MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION
SFN 2055 (2/85) 5M

ROLL NUMBER

DESCRIPTION

2291

2001 SENATE EDUCATION

SB 2291

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2291

Senate Education Committee

☐ Conference Committee

Hearing Date 01-29-01

Tape Number	Side A	Side B	Meter #
1	x		0 - 49.5
2 (01-29-01)	X		13.1 - 34.2
Committee Clerk Signature	Sandra Johnson		

Minutes:**CHAIRMAN FREBORG called the committee to order.**

Roll call was taken with all members present.

CHAIRMAN FREBORG called the hearing on SB 2291 which relates to the transfer of credits among institutions of higher education.

Testimony in support of SB 2291:

SENATOR HEITKAMP, District 27, stated this is a bill that asks the question, "are we a higher education system or not". He feels that there is not a need to be building larger living facilities on large campuses when there is plenty of room for students at some of the smaller campuses. This bill would allow credits to transfer from one state institution to another. The bill would take effect 1-1-02. He would like to see the University System be a system that works together when it comes to transferring credits. Passage of the bill will give the student and parents the peace of mind that the investment made into one of our smaller institutions will carry over to the larger

ones. SENATOR CHRISTENSON asked if there is an explanation of why implementing the transfer of credits is taking so long.

SENATOR HOLMBERG, District 17, testified. He feels a single system is necessary. There are two aspects to this bill. One is a quality aspect and the other is a financial aspect. Classes of general education nature almost always transfer. The problem comes with transferring some credits in a student's major. The quality and the rigor of course work at any of the state institutions is under the purview of the Board of Higher Education. If a course is not of the rigor and quality at the old institution as it is at the new institution, which will allow the student to progress, then that needs to be addressed by the Board, the faculty, and the University system. On the other hand, the money paid for a course by a tuition paying student is wasted if the credit won't transfer. This should be of concern to every taxpayer in the state. SENATOR COOK asked how we make courses comparable in rigor and quality. SENATOR HOLMBERG stated the Board is working on this issue. He and others feel this bill gives a "little boost" to the Board so they will come to a conclusion on this issue soon.

ARNOLD THOMAS, President ND Healthcare Association, feels there needs to be a tool in place to help transferability. He is not supporting nor opposing the bill as historically the Healthcare Association has been against mandates. The question has been on equivalency. Without the ability to transfer from institution to institution, we are putting an undue burden on students. Recently the Board of Higher Education endorsed a resolution that will permit Williston to extend its educational programs on a regional basis. With the technology we have today, the ability to transfer needs to be solved. This will add to the overall professional goals of the students. Other educational facilities across the country are looking to expend their services

to wherever people happen to be. If our state is not ready to meet the needs of our students, others will find that borders are artificial.

Testimony in opposition to SB 2291:

LARRY ISAAC, Chancellor University Systems, feels progress has been made in this area. Over 1600 courses are identified as common. Faculty groups from all over the state have all been working together to do this. This bill gives an opportunity to the University System to provide some good information to the committee. He feels this bill could be a disservice to students in that it mandates transfer for all requirements. An Associate degree at one school will transfer all general course credits from one institution to another. An on-line Associate degree is available. He feels the effort of the University System is a successful effort. There has been a lot less complaints on this subject over the past several years. He feels this issue is properly delegated to the Board and to the faculties at the campuses. Feels we need to maintain the ability of those people to do that. He feels the courses required for a degree in the student's major need a certain rigor and should be taken at the institution where the degree is being given.

MICHEL HILLMAN, ND University System, presented the committee with a resource packet. (A Student's Guide to Transfer Within the ND University System; a report by Kay Fulp, Coordinator of Articulation and Transfer; sheets on transfers, We Help You Succeed). He stated that faculty meets to determine which courses are common. He stated BSC has two types of programs, one prepares students to transfer and the other prepares students to directly enter the job market. Several years ago over 50,000 credits transferred into NDSU. Of these, students were dissatisfied with just 15 of those credit hours. The problem they had was the Governor knew about all 15 credits. MR HILLMAN feels the passage of this bill will complicate transfers. He sees no large problem with this but a few minor ones that can be readily fixed. He

thinks this bill would end the faculty discussions that are necessary to make articulation and transfer possible. SENATOR COOK asked what is in place to assure the same rigor and standards are on each campus. MR HELLMAN stated through faculty discussions they set the level of skills and knowledge expected to gain in the course. The Board hopes to implement a tracking program that will track students from campus to campus. There is no hard statistical data as of now. There was more discussion. He feels the biggest mistake the school can make is telling a student he is prepared for upper division work when he is not. The second biggest mistake is telling him the courses he took do not count. More discussion. The problems are not all solved and will probably not be solved. However, great strides have been made.

KARLEE SMITH, student at BSC, presented testimony. (see attached).

There was no further testimony on SB 2291.

VICE CHAIRMAN FLAKOLL closed the hearing on SB 2291.

