Drug Program

6. Consulting, workshops, presentations conducted since 1996

7. Publications, software developed, grants received since 1996

8. Professional societies of which a member
   National Strength & Conditioning Association
   National Guard Association of South Dakota

9. Honors and awards since 1996
   The Army Achievement Medal

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years
    Military Science 101-102

    Recruiting Operations Officer, Enrollment Officer, Awards Officer, Administrative Officer,
    Public Affairs Officer, Events Coordinator

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Kent R. Guthrie
   Department: Military Science

2. Academic Rank: Professor Military Science
   Tenured: N/A
   Tenure track: N/A
   Term: _____

3. Degrees with fields, institutions and dates:
   Master Arts, Guidance & Counseling, Liberty University, 1995
   Bachelor of Science, Industrial Arts Teacher Education, Dakota State College, 1984
   Command and General Staff College, Ft Leavenworth Ks. August 1997, to July 1998

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement: Approximately 9 months, Arrived 1 July 2000; also Assistant Professor Military Science from August 1991, to August 1994.

4. Other related work experience: Duty descriptions for my current & last 3 positions

   Commander and Professor of Military Science, Mt. Rushmore Battalion, comprised of over 250 cadets in the five Senior and Junior ROTC programs in western South Dakota. Responsible for recruiting, training, evaluating, and commissioning the future officer leadership of the US Army. Develop and sustain a viable program, which produces quality-qualified cadets in all academic disciplines to meet assigned contracting and commissioning missions. Establish and expand a Military Science curriculum that challenges cadets, develops leadership, and contributes to the universities. Responsible for managing 14 different federal and state fiscal accounts. Provide overview and support to assigned Junior ROTC programs. Foster professional relationships with the universities, surrounding communities, and local Reserve and National Guard Commanders.

   J3 Chief of Counterdrug (CD), Operations for Joint Task Force-Bravo (JTF-B), a 503 member Central American forward-deployed joint task force at Soto Cano Air Base, Honduras. Responsible for joint and combined operations and intelligence planning for a 46-member Counterdrug joint task force in a Joint Operations Area (JOA), that includes the five Central American countries of Belize, Guatemala, El Salvador, Honduras, and Costa Rica. Responsible for the planning, coordination and execution of all Counterdrug operations within the JOA. Manages a $3.2 million Counterdrug budget. Directly coordinates with USSOUTHCOM, JIATF-E, USARSO, U.S. Embassies, U.S. Military Groups and participating nations Military Staffs and civilian Law Enforcement Agencies within the JOA. Acts as J-3 forward during all Central Skies missions.

   Operations Officer serving in the G3 section of a Corps Headquarters with a world wide deployment mission. Responsible for coordinating and supervising the operations of the Corps' Main Command Post or Joint Operations Center (JOC). Specific duties include serving as a Battle Major; synchronizing Army,
Corps, and Joint Task Force (JTF) combat power in all battlefield operating systems to maximize the effects in the deep, close and rear battle during combat or stability, and or support operations. Disseminate current battlefield information from higher, lower and adjacent headquarters to include the Corps Tactical and Rear Command Posts. Prepare, review and brief documents and actions pertaining to the doctrinal and operational aspects of the Corps. Monitor and keep the Corps Command Group aware of worldwide unit and individual deployments.

Operations officer for a 569-man light infantry battalion subject to short notice worldwide deployment. Responsible for the implementation and sustainment of a World Class Training Management System. Further responsible for the readiness, training, operations, planning, and deployment of the battalion. Manage and allocate all training and operational resources including time, a $850,000 ammunition budget, training areas and ranges, MILES, and aircraft support. Prepare operations orders and plans using the Military Decision-Making Process and ensure staff synchronization. Supervise the operation of the Battalion Tactical Operations Center. Staff proponent for the maneuver and battle command combat functions. Supervise the battalion's military school program. Supervise the battalion's communications platoon. Lead 5 officers and 25 enlisted personnel.

6. Consulting, workshops, presentations conducted since 1996: N/A

7. Publications, software developed, grants received since 1996: Staffed and assisted with the rewrite of the Army's premier Leadership Doctrine, (Field Manual 22-100, Army Leadership), 1998

8. Professional societies of which a member: Association of the United States Army, Delta Sigma Phi

9. Honors and awards since 1996:
   Promotion to Major
   Meritorious Service Medal X 3
   Joint Service Commendation Medal

10. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years: Military Science 401, 411, 402, & 412

10. Other assigned duties, including university committees, during AY 1999-2000 and 2000-2001:
   Member University Leadership Committee
   Academic Advisor

12. Specific programs in which you participated to improve teaching and professional competence in the past 3 years: SDSM&T Classrooms without Walls
CIS FACULTY RÉSUMÉ
1996-2001
Five-year Program Review

1. Name: Franklin J. Hall
   Department: Military Science

2. Academic Rank: MASTER SERGEANT U.S. ARMY
   Tenured
   Tenure track
   Term

3. Degrees with fields, institutions and dates: U.S. ARMY RANGER SCHOOL (1984); SPECIAL OPERATIONS TRAINING COURSE (1989); MILITARY FREEFALL (1986); MILITARY FREEFALL JUMPMASTER (1986); HIGH RISK SURVIVAL ESCAPE RESISTANCE AND EVASION COURSE (1987); COMBAT DIVERS COURSE (1988); COMBAT DIVERS SUPERVISORS COURSE (1988); U.S.M.C. AMPHIBIOUS RECONNAISSANCE COURSE (1985); LONG RANGE SURVEILLANCE LEADERS COURSE (1988); PRIMARY LEADERSHIP DEVELOPMENT COURSE (1985); BASIC NONCOMMISSIONED OFFICERS COURSE (1988); ADVANCED NONCOMMISSIONED OFFICERS COURSE (1992); U.S. ARMY DRILL SERGEANT SCHOOL (1993)

4. Number of years on this faculty, including date of original appointment and date(s) of rank advancement: 1 March 2000

5. Other related work experience:
   Served three years as an instructor at U.S. Army Ranger Training Brigade teaching at the Long Range Surveillance Leaders Course. Primary areas of instruction were operational techniques and insertion and excrections.
   
   Served two years as a Senior Drill Instructor at Ft. Benning GA.

   Served three years as a First Sergeant of a 160 Long Range Surveillance Company with the mission of world-wide deployment in support of contingency operations. Ensured the welfare, discipline and combat readiness of the Company. Advised the Commander regarding the training and maintaining of the company’s personnel and systems. Responsibilities included identifying training requirements based on missions and training assessments, determining requirements for resource allocation, conducting inspections, and executing programs, directives, and orders of the command.