01-29-01, Tape 2, Side A, 13.1 - 34.2

SENATOR FLAKOLL stated we need to let the University System do their job, and according to testimony, they are making every effort to try to alleviate the problems addressed in the bill. The committee feels the transferability of credits should be done, but there still needs to be work done as far as the content and rigor from campus to campus. CHAIRMAN FREBORG stated he feels this bill will send a small message to the University System to try to fix this problem. The deadline should be far enough in the future to allow the legislature to revisit this issue again and find out if the System can work this out. More discussion. SENATOR CHRISTENSON feels it is a very challenging directive to transfer credits at the University level. SENATOR COOK has a concern that the System will do this if the Legislature so mandates, but the actual content and rigor won't be the same and the student will ultimately be hurt by this. More discussion.

SENATOR COOK moved to adopt an amendment to change the effective date to July 1, 2003 instead of 2002. Seconded by SENATOR O'CONNELL. Roll Call Vote: 7 Yes. 0 No. 0 Absent. The amendment is adopted.

SENATOR COOK moved a DO PASS as Amended. Seconded by SENATOR CHRISTENSON.

SENATOR FLAKOLL moved a substitute motion to amend the bill to state the student needs a 2.0 GPA instead of 2.5. Seconded by SENATOR O'CONNELL. Roll Call Vote: 6 Yes. 1 No. 0 Absent. The amendment is adopted.

Roll Call Vote on motion to Do Pass as Amended: 6 YES. 0 NO. 0 Absent. Motion Carried.

Carrier: SENATOR CHRISTENSON

Adopted by the Education Committee
January 29, 2001

1-29-1

PROPOSED AMENDMENTS TO SENATE BILL NO. 2291

Page 1, line 10, replace "2.5" with "2.0"

Page 1, line 13, replace "2002" with "2003"

Renumber accordingly

Date: 1-29-01
Roll Call Vote #: 1

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2291

Senate Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number amend

Action Taken Do pass on amendment

Motion Made By Sen. Cook Seconded By Sen. O'Connell

Senators	Yes	No	Senators	Yes	No
Senator Freborg - Chairman	✓		Senator Christenson	✓	
Senator Flakoll - Vice Chairman	✓		Senator Kelsh	✓	
Senator Cook	✓		Senator O'Connell	✓	
Senator Wanzek	✓				

Total (Yes) 7 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent: Change date to 2003

Date: 1-29-01
Roll Call Vote #: 2

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2291

Senate Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number Do Pass amendment

Action Taken Substitute motion

Motion Made By Sen. Flakoll Seconded By Sen. O'Connell

Senators	Yes	No	Senators	Yes	No
Senator Freborg - Chairman	✓		Senator Christenson	✓	
Senator Flakoll - Vice Chairman	✓		Senator Kelsh	✓	
Senator Cook	✓		Senator O'Connell		✓
Senator Wanzek	✓				

Total (Yes) 6 No 1

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent: Change 2.5 to 2.0

Date: 1-29-01
Roll Call Vote #: 3

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2291

Senate Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass as amended

Motion Made By Sen. Cook Seconded By Sen. Christenson

Senators	Yes	No	Senators	Yes	No
Senator Freborg - Chairman	✓		Senator Christenson	✓	
Senator Flakoll - Vice Chairman	✓		Senator Kelsh	✓	
Senator Cook	✓		Senator O'Connell		✓
Senator Wanzek	✓				

Total (Yes) 6 No 1

Absent 0

Floor Assignment Sen. Christenson

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2291: Education Committee (Sen. Freborg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (7 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2291 was placed on the Sixth order on the calendar.

Page 1, line 10, replace "2.5" with "2.0"

Page 1, line 13, replace "2002" with "2003"

Renumber accordingly

2001 HOUSE EDUCATION

SB 2291

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2291

House Education Committee

☐ Conference Committee

Hearing Date 03/14/01

Tape Number	Side A	Side B	Meter #
#1		X	2530 to 6200
#2	X		1 to 4660
Committee Clerk Signature			

Minutes:

Chairman R. Kelsch, Vice-Chair T. Brusegaard, Rep. Bellew, Rep. Grumbo, Rep. Haas, Rep. Hanson, Rep. Hawken, Rep. Hunskor, Rep. Johnson, Rep. Meier, Rep. Mueller, Rep. Nelson, Rep. Nottestad, Rep. Solberg, Rep. Thoreson

Chairman Kelsch: We will now open the hearing on SB2291.

Sen. Heitkamp: (District 27) This bill is in front of you for whether or not the university systems as a whole, we were addressing the needs of the state. One of the problems that I've encountered, there's a lot of kids that go to ND State College of Science who end up at Moorhead State, and one of the reasons is that their credits transfer easier. Why are we, as one university system, making sure that, even if it's just a perception, the perception is false. The bill is there to allow them to go back to those campuses and say, do you want us to do it? Or do you want them to do it in Bismarck? The amendment achieves some of this goal.

Rep. Hanson: Is it just SU and UND?

Sen. Heitkamp: I think that's your bigger problem.

Rep Haas: Based on your conversations with the universities, do you think that it's realistic that we could expect this to be done in two years, so there would be an even flow of students?

Sen. Heitkamp: That's the big question. The point of that is that we did have this discussion ten years ago.

Chairman Kelsch: Those credits still transfer, they just would not go toward their major, but those credits still transfer.

Sen. Heitkamp: The credits themselves transfer.

Rep. Gulleson: (District 26) I'm here in support of the bill. I'd support the bill in either format. I do agree that we can step back a bit and study it. When we went to a centralized system in the university systems, it was everyone's expectation, that it would work as one unit, and when we sent people to BSC or Bottineau or Williston, then they would be able to move on and transfer into the universities as well, and there have been some hitches along the way. I can think of a number of programs where I think our campuses need to get together and build the articulation agreements that make transferring much easier.

Rep. Brusegaard: (District 9) I went to NDSU, and served as student body president, and I worked with the administration on a system wide level, and I remember talking about credit transfer within the confines of the ND Student Association, and the problems the kids experienced when they were trying to transfer. I think this bill is fairly well crafted, although I think that the delayed effective date makes it a lot better, it gives the university systems some time to get up to speed. I'm completely comfortable with the amendments.

Rep. Hanson: You mentioned Junior colleges transferring in. Are we having problems with the 100-200 courses or the 300-400 courses?

Rep. Brusegaard: The problem I have is the lack of available data on specifics. I would say there are a variety of problems on both levels, but the majority probably exist at the 300-400 course level.

Rep. Mueller: I'm not so sure I see that much of difference between the bill and the amendments. Where do you really want to go with this?

Rep. Brusegaard: I want to provide legislation that moves university systems ahead in a positive manner. I think the bill probably causes some friction that probably isn't productive. I think we can accomplish other goals with the study over the next two years, and hopefully have a study that moves forward in a positive manner for the university systems, the individual institutions and for the legislature.

Rep. Hawken: If we did this study, isn't this language already in statute?

Rep. Brusegaard: There has been a tremendous amount of work since I started to be aware of the problem. Now, with common course numbering, but I think there's still some work to be done.

Rep. Thoreson: Right now when they have a course that should transfer to UND, how is that determined whether that is or isn't, and what do they look at as far as what is an acceptable course or not?

Rep. Brusegaard: There are diagrams and common course numbering of a list of the approved courses that have a set curriculum that are offered at various institutions across the system, and those are the ones that transfer in a blink of an eye.

Arnold Thomas: (President of the ND Health Care Association) This would encourage the university to aggressively pursue some type of an integration with respect to its courses. As we look longer term down the road, we believe that we will not be confined any longer to the borders of ND, and its institutions of higher learning. We're looking longer term at this.

Rep. Haas: Which institution did you finally end up with in getting them their certificate?

Thomas: From UND, NDSU, Wahpeton, Minot and East Grand Forks.

Larry Isaak: (Chancellor of the ND University Systems) I support this bill as long as the amendment is there. I appreciate the effort on the behalf of the university system to provide more leverage as we continue to work on this. It's not an easy issue. We're dealing with 100 years of culture and change, and it's never easy. The bill, as it comes to you, perhaps is a bit confusing, and maybe will give us more problems than we have now, because of the way it's drafted, because it makes the perception that everything transfers for everything in majors and so forth. A great deal has already been done. I do think that a study will provide all of us with a good base of knowledge to fully understand the issue, and if we need to continue to do some things to move this along, it will give us all a good basis to do that.

Rep. Hanson: Do we have any problems transferring credits from our private schools to our state institutions?

Isaak: I'm going to defer to Mike.

Rep. Mueller: The issue that we have before us hasn't gone away in ten years. Can you explain, what are the problems in credit transfer in our state?

Isaak: There are some that are struggling with common course numbering. I think the study will help everyone. We got the message, and we all need to help get this accomplish.

Rep. Haas: The full emphasis of SB2031 was the universities all becoming a system. Isn't it almost inherent that this would almost happen automatically?

Isaak: I agree with you, but I really believe that 90% of the problems that we had don't exist anymore. We've got them all taken care of, and there are still people that will call you. We've come a very long ways as far as coming together as a university. The board has invested money in this issue.

Rep. Thoreson: What is the process for getting these coordinated? Is their a committee that does that?

Isaak: We convene faculty from all of the institutions and we look at the curriculum. If a student receives an Associate of Arts degree from any two year institution, they've completed all of their general education requirements at any institution.

Mike Hillman: (ND University systems) *Please refer to written testimony*

Rep. Nottestad: Is there any way that a student can appeal a decision made at the college where he's applying, beyond that college, so he can either have... Or would be told reasons why, above and beyond?

Hillman: Our board doesn't go in and say you will accept this or you will change this grade, we don't get involved and I think it would really create some problems academically, and for accreditation if we did that. The board, however, I think has some very clear expectations, and they're reinforced just by the fact that this bill has made it as far as it has.

Rep. Hunskor: I go across the chemistry one on here, and at one institution five credits and at another four, whether it's lab or not lab, and wherever you take this course, and you completed

this course, and you're ready to go into chemistry 122, why is it five and four if you've completed the course.

Hillman: What we've found is each campus does have its own range of curriculum. These courses are probably the finest in a number of programs. I think what we're saying is, it's OK to have some differences, because those differences respond to the needs on the campus, but there's a compromise between what the campus needs and what the student needs in transferring across the system.