6. Publications, software developed, grants received since 1996:
   Wrote two chapters of Field Manual 7-93 Long Range Surveillance Operations, chapters were on operation techniques and methods of insertions and extractions.
7. Professional societies of which a member:
   Life time member of U.S. Army Ranger Association

8. Honors and awards since 1996:
   Promotion to First Sergeant; Awarded two Army Commendation Medals; awarded two Meritorious Services Medals

9. Courses and sections taught since 1996. Attach copy of syllabus for each course taught in past two years:
   MSC 301/302  MSC 290/490

10. Other assigned duties, including university committees, during AY 1999-2000 and 2000-2001;
    N/A

11. Specific programs in which you participated to improve teaching and professional competence in the past three years
    N/A
August 13, 2001

Dean Bryson, Dean
College of Interdisciplinary Studies
South Dakota School of Mines & Technology
501 E. St. Joseph Street
Rapid City, SD 57701-3995

Dear Dean Bryson:

Enclosed please find the final report of my review of the Bachelor of Sciences Degree in Interdisciplinary Sciences at the South Dakota School of Mines and Technology. As you will see in the report, I found the degree to be of high quality, but raised some concerns about the configuration of parts of the degree (those based in the social sciences), the administrative structure, and the institutional arrangements which support the program. The more I studied the degree program, in fact, the more I admired the CIS faculty and administrators who deliver the instructional program. The student enthusiasm for the program that I encountered during my visit seems to be well founded. My strongest impression of your program is that it is positioned to do a great deal more for students than it is presently asked to do. I hope my observations and conclusions are of use to SDSM&T and the college.

I want to thank you personally for all your efforts to make my site visit pleasant and productive. Please extend my appreciation to all those faculty, administrators, and students who took time to speak with me. I was impressed by the candidness of your colleagues and their many efforts to be helpful. A special thanks is due to Dr. Susan Shirley of the Department of Humanities for collecting all the additional data I requested.

I enjoyed my visit very much, and I have had many occasions to reflect on my own institution and higher education in general while putting this report together this summer. If I can be of further service or provide clarifications, please don’t hesitate to ask.

Sincerely yours,

Richard Law
Professor of English and Director of General Education
Review of
The Bachelor of Sciences Degree
in Interdisciplinary Sciences

South Dakota School of Mines and Technology

FINAL REPORT

Richard Law

August 11, 2001
Review of
The Bachelor of Sciences Degree in Interdisciplinary Sciences
South Dakota School of Mines and Technology
Richard Law
August 11, 2001

The formal charge in reviewing the Bachelor of Sciences Degree in Interdisciplinary Sciences (BS/IS) at the South Dakota School of Mines and Technology is to examine:

(1) curricular offerings and program structure;
(2) enrollment problems and demand;
(3) placement of graduates;
(4) financing; and
(5) other indicators of program quality.

These items acquire meaning within a specific institutional context. While such influences are complex and often elusive, the quality issues of any program are understandable only within its larger environment.

To understand a degree program within a public institution, it is critical to know, for example, what role the larger institution plays in the state and region. And given that mission, what is the perceived role of the degree program within it? Is the program central or marginal to that mission? Are there prospects for growth or other kinds of opportunities currently visible in the environment? Does the program figure in the plans and aspirations of the institution? What community or clientele is served by the degree? Is the degree relevant to the needs of the community in which it is sited? Does it have any relevance to the future needs or aspirations of the institution?

I. Context
The South Dakota School of Mines and Technology (SDSM&T) occupies a unique position in the state’s system of higher education. For a small state (population @ 750,000), South Dakota is comparatively rich in state-supported institutions. It has six universities and two special schools: a state university (University of South Dakota at Vermillion) and the typical “separated” land grant university of most western states (South Dakota State University at Brookings). Other institutions include Dakota State University at Madison, Black Hills State University at Spearfish, Northern State U. at Aberdeen, and the South Dakota School of Mines and Technology in Rapid City.

The whole system has approximately 28,000 students (headcount; 21,735 FTE). The largest institutions in the state system are South Dakota State University (8,719 HC) and the University of South Dakota (7,349 HC). The School of Mines and Technology is the most specialized of the six institutions and the second smallest, with 2,308 students (headcount) and 1,947 FTE [year 2000 data; Fact Book, Fiscal Year 2001].

Several of these institutions have extended campus sites, with some joint enterprises. The University of South Dakota, Dakota State University, and South Dakota State
University offer programs at Sioux Falls, the largest city in the state (population 120,000), and both institutions offer nursing education at Rapid City. Black Hills State University operates a second large campus at Ellsworth Air Force Base, 20 miles east of Rapid City (but 70 miles from its main campus). There are, however, no two-year community colleges in the state. In the absence of the usual tiered system of community colleges and four-year institutions, the South Dakota School of Mines and Technology has recently been designated to offer an AA degree and so will presumably function in some ways as a community college for that region.

**Governance of, and articulation among, state institutions of higher learning.**
The public institutions of higher learning are governed by a State Board of Regents under the auspices of the state legislature and governor. South Dakota does not have a "system" of higher education in the sense that, for example, California or Wisconsin do, though it is moving toward more unified policies and procedures. Until a decade ago, the separate institutions operated competitively in an "entrepreneurial" fashion. Recently, there have been important incentives and admonitions to the institutions to collaborate. A common, system-wide set of general education requirements was established in 1999. During the current year, a single internet site (the Electronic University Consortium) was established which allows students to "apply for admission, seek financial aid, and enroll in courses from any one of the six public universities."

My informants were generally agreed that both the Board of Regents and legislature have grown more activist over the past ten years, as funds for higher education grew scarcer and the missions of higher education more complex. Administrators with whom I spoke found the state’s reporting requirements reasonable and characterized the legislature’s role as advocacy rather than interference. There is a growing interest in assessment, though due more to pressures from accrediting associations (e.g., ABET and NCA) than from state initiatives.

SDSM&T collaborates with USD on a social work program. Black Hills State University provides instruction in business and other subjects on the SDSM&T campus. USD and SDSU have a joint nursing education program in Rapid City (West River Nursing Consortium) in which SDSM&T students participate after taking a pre-nursing program. [The latter two instructional programs, business and nursing, are part of the package of options with the Bachelor of Science in Interdisciplinary Sciences.]

Judging from this small sample, collaborations among institutions appear diverse and complex, and some no doubt work better than others. Everyone with whom I talked, including students, praised the inter-library loan system, indicating that the state has evolved an effective system of sharing library resources across its long distances. This is a critical issue for quality of the BS/IS at SDSM&T, because their library is very small and technically oriented. The degree program could scarcely function in the absence of a very good inter-library loan arrangement.

"Territorial" behavior among the universities remains evident in regard to "exclusive mission" mandates possessed by each institution. I gathered from my conversations that
much of the system-like features in the state involve prescriptions against offering programs duplicative of others at institutions with specialized missions. These traditions and rivalries also affect the structure and quality of the BS-IS degree.