Kay Faldwin: (Coordinator of articulation and transfer for the University Systems) There are some practical aspects that affect the situation with chemistry. You might have two lecture sections and twenty-seven lab sections, and so in order to give grades, the lab teacher may not be the same as the lecture teacher, therefore some campuses prefer to do it that way, giving separate credit for the lab. In other campuses, it is so integrated that the lecture and the lab occur simultaneously. There may be only one section of chemistry, so it's taught in a particular way.

Rep. Hunskor: So, I'm a student, and I decide that I'm going for a masters or a doctorate at the Univeristy of Minnesota. I look across this paper, and they require so many credits in chemistry to enter their program.

Faldwin: I don't think it will make a difference when applying for graduate school, because most graduate schools have a range of undergraduate preparation. What they would look at, is that you have a number of credits in general chemistry, so that's why the common title is so important. Furthermore, they'd be accepting credits from a number of undergraduate institutions that would have different requirements for an undergraduate major in chemistry, and so what they would look at is that you completed an undergraduate program.

Rep. Johnson: How about private colleges?

Faldwin: I would say Mary and Jamestown readily accepts transfer credits from our institutions. Credits from Mary and Jamestown to our institutions, it depends a lot on the program, but the courses we have chosen for common nomenclature are pretty standard nationally, so there's an understanding what general chemistry is or college physics versus university physics, so I think the transfer has been pretty good.

Gary Schnell: (Vice President of Acedemic Affairs of NDSU) I did do some number, and we transferred 58,000 credits this last year, and we had questions on 6. The year before that we had 42,000 credits and we had questions on less than 10, and it's been that way. The problem is, you always hear about the 10, and not the 50,000. You will not get to zero tolerance.

Tom Rand: (UND) *Please refer to written testimony*

Andrew Varvel: *Please refer to written testimony*

Chairman Kelsch: We will close the hearing on SB2291.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2291 A

House Education Committee

☐ Conference Committee

Hearing Date 03/14/01

Tape Number	Side A	Side B	Meter #
#2		X	231 to 397
Committee Clerk Signature			

Minutes:

Chairman R. Kelsch, Vice-Chair T. Brusegaard, Rep. Bellew, Rep. Grumbo, Rep. Haas, Rep. Hanson, Rep. Hawken, Rep. Hunskor, Rep. Johnson, Rep. Meier, Rep. Mueller, Rep. Nelson, Rep. Nottestad, Rep. Solberg, Rep. Thoreson

Chairman Kelsch: We will take up SB2291.

Rep. Hawken: I move the amendments.

Rep. Brusegaard: Second.

All said aye to the amendment except for Rep. Haas.

Chairman Kelsch: What are the wishes of the committee?

Rep. Brusegaard: I move a DO PASS AS AMENDED.

Rep. Hanson: Second.

Chairman Kelsch: Committee discussion.

The motion of DO PASS AS AMENDED passes with 12 YAY 0 NAY 3 ABSENT

Floor Assignment: Rep. Brusegaard

Date: 3/13/01
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO SB 2291

House House Education Committee

☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass As Amended

Motion Made By Rep. Brusegaard Seconded By Rep. Hanson

Representatives	Yes	No	Representatives	Yes	No
Chairman-RaeAnn G. Kelsch	✓		Rep. Howard Grumbo	✓	
V. Chairman-Thomas T. Brusegaard	✓		Rep. Lyle Hanson	✓	
Rep. Larry Bellew			Rep. Bob Hunskor	✓	
Rep. C.B. Haas	✓		Rep. Phillip Mueller	✓	
Rep. Kathy Hawken	✓		Rep. Dorvan Solberg	✓	
Rep. Dennis E. Johnson					
Rep. Lisa Meier	✓				
Rep. Jon O. Nelson	✓				
Rep.Darrell D. Nottestad	✓				
Rep. Laurel Thoreson					

Total (Yes) 12 No 0

Absent 3

Floor Assignment Rep. Brusegaard

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2291, as engrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (12 YEAS, 0 NAYS, 3 ABSENT AND NOT VOTING). Engrossed SB 2291 was placed on the Sixth order on the calendar.

Page 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for a legislative council study of the transfer of credits among institutions of higher education.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. LEGISLATIVE COUNCIL STUDY - TRANSFER OF CREDITS AMONG INSTITUTIONS OF HIGHER EDUCATION. During the 2001-02 interim, the legislative council shall study the transfer of credits to and from state institutions of higher education. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly."

Renumber accordingly

2001 SENATE EDUCATION

CONFERENCE COMMITTEE

SB 2291

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2291

Senate Education Committee

☑ Conference Committee

Hearing Date 04-09-01

Tape Number	Side A	Side B	Meter #
1	x		0 - 25.0
1	x		0 - 21.6
Committee Clerk Signature			

Minutes: REPORT OF CONFERENCE COMMITTEE ON SB 2291:

MEMBERS: SENATOR COOK — REPRESENTATIVE BRUSEGAARD

SENATOR FLAKOLL — REPRESENTATIVE HAWKEN

SENATOR CHRISTENSON — REPRESENTATIVE HUNSKOR

SENATOR COOK called the conference committee to order. Roll Call was taken with all (6) members present. He stated the bill deals with the transfer of credits between schools of higher learning. The House has basically turned this into a study resolution.

REPRESENTATIVE BRUSEGAARD feels there are too many issues out there and feels a study is recommended. Several issues are: 1. A student has been "sold" a false bill of goods, being told credits would transfer and they don't. 2. An advisor at a major college refuses to accept any class from a junior college. 3. A student may not have done his registration correctly and will blame the university system. There are steps being taken now to help the transfer process along. Out of 45,000 credits that were transferred at NDSU last year, there were maybe 3 - 6 credits

that were a problem. SENATOR COOK feels we are transferring some credits that perhaps should not be transferred. He feels Higher Ed. Needs to find a solution to this. REP. BRUSEGAARD stated all the sponsors of the bill supported the study. SENATOR COOK asked if the Legislative Council needs to be involved in this or should this be a Higher Ed. Problem. REP. BRUSEGAARD feels as policy makers, the Legislative Council should study this along with the Bd. Of Higher Ed. REPRESENTATIVE HUNSKER stated that Chancellor Isaak had testified they are progressing toward the common transfer. REP. HUNSKER feels this would give them the assurance that the legislature wants the problem solved. SENATOR FLAKOLL feels this need to be done and Higher Ed. should come with a plan to the legislature. Maybe there needs to be a timeline like 2005. SENATOR COOK would like to see a date required. SENATOR CHRISTENSON would like to see a bill rather than a study. She stated Higher Ed. has already had 12 years to implement a plan.

REP. BRUSEGAARD stated this legislation came about because of students that went to out of state colleges because those credits transfer. This was especially true of those going into nursing. He feels private industry groups should also address the legislative council as to what their needs are for future employees.

SENATOR COOK stated there are two areas we need to address: 1. What degree do we want the Council involved. 2. Should a timeline be put on this. SENATOR FLAKOLL asked if we could ask Higher Ed to review their current plan starting in July 2001, and by the 2003 Session have a final plan.

SENATOR COOK asked if we could add Section 3 that states, during 2001 - 2002, the Bd. Of Higher Ed is to give an interim report to the Legislative Council showing the delivery

mechanism for transferring credits and any recommendations they have for improvement. And set a time certain for 2003.

REPRESENTATIVE HAWKIN asked if we aren't asking that the courses numbered the same and of the some quality will transfer. The board of Higher Ed needs to send a message to the universities. There needs to be intellectual equality.

Committee adjourned to work on amendments they may want to attach to the bill.

04-10-01, Tape 1, Side A, 0 - 21.6

SENATOR COOK called the committee to order. Roll Call was taken with all (6) members present. He presented an option for discussion to the committee (see attached). This requires the Board of Higher Ed. to develop and report what the plan will be for transferring credits between institutions, by 2003.

REPRESENTATIVE BRUSEGAARD still feels the university system feels they are doing a good job and he feels the report will only be what is now being done.

SENATOR COOK asked if there should be a date certain. REPRESENTATIVE BRUSEGAARD stated the interim committee is set up to study the problems. SENATOR FLAKOLL asked if there are some problems that can't be solved and should those be identified also. He feels the Board of Higher Ed. should identify problems and develop a solution to solve them. SENATOR COOK asked if anyone knows how many times this has been studied. REPRESENTATIVE HAWKEN wondered if the people studying the issue could be given a list of problem areas as seen by the legislators. SENATOR FLAKOLL asked about the engrossed bill and if it says to transfer any credit.

REPRESENTATIVE BRUSEGAARD moved the Senate accede to the House Amendments.

Seconded by REPRESENTATIVE HAWKEN. Roll Call Vote: 2 YES. 4 NO. 0 Absent.

Motion Failed.

SENATOR CHRISTENSON moved the House recede from the House amendments and amend with SENATOR COOK'S options. Seconded by SENATOR FLAKOLL. Roll Call Vote: 6 YES. 0 NO. 0 Absent. Motion Carried.

Committee adjourned.

2291 - From Senator Cook

The state board of higher education shall develop a system to provide for the transfer of credits between the institutions under the control of the board. Before July 1, 2003, the state board shall report to a committee designated by the legislative council regarding the development of the system. The state board shall implement a system to provide for the transfer of credits between the institutions under the control of the board by July 1, 2003.

Section 2

Sec 3- Section 1 is effective July 1 2003

Date: 4/10/01

Roll Call Vote #: 1

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2291

Senate _____ Committee

☐ Subcommittee on _____

or

☒ Conference Committee

Legislative Council Amendment Number _____

Action Taken Senate accede to House amend.

Motion Made By Rep Bruegaard Seconded By Rep. Hawken

Senators	Yes	No	Senators Rep.	Yes	No
Sen. Cook		✓	Rep. Bruegaard	✓	
Sen. Tokell		✓	Rep. Hawken		✓
Sen. Christenson		✓	Rep. Huether	✓	

Total (Yes) 2 No 4

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Yes

Date: 4/10/01
Roll Call Vote #: 2

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2291

Senate _____ Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken House recedes fr. House amend + further amend.