**Economy and Demographics.** A largely rural state with no large urban centers, South Dakota has for some time experienced out-migration and declining populations in most regions, particularly the central portions. Growth is occurring in two areas at opposite ends of the state—along the Interstate 29 corridor in the extreme eastern part of the state, from Watertown to the Nebraska border, and in one isolated area in the west, along a strip of Interstate 90 from Spearfish down to Rapid City. Ellsworth Airforce base near Rapid City should probably be included in this developing region. The eastern strip is heavily engaged in agribusiness, the west in tourism. Mining was once important in the Black Hills, but even the famous Homestake Gold Mine has recently closed. Mining, obviously, is a declining factor in the state’s and even the Black Hills regional economy. Currently, much hope and anticipation are focused on a proposed federal project, the National Underground Laboratory for particle physics, which would be sited at the old Homestake mine.

The I-29 corridor is served by three different institutions (USD, SDSU, Dakota State U) plus a joint campus enterprise in Sioux Falls. The emerging western growth area is served by two institutions fifty miles apart, SDM&T and Black Hills State University, which have very different and, in large part, mutually exclusive missions. In addition, Black Hills State University has a large extended campus site at Ellsworth Air Force Base.

This configuration of higher education institutions, missions, and sites represents a very complex situation which is a product of the history of the state.

**Prospects for the future**

Present demographic and economic trends in this highly agricultural state will likely continue (c.f. May 10, 2001 New York Times article, “Bit by Bit, Tiny Morland, Kan., Fades Away” (<http://www.nytimes.com/2001/05/10/national/10TOWN.html>). The single but highly significant exception is the prospect of a National Underground Laboratory for particle physics being established in the recently abandoned Homestake mine shafts. With an initial investment of $180 million federal dollars, this project alone could dramatically impact the state’s small western growth area along I-90. It would place a world class center for the study of particle physics virtually on Rapid City’s doorstep. The population such a center would attract, and the service functions and cultural and educational demands that would follow, would no doubt outstrip existing urban, educational, and other facilities along the corridor. Such a center would no doubt spur additional—and different kinds of—tourism (already a billion dollar industry in the immediate region) and impact the area in countless ways, both positively and negatively. As with all proposed federal projects, this one may not be funded. But if the National Underground Laboratory is in fact built, it will be a transforming event for the region. It seems obvious that the Laboratory would generate a wide array of new educational needs.
II. The South Dakota School of Mines and Technology

South Dakota School of Mines and Technology is a nearly unique institution, both in the state system and nationally. Its closest institutional peer is the Colorado School of Mines. Originally founded (1885) to support the mining industry in the Black Hills, SDSM&T has remained focused on its technical missions even though the mining industry has ceased to be a dominant force in the economy of the region.

South Dakota committed early in its history (actually in the territorial period, in 1884) to the “separated land grant” model, which distributes technical and applied programs to one institution (South Dakota State University) and traditional liberal arts and teacher-training programs to others. South Dakota School of Mines & Technology was created a year later, also by the territorial legislature, and also given a technological mission.

The point of this prescriptive organization, presumably, is to prevent needless duplication of programs. As in every other case of which I am aware, however, this manner of distributing programs by fiat tends to have a high cost over time. By separating specialties and disciplines geographically for the purpose of keeping institutional missions distinct, these policies tend to retard or prohibit natural kinds of growth in programs and services at all the affected institutions of higher learning. In effect, none of the institutions can grow into a truly comprehensive university. The policy also tends to produce “single-perspective” institutions, rather than universities with a dynamic range of views and perspectives and services.

I raise this issue because SDSM&T appears to be one of the most highly specialized technical institutions in any state system. Originally, the School’s focus was related to the mining industry in the Black Hills, which the School very ably served. With the decline of the mining industry in the region, however, the original relationship between site and mission has changed. The current relationship between the School and the state and region in which it is sited is not clear. Current mission statements do not shed much light on this issue.

The School is organized into four colleges, three of them housing engineering specialties, and one “other,” or miscellaneous, college, which houses the Bachelor of Sciences Degree in Interdisciplinary Sciences (BS/IS). The engineer colleges and their constituent departments are:

(1) College of Earth Systems
   Atmospheric Sciences
   Civil and Environmental Engineering
   Geology and Geological Engineering

(2) College of Materials Sciences and Engineering
   Chemistry and Chemical Engineering
   Materials and Metallurgical Engineering
   Physics

(3) College of Systems Engineering
   Electrical and Computer Engineering
Mathematics and Computer Science  
Mechanical Engineering

The organization of these Colleges has a logic related to disciplinary focus, but they are also quite anomalous in terms of the ways such academic units are usually organized at other colleges and universities. The science disciplines in particular appear to have adjunct status; that is, they appear subordinate to the engineering programs rather than wholly autonomous units. For example, the two biology faculty are attached to the Chemistry and Chemical Engineering department in the College of Materials Sciences and Engineering.

The fourth college is the College of Interdisciplinary Studies (CIS), which houses the Humanities and Social Science departments, Military Science, and Physical Education (an arrangement dating from 1994). According to Dean Bryson’s statement, “the College of Interdisciplinary Studies evolved from a Liberal Arts Department and has at is core the Departments of Humanities and Social Sciences.” This college appears to function as a container for units not closely connected with the main mission of the School. CIS administers the BS/IS degree, provides advisors for the program, and instruction in the social science and humanities portion of the curriculum.

The College of Interdisciplinary Studies carries much of the responsibility for general education instruction for students in all the other colleges and majors. The size of this instructional responsibility can be inferred from a few statistics: 15 of the 16 baccalaureate degrees require at least 16 credit hours in humanities and social sciences; the 16th program, the Bachelor of Science in Interdisciplinary Sciences, requires a minimum of 24 hours in these areas. All 16 degree programs require nine credits in writing and communications as well. In addition, CIS will assume responsibility for a good deal of the instruction for the newly approved Associate of Arts degree.

This organization of the colleges and departments, I was told, currently under discussion, though no clear mandate for change has emerged.

Of the 16 baccalaureate degrees offered at SDSM&T, all but one are in scientific, mathematical, or technical areas (see pp. 9-10 of the catalog). The single exception involves the Bachelor of Science in Interdisciplinary Sciences which, in certain emphasis areas, at least, more closely resembles a general studies degree based in the humanities and social sciences. [It is interesting to note in this regard that the recently approved two-year program is an Associate of Arts rather than an Associate of Sciences degree.]

The School attracts talented students from the region. The average ACT composite score of entering students is 24, which is the highest of any state institution in South Dakota. This composite average compares favorably with scores of students at nearby institutions such as the Universities of Montana, Nebraska and Wyoming (source: “Princeton Review of the Best 331 Colleges,” 2001 edition). The School’s web page announces that it is the winner of the Most Innovative Engineering Education Program Award from
Boeing Corporation, and that it offers the only accredited majors in Computer Science and Computer Engineering in South Dakota.

Demographically, SDSM&T is overwhelming white (@ 90%) and predominately male (70.8%). The largely white/Caucasion enrollment reflects the demographics of South Dakota, but there seems to be a smaller than proportional representation of American Indians on the campus, given their numbers in the state population. There are approximately 170 international students at SDSM&T. In some of the data provided, international students appear to be included in categories of ethnic origin or race for American citizens. In any case, the School is predominantly white and male. The subject of diversity did not often come up during my visit.

The School boasts that the average starting salary of its graduates is in the high forties: “Starting salaries average more than $46,000 for South Dakota Tech 00-01 graduates (BS degrees) overall, with averages of more than $45,921 for engineering majors and $48,800 for science degrees” [source: SDSM&T web site].

The School uses the College Assessment of Academic Progress examination (CAAP) from ACT to assess student progress in reading, writing, and mathematics in the second year. Approximately 96% of the students perform at an acceptable level. Students who score below the acceptable level have to fulfill an “individual recovery plan” designed by student services.

In spite of its talented student body and a second-year assessment that shows acceptable academic progress for virtually all the School’s students, attrition from the institution is quite high. Only 35% of entering students at SDSM&T graduate. These data may be skewed somewhat by the fact that some students enter the SDSM&T intending to transfer to other institutions (e.g., the West River Nursing Consortium or the Social Work Program at the University of South Dakota). It does not appear, however, that these students are numerous enough to make a great deal of difference statistically. Attrition at SDSM&T is high.

Administrators at SDSM&T are anticipating the establishment of the National Underground Laboratory for particle physics at Homestake Mine. In the tradition of the technical focus of the School, administrators see the Laboratory as an opportunity to add doctoral programs in particle physics and computer science.

III. The Bachelor of Sciences Degree in Interdisciplinary Sciences
The BS in Interdisciplinary Sciences was authorized in 1989. Administration and oversight of the degree are now lodged with the College of Interdisciplinary Studies, which was established in 1994, at the same time that separate humanities and social science departments were created. The degree appears to play the role of a “general studies” option with a heavy concentration of course work in the sciences. The BS/IS appears to serve a variety of student needs and interests.
The range of those interests is immediately visible in the numerous tracks or areas of concentration in the degree. As listed by Dean Bryson in his April, 2001 self-study report, these areas of concentration are:

- Pre-medicine
- Pre-law
- Pre-optometry
- Business
- Environmental Science
- Information technology/e-commerce
- Network systems administration
- Pre-nursing
- Pre-medical technology
- Pre-pharmacy
- Pre-radiographic technology
- Military careers
- Pre-MBA
- Pre-occupational therapy
- Pre-physical therapy
- Atmospheric Science
- Pre-physicians assistant
- Preparation for graduate study

**A. Curricular Offerings/Program Structure**

The requirements for the degree are described in detail on pp. 9-10 of Dean Bryson's report. Students are required to complete work in seven broad areas, the content of which may vary depending on the professional area and the individual student:

1. Mathematics and Computer Science
   - 12 hours
2. Natural Sciences
   - 30 hours
3. Core Courses
   - 6 hours (This is a sequence of research methods and an interdisciplinary capstone project.)
4. Physical Education
   - 2 hours
5. Writing and Communication
   - 9 hours
6. Humanities and Social Sciences
   - 24 hours
7. Electives
   - (credit hours vary).

The tracks are typical “generalist” courses of study with different clusters of course work in these several designated areas. The distinctive interdisciplinary nature of the BS/IS degree consists chiefly in item 3 above. Students are required to take a sequence consisting of a research course and then a capstone senior project, in which they complete an interdisciplinary project. Individual courses may also be interdisciplinary in approach, but it is the capstone experience that is critical to the interdisciplinary nature of the degree.

As the courses of study in the program are highly individualized, the students must receive careful advising throughout their academic careers and intense mentoring during their senior year. Virtually all College of Interdisciplinary Studies faculty serve as advisors. Depending on the topic or focus of their senior capstone projects, however, students in the program may work with faculty mentors from colleges other than CIS.

The very number of areas of concentration in this degree raises issues of quality. How can the relatively few faculty in the College offer (and maintain) an appropriate level of quality in such a broad, multifaceted curriculum? Given also that the BS/IS is a highly individualized course of study, how do these relatively few faculty manage the necessary oversight, advising, and mentoring?
Pursuing these questions with faculty and administrators of CIS led into a whole range of issues pertinent to quality and the future development of the program, as well as to a number of contextual issues.

First, the areas of concentration in the BS/IS clump together in obvious ways and can be seen as five tracks with multiple options within them:

1. Most of the tracks could be included in the category of **Health Sciences**:
   - Pre-medicine
   - Pre-nursing
   - Pre-medical technology
   - Pre-occupational therapy
   - Pre-optometry

   These health-related fields obviously require a high concentration of work in the sciences, particularly a solid grounding in biology and chemistry, along with a relevant broadening and contextualizing experience of humanities and social sciences courses. The core studies of these several health sciences tracks tend to be quite similar at the introductory level, at least, and therefore could be served efficiently by a relatively small number of courses and faculty. Nevertheless, this cluster of options requires a fairly robust and diverse science curriculum at the upper division level.

2. The next obvious grouping includes **scientific fields**:
   - Environmental Science
   - Atmospheric Science
   - Preparation for graduate study in the sciences.

   Like the health sciences areas, these tracks require a solid grounding in both biological and physical sciences. Fortunately, these specialized tracks in the sciences are supported by offerings in the three other colleges, particularly the College of Earth Systems. Environmental Science programs usually contain a strong infusion of social science courses exploring the interaction of human society and the environment (for which the 24-credits devoted to these kinds of courses appears adequate, in principle).

I am informed that BS/IS graduates also go on to advanced work in fields other than the sciences, including (to cite only recent examples) psychology, sociology, social research, English, and Technical Management. The degree requirements as currently stated obviously do not support these kinds of graduate careers because they do not ensure acquisition of the disciplinary bases for these fields. Students are using the flexibility of the degree to educate themselves in self-selected, self-defined tracks.

3. Students seeking careers in the **military** are served by the various combinations of math, computer science, and science with social sciences and humanities. The overall "generalist" strategy of the degree would provide a good foundation for many military careers. Having the Department of Military Science in CIS is clearly an advantage here, as it facilitates advising and other kinds of collaboration.
4. The next obvious grouping of areas of concentration is business—a field, however, that is more closely allied with the social than the natural sciences:
   Business
   Pre-MBA
   Information technology/e-commerce
   Network systems administration
The latter two areas of concentration in information technology benefit from a close alliance with the strong computer science program at the School. Many of the courses in these tracks are taught by faculty in computer science.

5. Last is the Pre-law option, a course of study typically based in the social sciences or humanities rather than the sciences.