Motion Made By Sen Christenson Seconded By Sen. Flakoll

Senators	Yes	No	Senators	Yes	No
Sen Cook	✓		Rep. Brusegaard	✓	
Sen. Flakoll	✓		Rep. Hawken	✓	
Sen. Christenson	✓		Rep. Hunskor	✓	

Total (Yes) 6 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

REPORT OF CONFERENCE COMMITTEE

SB 2291, as engrossed: Your conference committee (Sens. Cook, Flakoll, Christenson and Reps. Brusegaard, Hawken, Hunskor) recommends that the **HOUSE RECEDE** from the House amendments on SJ page 885, adopt amendments as follows, and place SB 2291 on the Seventh order:

That the House recede from its amendments as printed on page 885 of the Senate Journal and pages 963 and 964 of the House Journal and that Engrossed Senate Bill No. 2291 be amended as follows:

Page 1, after line 12, insert:

"**SECTION 2. STATE BOARD OF HIGHER EDUCATION REPORT ON TRANSFER OF CREDITS.** Before July 1, 2003, the state board of higher education shall report to a committee designated by the legislative council regarding the development of a system to provide for the transfer of credits between the institutions under the control of the board."

Page 1, line 13, replace "This" with "Section 1 of this", replace "is" with "becomes", and after "effective" insert "on"

Renumber accordingly

Engrossed SB 2291 was placed on the Seventh order of business on the calendar.

2001 TESTIMONY

SB 2291

My name is Karlee Smith and I am currently a sophomore at Bismarck State College. I am planning to major in elementary education and will transfer to Minot State University this fall. As a transfer student myself, I oppose this bill.

Attending a two-year college was the right choice for me. After high school I was not sure about a major. I had some ideas, but everything I was interested in was offered at a different North Dakota University System school. I decided to come to Bismarck State to complete my general education requirements while I decided where to go to obtain my baccalaureate degree.

After changing my major four times, I decided to major in elementary education. I now plan to transfer to Minot State University this fall. I expected transferring to another college to be a big hassle. When I called Minot State they said that if I had taken GERTA approved classes and had completed my general education classes at Bismarck State, I was deemed to have completed them at Minot State.

Under the current transfer agreement students can transfer easily between colleges in the North Dakota University System. If this bill were passed it would ultimately penalize transfer students and discourage students from attending two-year colleges, which are a vital part of the North Dakota University System. The passing of this bill could also open up a whole new set of management problems for the university system.

I feel that this bill is saying that transfer students must have a 2.5 in a class for the class to be "deemed to fulfill degree requirements," while students that are already at that university are required to have only a 2.0. In my opinion, this bill discriminates against transfer students.

A STUDENT'S GUIDE
TO TRANSFER
WITHIN THE
NORTH DAKOTA UNIVERSITY SYSTEM

Also known as the
Gold and Silver Guide

July 2000

Prepared annually by North Dakota University System Registrars. Additional copies are available from the North Dakota University System office, 600 E. Boulevard, Bismarck, North Dakota 58505-0230.

North Dakota

University System

CONTACT UNIVERSITY SYSTEM OFFICE FOR COPY

We Help You Succeed

PATHWAYS TO THE FUTURE

Report to the North Dakota State Board of Higher Education

Prepared and presented by

Kay Fulp, Coordinator of Articulation and Transfer

December 21, 2000

Since the report of November 19,1999, the following activities have been initiated, continued, or coordinated by the Office of Articulation and Transfer.

- Status of Common Course Numbering
  The current status of CCN shows 1667courses, including common courses, unique courses, and courses that form unique programs. The matrix is designed to reflect what is transferable within the NDUS and flag courses with special purpose that may not transfer within certain programs.
  (See the matrix listings at http://www.ndscs.nodak.edu/nduscat/)

- Every North Dakota University System campus has been visited at least twice and every tribal college at least once by the Coordinator of Articulation and Transfer. The communication has increased among campuses in many disciplines and the dialog has been constructive.

- The GERTA Guide to Transfer will be updated annually to include Common Course Numbering, latest catalog information, and the tribal college general education information. CAT has been actively involved with the North Dakota Association of Collegiate Registrars and Admission Officers. I have participated in their state and regional meetings. This has been an opportunity to share ideas with Minnesota, South Dakota, and Iowa. I will be assisting with arrangements for upcoming regional meetings.

- The Council of College Faculties met in Minot September 21 and 22, 2000, with several disciplines groups discussing Common Course Numbering issues. Dr. Hillman suggested that the discipline groups look at the competencies that they expect of incoming freshmen students and work with the K-12 systems to promote those competencies. CAT has also met with discipline groups at professional meetings during the year. At the ND All Service Conference in August, I shared the Pathways to the Future view book with meeting participants, which include secondary and postsecondary educational staff members from public and private schools. About 350 people visited me about the NDUS.

- The key to successful transfer is good advising. Materials prepared by the NDUS/CAT are widely requested. The matrix within the view book was revised to reflect the preparatory course work available at campuses for majors and minors at other campuses. See Attachments.