Even organized in this fashion into five “macro-tracks,” the areas of concentration in the BS/IS remain formidably broad and academically diverse. It is also clear that they fall into two large groupings—those tracks that are appropriately based in the sciences and those that are not. The BS/IS degree requires 12 hours of mathematics and computer science and 30 hours of science. It is worth noting that this cluster of 30 hours of science credits constitutes the largest single requirement. Such a requirement makes perfectly good sense for the first categories (health sciences and scientific fields), but it less clear how it serves the last two (business and pre-law). It is not intuitively obvious why 30 hours of science form a good foundation for the business-related areas of concentration or the Pre-law option. As noted above, students are using the degree (presumably heavily supplemented with electives) to move into graduate programs in business, social sciences, and the humanities.

There are several structural anomalies in the program in addition to the large science requirement. The most significant is that while the degree in question is a Bachelor of Science, the College of Interdisciplinary Studies does not offer science courses. In fact, 54 hours of the major requirements are taken in courses offered by units outside the College, compared to only 41 by units inside the College. This means that the reporting, hiring, and annual review lines for the bulk of the curriculum lead elsewhere than to the Dean of CIS, the academic officer responsible for the quality of the degree.

In addition, the College has no permanent, full-time business faculty. Business and management courses (as well as human resources and education courses) are taught either by part-time adjuncts or by faculty from a different institution, Black Hills State University, on the School’s campus. But BHSU faculty are not officed there and do not participate in advising, and the Dean of CIS has no review power or oversight over them.

It is important to note in this regard that faculty from outside CIS often co-direct or assist or act as consultants on the interdisciplinary senior projects, an arrangement that distributes the workload over a larger number of faculty and increases the scientific expertise available in advising and mentoring. It is clear that both CIS faculty and BS/IS students benefit greatly from interactions with faculty in other colleges. The BS/IS is, by
its nature, a collaborative degree. On the other hand, this arrangement represents another instance of key components of the degree program lying outside the purview of CIS.

The individualized nature of the degree program is both a strength—and one of the features most praised by the students—and a potential problem, insofar as it represents a very labor-intensive instructional model. It is not clear how scalable the present model would be if student interest in the program grows appreciably.

Library resources, as mentioned previously, are marginal at best. The special efforts of the library staff and the state’s interlibrary loan program manage to meet the needs of the program’s small number of students.

The course syllabi I examined were comparable to those at my own institution and to those of most institutions of higher learning where I have served as a consultant.

B. Enrollment Problems and Demand
Student interest in the BS/IS degree—or at least in programs under the College of Interdisciplinary Studies—has grown fairly steadily (see table below):

<table>
<thead>
<tr>
<th>Year</th>
<th># of IS Majors</th>
<th># of IS Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>1991</td>
<td>65</td>
<td>3</td>
</tr>
<tr>
<td>1992</td>
<td>99</td>
<td>9</td>
</tr>
<tr>
<td>1993</td>
<td>128</td>
<td>22</td>
</tr>
<tr>
<td>1994</td>
<td>166</td>
<td>26</td>
</tr>
<tr>
<td>1995</td>
<td>307</td>
<td>26</td>
</tr>
<tr>
<td>1996</td>
<td>294</td>
<td>40</td>
</tr>
<tr>
<td>1997</td>
<td>277</td>
<td>21</td>
</tr>
<tr>
<td>1998</td>
<td>278</td>
<td>33</td>
</tr>
<tr>
<td>1999</td>
<td>290</td>
<td>34</td>
</tr>
<tr>
<td>2000</td>
<td>302</td>
<td>32</td>
</tr>
<tr>
<td>2001</td>
<td>374*</td>
<td>23</td>
</tr>
</tbody>
</table>

*Projected. Data from Academic and Enrollment Services, quoted in Dean Bryson’s self-study report.

The data in the second column include students who enter SDSM&T intending to transfer after their first year (e.g., students in pre-nursing). Such students are classified as BS/IS majors. Currently, it appears that about 16% of the students at the School are associated with CIS, even if not actively pursuing the BS/IS degree.

Another set of data, BS/IS students registered for Spring Semester 2001, shows that most students are clustered at the freshman and sophomore years (73% of the 288 students):

Seniors: 44
Juniors: 33
Sophomores: 90
Freshmen: 121

The data appears to show a dramatic upsurge of interest in the major in the past two years. However, the large freshman and sophomore enrollments are also indicative of students using the BS/IS as a temporary academic home until they find their way into one of the majors in the other colleges or transfer to another institution. The data suggest that the BS/IS and CIS function as "holding categories" for undeclared majors at the School.

The typical student no doubt enrolls in SDSM&T intending to graduate in a degree program other than the BS/IS. A considerable number of students, however, having intended to major in one of the engineering specialties but having found it uncongenial or difficult, find themselves looking for a fall-back major—or another institution. BS/IS no doubt plays the role of a major of second choice for some students. *(N.B.: It should not be overlooked in this regard that the BS/IS does offer a means of salvaging student academic careers and addressing the high attrition rate at the School.)*

The data, however, suggest that these two roles do not constitute the whole picture. The gender distribution in the School as a whole vs. BS/IS suggests, among other things, that the degree attracts a wider range of students than would otherwise enroll in the School. In particular, the degree draws women students:

<table>
<thead>
<tr>
<th></th>
<th>SDSM&amp;T</th>
<th>BS/IS degree program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>70.8%</td>
<td>32%</td>
</tr>
<tr>
<td>Women</td>
<td>29.2%</td>
<td>68%</td>
</tr>
</tbody>
</table>

This nearly complete inversion within the BS/IS program of the School's overall gender ratio is striking—and a datum, I would think, worthy of careful reflection. Many of the women enrolled in the BS/IS program during the freshman and sophomore years transfer out to nursing programs, but disproportionate numbers of women also continue into the junior and senior years. It would appear, then, that

1. some students are electing to enroll in SDSM&T because of the BS/IS degree, and that
2. among these, a disproportionate number are women.

Moreover, if the School follows the trends of other institutions around the country, considerable numbers of women intending to major in engineering find the field uncongenial and switch to other majors. The BS/IS provides a place for them to go without leaving the School.

Ethnic minorities appear to select the BS/IS as well.

Another demographic anomaly in the program is that BS/IS students are more likely to come from Rapid City or the immediate region and, after graduation, more likely to settle in the state (52%) or locality (33%) than students in the other programs. This indicates that the BS/IS program serves the local community in ways that other SDSM&T programs do not. The contrast is dramatic. *In each of the last four years, between 68% and 79% of SDM&T graduates in engineering and other science majors have located out-of-state, compared to 48% of BS/IS students.*
Student interest in the various tracks or areas of concentration appears to be distributed fairly evenly, with the health sciences area the most popular. However, in a recent (2000-2001) survey of juniors and seniors, BS/IS students expressed greatest interest in areas not specifically listed in the areas of concentration: (Psychology/Counseling (7); Social Work/Sociology (6); Education (3); and Criminal Justice (1) [source: student self-report on IS letter of intent]). It is worth noting that these fields of self-reported student interest lie in the social sciences rather than the natural sciences.