- Articulation Agreements are being forwarded from the various campuses to the office of Articulation and Transfer for review and inclusion in a system directory. Information from the actual agreement is transferred to a summary form and listed in a directory. There has been great activity in cooperative projects among campuses.

  UND is negotiating articulation agreements with all of the NDUS campuses as well as every campus within 250 miles of UND.

  Interest has been growing in the Bachelor of Applied Science degree approved by the SBHE last year. MaSU, VCSU, and NDSU have been particularly active in negotiation with the 2 yr. Campuses.

What about the challenges?

- The processes for negotiation are not clearly defined. Effective methods have been developed and need to be shared among the campuses.
- The resources for new initiatives are limited. New agreements must be a win situation for students as well as a win/win for the campuses involved.

- The approval process must facilitate quick action. Windows of opportunity are quickly closed or seized by the more fleet of foot.
- Risk taking must be rewarded. Venture capital should come from a variety of sources.
- Momentum...Bodies in motion tend to remain in motion and BODIES AT REST TEND TO REMAIN AT REST...unless acted upon by an outside force. Standard ideas of our students/your students, upper division/lower division, review/approval, academic freedom/policy, mission/vision, and competition/cooperation invite spirited discussion. We need to move from "at rest" to "in motion" in some areas and follow the successful models provided by the campuses of the NDUS over many years.

What's next ?

The Academic Affairs Council continues to review and establish guidelines for Articulation and Transfer among the NDUS campuses and their private and public counterparts. These agreements often stress the transfer of technical course work and degrees in industrial studies or allied health and baccalaureate degree programs, while sustaining and expanded the more traditional liberal and professional education.

Cooperation has been outstanding in most areas. The Academic Affairs Council has provided leadership and support in transforming the Board directives into action. Establishing good practice in Articulation and Transfer and communicating that to all stakeholders will continue to be my goal.

PROGRAMS

The North Dakota University System offers programs that range from certificates to doctoral and professional degrees. The following table can help you best match a campus with your career goals. The typical program length is indicated by a 1 (less than one year), 1-2 (one to two years), 2 (two years), 4 (four years), 4+ (over 4 years), G (graduate school) and 4G (four years and also graduate program) An asterisk (*) indicates the program is offered on that campus by another institution

p-Indicates a preparatory program where the college has articulation agreements in place or the college catalog outlines a recommended course of study that prepares students to enroll in programs on other campuses.

	BSC	DSU	MaSU	MiSU	MiSU-BC	NDSCS	NDSU	UND	LRSC	WSC	VCSU
AGRICULTURE AND NATURAL RESOURCES											
Agricultural Business & Management	2					p			2		
Agricultural Economics	p				p	p	4G		p	p	
Agricultural Production/Farm & Ranch Management	2	1-2			p	2			2, p	p	
Agricultural Science, General	p	4	p		p	2	4		p	2, p	
Agricultural Systems Management	p				p	p	4		p	p	
Agriculture Sales & Service	2	2									
Animal & Range Sciences	p				p	p	4G		p	p	
Cereal Science						p	G				
Crop & Weed/Plant Sciences	p				p	p	4G		p	p	
Flowershop & Greenhouse Technology					1						
Food Science							4			p	
Horticulture							4G				
Floral Design					2						
Greenhouse Technology					2						
Landscape Design					2						
Turf Management					2						
John Deere Ag Technology						2					
John Deere Ag Parts Marketing & Management						2					
Natural Resources Management					p		4G			p	
Parks & Recreation - Outdoor Recreation					2						
Parks & Recreation - Commercial Recreation & Tourism					2						
Plant Protection						p	4			p	
Soil Science						p	4G			p	
Urban Forestry					1-2						
Veterinary Technology	p		p	p		p	4		p	p	
Water Quality Technology					1-2						
Wildlife & Fisheries Technology				p	2						
ALLIED HEALTH											
Addiction Studies				4						p	
Athletic Training/Recreation Sports Fitness/Corporate Fitness	p		p	4	p	p	4	4	p	p	
Clinical Laboratory Science	p			4		p	4	4G	p		
Cytotechnology								4			
Dental Assisting						1				p	
Dental Hygiene				p		2				p	
Clinical Laboratory Technician	2					p					
Medical Office Assistant				2*	1-2	2					
Health Information Technician						2					
Medical Secretary	2			2*	2						
Mental Health Care Associate						2, p					
Occupational Therapy				p				4		p	p
Occupational Therapy Assistant						2					
Pharmacy Technician						1-2					
Phlebotomy Technician	1										
Physical Therapy			p					4G		p	p
Physical Therapy Assistant										2	
Radiologic Technology	p			4	p						
Respiratory Care	p						4			p	
ARCHITECTURE, ENGINEERING, AND RELATED											
Air Conditioning, Heating & Refrigeration	1-2					1-2					
Applied Physics								4	p		
Architectural Drafting & Estimating Technology						2					
Architecture							4G				

The North Dakota University System offers programs that range from certificates to doctoral and professional degrees. The following table can help you best match a campus with your career goals. The typical program length is indicated by a 1 (less than one year), 1-2 (one to two years), 2 (two years), 4 (four years), 4+ (over 4 years), G (graduate school) and 4G (four years and also graduate program.) An asterisk (*) indicates the program is offered on that campus by another institution.