Anticipating student demand and possible areas for program development within the BS/IS is problematic for several reasons. The state has system-wide prescriptions regarding academic specialties, and the School itself appears to take a fairly narrow view of its mission. The School currently draws students from all over the state and has not, from all indications, maintained a particularly close relationship with its immediate geographic area. Given the decline of mining in the region, it is difficult to infer the groups the School regards as potential clienteles. The BS/IS, on the other hand, appears to have a more integral relationship to its immediate and regional community and could be a factor in its developing economy and cultural life. If the School sees itself as serving the Rapid City/Black Hills region, then the future growth of that region would present multiple opportunities for the BS/IS—many of them encompassed by its existing tracks or by modest expansions of its offerings/tracks.

Areas of obvious growth potential would include:

1. **business and management**, perhaps with an emphasis on information technology;
2. **the health sciences**; and
3. **environmental science** (given the unique features of the Black Hills region).

I note that the Fact Book for Fiscal Year 2001, lists social sciences as the fifth most popular major in South Dakota (business/management was the second most popular). If the Underground Laboratory project receives funding, a degree or degrees in social science would also be relevant to the emerging regional economy.

However, these potential growth areas that the BS/IS could conceivably serve may not be feasible areas for expansion. It is not clear that the School sees itself playing an integral role in the local community (Rapid City and the Black Hills region). Furthermore, recent attempts to expand BS/IS options in directions that would accommodate a wider range of community needs have been turned back. An effort to establish a joint interdisciplinary environmental studies program (a course of study based both in the social and natural sciences) with Black Hills State University was opposed by BHSU on the grounds (presumably) of its own specialty prerogatives. It is not clear (to an outsider) how stringent these mission constraints are in the policy environment within the state and the School itself.
C. Graduates/Placement
The data provided on placement of BS/IS graduates is self-reported and very incomplete. It shows only that graduates find their way into a wide variety of entry-level positions—many of them not predictable in terms of the areas of concentration that the students selected within the degree. This accords well with national data on college degrees and employment of graduates with general studies types of degrees.

Salaries of graduates with the Bachelor of Science in Interdisciplinary Sciences are not listed separately on the web site. However, data from SDSM&T Career Planning and Placement Office gives a partial picture of the average salary ranges of graduates over the past four years:

- 1999-2000: $31,500
- 1997-1998: $36,000
- 1996-1997: $29,800

These averages, however, are based on fewer than five salary reports and so are almost meaningless. The general import of these data, then, is to indicate that BS/IS graduates command significantly lower starting salaries than graduates in conventional scientific and engineering specialties. In the absence of definitive data, I would read these figures as reflections of market realities rather than indicators of relative academic quality among the School’s major programs.

I note in passing that the students I interviewed perceived that the campus placement office tends to focus on engineering vacancies and has not been responsive to their needs. At the same time, students in the program were very optimistic about their own employment prospects because of the perceived quality of their SDSM&T degree.

The program does not generate a high yield of graduates. Moreover, there has been a decline in the number of graduates since 1996. Whether the latter should be a matter of concern is less clear. If one adds the projected figures for graduates in December, 2001, and assumes the 1996 and 1997 figures are anomalies, then the data show a fairly steady increase in graduates over the years. The BS/IS is a small, highly individualized program; the current number of faculty could not serve a greatly expanded number of majors and maintain the quality of the degree. Small, incremental increases, on the other hand—assuming institutional support would be forthcoming—are feasible and probably desirable.

1. Financing
I was not provided with detailed information about the budget of the CIS. However, the main financial issue in regard to the BS/IS is the number and quality of the faculty who are available to provide instruction, advising, and mentoring.

CIS is a small college primarily tasked with the service function of providing general education instruction to all students at the School. Its core consists of the social science and humanities faculty, organized into two departments. These “load-bearing” units contain 11 full-time faculty with academic rank (only 8 of which are on tenure track) and
12 part-time or adjunct faculty in the humanities and 7 full-time faculty, all on tenure track, and 6 part-time or adjunct faculty in the social sciences.

Even granting that faculty from outside CIS teach a large part of the curriculum of the BS/IS degree, CIS faculty are stretched nearly as far as they can be. Moreover, in some specialty areas, there are no permanent full-time faculty. For example, there are no full time faculty who can currently cover the business offerings (the course offerings are taught by part-time adjunct or BHSU faculty). In other areas, the small number of faculty make critical instruction precarious. For example, the departure of a few individuals who currently teach the senior research/capstone project sequence could jeopardize the quality of the degree and its distinctive interdisciplinary character.

I have mentioned the labor-intensive nature of the degree and the amount of careful advising and individual mentoring required for its success. CIS faculty, however, have inordinately heavy teaching loads that mitigate against this kind of attention to students. The College has attempted to reduce the instructional loads over the past five years, but faculty still teach four courses in many semesters. Most tenure track faculty in the social sciences teach a 3/4 or 4/3 load annually, though class enrollments tend to be large. Most humanities faculty teach a 4/4 load. Nearly all of the humanities faculty also teach in the three-course communications sequence, and this often requires them to teach three writing courses plus a literature or humanities course in a single semester. Teaching writing courses is, of course, notoriously labor-intensive.

These teaching assignments in CIS, particularly in the humanities, are comparable to those at community colleges where there is no expectation of publication. Under these circumstances, ordinary professional development and significant publication become difficult. I have no data to compare CIS teaching loads with those of faculty in other colleges at the School. CIS faculty perceive that their loads are heavier.

The most striking example of how the instructional load negatively affects quality comes from outside the College, but is nevertheless highly relevant, as it pertains to curricula required of BS/IS majors. The various BS/IS tracks that require a solid foundation in biology are served by only two biology instructors, both untenured, who report to the department of chemistry in the College of Materials Sciences and Engineering (and not to the Dean of the CIS). They are responsible for instruction in three different areas:

a. microbiology, anatomy, and physiology (curricula which serve the pre-health and nursing tracks);

b. environmental science (which serves the environmental science track and other majors outside CIS);

c. bio-technology (which serves chemical engineering majors outside CIS).

Two faculty are expected to offer instruction in these widely disparate specialty areas. Moreover, the particular faculty member I interviewed was meeting 150 students in classes that semester (spring 2001) and another 110 students in lab. Teaching Assistants from other programs provide help in the labs, but, since they are not graduate students in biological fields, they typically require a good deal of training (which is provided by the
biology faculty and therefore effectively adds to their teaching load). This is a very high but not an impossible load in terms of numbers of students. But the breadth of coverage seems daunting. How can two faculty, however conscientious and energetic, remain current in multiple fields and develop their own research programs? With such a teaching load, these science faculty cannot reasonably hope to attain the kind of standing in their profession (where, as in all scholarly areas, the currency is publication) that is possible for their engineering colleagues. Therefore, they cannot reasonably expect to function as equals or peers with other faculty within the School.

CIS faculty have access to modest travel and professional development funds, and they appear to make good use of them. Nevertheless, the same obstacles to achieving stature in the profession outlined above in relation to the two biology faculty apply to CIS faculty in general. In addition to their heavy teaching loads, CIS faculty have the largest number of advisees per faculty member of any unit in the School.

Classrooms are well equipped and students have good access to computer technology.

Library resources to support the program are minimal, but the students are given bibliographic instruction in the freshman year. The library staff are helpful and professional, and the South Dakota Library Network appears to supplement local resources effectively. That is, reasonable steps have been taken to compensate for the weakness of the collection. I noticed in the senior capstone projects, however, that students tend to use the internet for research far more than they use books or articles.

E. Other Indicators of Program Quality.

Students in the BS/IS compare favorably with the rest of the student body at the School in terms of grade point average:

<table>
<thead>
<tr>
<th></th>
<th>Average g.p.a.</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Earth Systems:</td>
<td>2.892</td>
</tr>
<tr>
<td>College of Materials Sciences and Engineering:</td>
<td>3.084</td>
</tr>
<tr>
<td>College of Systems Engineering:</td>
<td>2.848</td>
</tr>
<tr>
<td>College of Interdisciplinary Studies:</td>
<td>2.875</td>
</tr>
</tbody>
</table>

Comparing the average ACT scores of declared majors in the various colleges (undergraduate students registered Spring, 2001), it appears that BS/IS students have slightly lower average composite scores than majors in the three other colleges:

| College of Earth Systems | 24 (74% of majors reported) |
| College of Materials Science and Engineering | 25 (87% of majors reported) |
| College of Systems Engineering | 24 (75% of majors reported) |
| College of Interdisciplinary Sciences | 23 (63% of majors reported) |
This level of difference is not alarming, particularly since many of the CIS students are non-traditional and therefore are not required to present ACT scores for admission.

Faculty and students at SDSM&T have a sense of belonging to an elite institution. The BS/IS students I talked to were proud of gaining a degree from SDSM&T. They perceived themselves as well educated products of a rigorous academic program. They described the strengths of the BS/IS degree in terms of the difficulty of the curriculum as well as its flexibility and versatility. They uniformly expressed appreciation for the quality of faculty attention and guidance they had received. They saw themselves as much better equipped than students from other institutions in the state because of the rigor of the program and the personal attention they had received.

At the same time, they felt that students in other majors at the School perceived them negatively, as second class citizens ("engineering program rejects"). When asked what aspects of the program they would change, they mentioned broader science offerings, a placement office more responsive to their needs, and a more rigorous communications sequence open to them exclusively. (They were serious about improving their communications skills and felt that many students in other programs were not).

The student senior capstone projects that I examined were the best direct evidence of the quality of the program. The projects covered a wide array of topics and employed many different methodologies with a considerable degree of sophistication. The overall quality of writing was mature, fluent, and clear. As a whole, the projects were impressive and testified to the success of the curriculum and faculty mentoring.

**Faculty and Administration**

Current CIS faculty appear to have either self-selected intelligently or adapted to their roles at the School. In spite of the high faculty work loads and some other deeply felt issues, faculty morale seemed to be high. With some exceptions, CIS faculty tend to define themselves as teachers first and scholar-researchers second, and that is an important factor in maintaining their morale. They generally embrace the role of generalists which is imposed by their situation ("Everyone here is a ‘Renaissance’ person"). As teachers, they are student-oriented and highly motivated. They appear take their general education role, as well as their various roles in the BS/IS degree, seriously. They believe in the value and importance of what they are doing, and that, I believe, is the chief sustaining factor upholding their morale.

Most full-time faculty in CIS are active professionally. Their vitas show a wide range of scholarly activities, including successful grant applications, publications and conference presentations, and community service. Several of them have accomplished a remarkable amount, in spite of their teaching loads. A number of the faculty expressed the wish that the School could be more integrated into the immediate community’s cultural life and provide more leadership in this area. They are clearly committed to participating in and serving the community in this way. They also take an active role in the university governance activities.
The faculty appear to be well led and organized. Faculty rotate teaching assignments among specialty and writing courses, and thus share the load of teaching strictly service courses. They appear willing and able to work (as they must) in close collaboration with colleagues in other units of the School to deliver instruction in the program and to engage in the intense mentoring activities required.

They expressed pride in the BS/IS degree, which they see as providing a small private school experience for a subset of SDSM&T students. They perceive the degree as high in quality and useful to students. They acknowledge that the degree requires hard work from them and agree that it is "labor-intensive." [The senior capstone project is undertaken with the guidance of CIS faculty who teach the capstone course, with technical assistance from faculty in other colleges, when appropriate. The final oral presentation of each student's project is reviewed by CIS faculty.] On the other hand, several faculty members took pride in the fact that the careful oversight of senior capstone projects makes the degree the most rigorously reviewed of any on campus. The best feature of the degree from the faculty point of view is the extent to which it allows students to design their own educational programs. They see this feature as eliciting mature and enthusiastic participation from students, as well as providing flexibility for a wide array of student needs.

Nevertheless, the general situation of the faculty raised several concerns. It was not clear to me how they can hope to develop normally as professionals with this teaching load and the modest levels of travel and other support available. The Dean ensures that faculty have at least some resources every year for faculty development purposes, but it is the day-to-day work load that is the problem. Faculty cited several other factors that affected their morale negatively. They perceive that the College, and the degree, and they exist at the margins of the institution, and they are very aware of the work load and salary inequities at the School. Several complained that faculty in CIS are not eligible for a market-based salary enhancements (the Program Improvement Fund). They expressed the view that campus politics are driven by a "rigid sense of hierarchy" which largely excludes them and/or places a low priority on their disciplines in important School decisions. They felt there was little institutional support for their scholarly endeavors. Some felt that faculty development funds are devoted too exclusively to technology and technology-related issues rather than to a broader range of pedagogical or scholarly concerns. If these factors remain unaddressed, the CIS may well encounter difficulty in hiring faculty of equal stature in the future.

IV. Conclusions
The BS/IS degree itself is of reasonably high quality and elicits a high rate of student satisfaction. The quality of the program derives from the academic talents of the students and from the dedication of the faculty and administrators immediately involved in the instructional program. The larger institutional arrangements that support the program, however, do not inspire confidence. It appears, in fact, that program quality is maintained in spite of those arrangements. Far too much of the instructional program lies outside the purview of the academic administrator charged with responsibility for its
quality. Resources available to the program are barely adequate generally, and several areas of the program (e.g., the library, the biology and business curricula) are underfunded to the point that their credibility is undermined.

In examining both contextual factors and the five items mandated for review of the BS/IS program, I encountered a number of uncertainties which seem to me unresolvable, given the scope of this review and the information provided. First, it is not clear how the SDSM&T fits into the state educational structure and plans; its role and mission as a public institution in a state system seem to be undergoing change or to be in need of change. The policy environment in which the School functions seems also uncertain. It is plain enough that SDSM&T is a "technological university specializing in undergraduate and graduate education emphasizing science and engineering" (Mission Statement, Policy Manual, South Dakota Board of Regents). But to what end?

The BS/IS degree itself, in its configuration of specialty areas and the organization of the curriculum, illustrates the constrictions of the strict institutional mandate (whether the strict construction of that mandate emanates from the state or the School). The faculty of CIS would be best equipped, given their specialties, to offer an interdisciplinary degree based in the social sciences and humanities, but the School’s mission requires an emphasis in the sciences. An effort to offer such a degree—that is, one more compatible with the actual disciplinary strengths of the college—was rejected in 1999 by the proposed partner institution. Within a very short time, however, the School was authorized to grant an Associate of Arts Degree—a degree also based in large part in the social sciences and the humanities. To expand humanities and social sciences offerings into an interdisciplinary degree program seems a logical step to me on several grounds, particularly as a way of addressing the needs of the emerging regional economy (with or without the National Underground Laboratory).

In spite of uncertainties about the degree of latitude in the School’s mission or whether the School serves, or ought to serve, the region in which it is sited, it is clear that the Bachelor of Science in Interdisciplinary Science exists at the margins of the institution. CIS faculty perceive that the program has a low priority, and I found no evidence to the contrary. Senior administrators do not appear to include the BS/IS in their plans and aspirations for institutional development, except in terms of additional “wiggle room” within existing parameters. The non-technical and non-scientific educational needs of the region have apparently been conceded to other institutions. Is the degree relevant to the needs of the community in which it is sited? It appears to be. And it appears to serve a significant clientele of students within the School.

Under existing circumstances, the BS/IS degree program is indeed an anomaly at the School, but it is an anomaly worth serious attention. If the policy environment in the state continues to evolve, and if SDSM&T engages in an on-going re-examination of its strategies of responding to state and community needs, the BS/IS degree could serve as a very useful focal point for critical portions of that re-thinking. CIS faculty have already opened up some significant pathways for the School; they could provide leadership in a number of initiatives:
1. The program provides a **model of student-centered instruction** that might profitably be adopted elsewhere in the School.
2. The program offers, in the senior capstone project, a **model of collegial collaboration and oversight**.
3. Evaluation of student performance in the senior capstone project appears capable of leading the School to a higher level of assessment.
4. The BS/IS could provide a **means to address the high levels of attrition** at the School by offering alternatives to dropping out. [The School may not currently define their 65% attrition rate as a serious problem. However, if 96% of the students are performing well, as measured by the ACT and CAAP tests used to track academic progress, why do so many students leave? The data in the **Fact Book** do not support the explanation that students are just transferring to other institutions. Qualified students who are lost to higher education (i.e., do not finish a degree) represent a high individual and social cost.]
5. The BS/IS could be a **means to recruit more women and minorities** and to retain those already enrolled; it is clearly popular with these segments of the population.
6. The BS/IS could provide a **means by which the School could serve the region** in which it is located more effectively and comprehensively than presently; its current specialty tracks have proven attractive to the local community.

**Recommendations**

1. The program needs an infusion of funding in key areas. Library resources need to be upgraded, and the program needs either to adopt a sharper focus (concentrate on fewer specialty tracks) or hire more faculty to teach in the specialty areas. The greatest needs for additional funding appear to be in biology and business.
   - hiring additional faculty in biological fields, plus a lab director, would serve many programs in addition to the BS/IS and lend credibility to the those based in the life sciences.
   - hiring faculty in business fields would provide credibility in this high demand area and allow CIS to meet more local needs.
2. The School needs to address at least the worst inequities in teaching assignments and salaries and provide more opportunities for professional development for CIS faculty.
3. Expand the humanities and social science offerings into an interdisciplinary degree program based in those disciplines. Current program requirements in several areas (e.g., business, pre-law) reflect the constraints of the School's mission rather than the realities of the career fields. There is good evidence that students want such a degree, and it is obvious that such a degree would be relevant to the community.
4. The School should consider carefully, as it re-examines its college organization, the discrepancies between assigned responsibility and practical control or oversight in the BS/IS. Too many components of the degree lie outside the purview of any single administrator.
April 10, 2001

Dr. Richard Law
Director of General Education
Administration Annex 301B
Washington State University
Pullman, WA 99164-4133

Dear Dr. Law:

We are looking forward to your visit on April 19 and 20. I will pick you up at the airport Wednesday evening. As a point of identification I will be wearing a bright red, yellow, and black jacket.

Enclosed please find the self-study document of the Interdisciplinary Sciences Degree and the faculty résumés. I have also enclosed a copy of the schedule for the visit. There is nothing absolute about this schedule. We will adjust it to your desires.

I did not include copies of the syllabi for all of the courses in the college. They will be available for your review in the office we will have for you. Copies of student research papers, college publications and student files will also be available.

I hope you have a pleasant flight.

Sincerely,

Dean Bryson, Dean
College of Interdisciplinary Studies

DB/dz

Enclosures
CIS Five-Year Program Review

Dr. Richard Law
External Evaluator
April 19-20

Schedule

Thursday, April 19

7:00 - 8:00  Breakfast with Dean Bryson, Dean, College of Interdisciplinary Studies
8:00 - 9:30  Review of IS materials
9:30 - 10:00 Meeting with Jerry Schaefer, Chair of Physical Education Dept.
10:00 - 11:00 Meeting with Karen Whitehead, Academic Vice-President
11:00 - 12:00 Meeting with Social Science Dept., CB Conference Room
12:00 - 1:30  Lunch with Humanities Dept.
1:30 - 2:00  Tour of CB facilities
2:00 - 3:00  Meeting with Humanities Dept., CB Conference Room
3:00 - 4:00  Meeting with IS students, CB Conference Room

6:00  Dinner with Dean and Chairs

Friday, April 20

7:00 - 8:00  Breakfast with Social Science Dept.
8:00 - 8:30
8:30 - 9:00  Meeting with Sue Shirley, Chair of Humanities Dept.
9:00 - 10:00 Meeting with Patty Andersen, Director of Devereaux Library
10:00 - 10:20 Meeting with Steve McDowell, Chair of Chemistry/Chemical Engr. Dept.
10:30 - 10:50 Meeting with Toni Logar, Chair of Math/Computer Science Dept.
11:00 - 11:20 Meeting with Kerri Vierling, Asst. Professor of Biology, Chemistry/Chemical Engr. Dept.
11:30 - 12:00 Meeting with Major Kent Guthrie, Chair of Military Science Dept.
12:00 - 1:00  Lunch with Dean Bryson
1:00 - 2:00  Meeting with Dean and Chairs, CB Conference Room
2:00  To airport