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	BSC	DSU	MaSU	MiSU	MiSU-BC	NDSCS	NDSU	UND	LRSC	WSC	VCSU
Construction Technology	p					2	4				
Electrical Technology						2					
Engineering & Management, Industrial	p						4G				
Engineering & Management, Construction	p						4				
ARCHITECTURE, ENGINEERING, AND RELATED (cont.)											
Engineering Aide	2										
Engineering, Agriculture and Biosystems	p						4G				
Engineering, Chemical	p							4G		p	
Engineering, Civil	p						4G	4G			
Engineering, Electrical	p						4G	4G			
Engineering, Energy								G			
Engineering, Environmental							G				
Engineering, Geological								4			
Engineering, General	p		p	p	p	p	G		p		p
Engineering, Manufacturing							4				
Engineering, Mechanical	p						4G	4G			p
Engineering and Surveying Technology, Civil						2					
Environmental Design							4				
Environmental Geology & Technology								4			
Industrial Technology	p							4G			
Interior Design							4				
Landscape Architecture							4				
Mechanical Drafting & Design						2					
Occupational Safety & Environmental Health								4			
Power Plant Technology	1-2										
Process Plant Technology	1-2										
BUSINESS (ADMINISTRATIVE SUPPORT)											
Accounting & Computing					2	1-2			2		
Information Processing	1-2			2*	1-2				1-2	p	
Office Supervision & Management			4						2	p	4
Administrative Assistant	1-2	2	2		1-2	1-2			1-2	1-2	
Legal	2	2		2*		2			1-2		
Medical	2	2		2*	2	2			1-2		
BUSINESS, MARKETING AND DISTRIBUTION, AND COMPUTERS											
Accountancy							4+	4			
Accounting	p	4		4	p	2	4	4G	2, p	p	
Banking & Finance	p			4	p	2		4	p	p	
Business & Management, General	2		2	4	p	2		4	2	p	
Business Administration & Management	4*	4	4	G	p	p	4G	G	2		4
Computer Information Systems	p		4			1-2			2, p		4
Computer Science/Programming	p	4		4	p	2, p	4G	4G	2, p	2, p	
Computer Support Specialist	2										
Hotel/Motel/Restaurant Management	1-2						4				
Instructional Technology											4
International Business				4							
Human Resources Development											4
Management Information Systems/Information Technology	p			4	p		4	4	1-2, p	p	
Marketing Management	p			4	1-2, p			4	1-2, p	1-2, p	
Public Administration	p							4G	p	p	
COMMUNICATIONS, MEDIA, AND PRINTING											
Art, Commercial	1-2										4
Broadcasting				4							
Communications, General/Mass		4		4			4G	4G			
Graphic Arts Technology				p		2					
CONSTRUCTION, ELECTRONICS, AND REPAIR											
Auto Body Repair	1-2					2					
Automotive Technology	2					1-2			1-2	2	
Building Construction Technology						2					
Carpentry	1-2										
Cooling/Heating Service	1-2					1-2					

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Diesel Technology						2			1	2	
Electrical Technology						2					
Electronics Technology	2					2					
Industrial Maintenance						2					
Lineworker, Electrical	1-2										
Machinist & Tool Maker						1-2					
Mechanics, Automotive						2			1-2	2	
Mechanics, Diesel Engine						2			1	2	
Mechanics, Small Engine						1-2					
Plumbing						1					
Welding	1-2					1-2			1		
CRIMINAL JUSTICE, LAW, AND RELATED											
Criminal Justice	4*		p	4G				4	p		
Law (J.D.)			p	p	p	p		G	p	p	
Law Enforcement						p			2		
Legal Assistant (Paralegal)						p			2		
Peace Officer									1		
Private Safety Dispatcher									1		
Private Security Officer									1		
Public Safety Dispatcher									1		
EDUCATION ADMINISTRATION, COUNSELING, AND SPECIAL EDUCATION											
Administration/Leadership, Educational							G	G			
Communication Disorders/Sciences and Disorders				4G				4			
Counseling and Guidance							G	G			
Developmental Disabilities				4							
Education, Deaf				4							
Education, General Studies	p				p	p		G		p	
Education, Mental Retardation				4							
Special Education				4G	p			G		p	
FAMILY AND CONSUMER SCIENCES AND RELATED											
Apparel & Textiles							4				
Culinary Arts						2					
Child Development & Family Services			2				4G		1-2		
Dietetics								4		p	
Facility Management							4				
Family & Consumer Sciences Education					p		4G			p	
Food & Nutrition/Community Nutrition							4G	4		p	
FOREIGN LANGUAGES, AREA AND ETHNIC STUDIES											
Language, Foreign & Classical[1]	p	4		4			4	4	p	p	4
Studies, Indian								4			
Studies, International							4	4			
HEALTH SCIENCES											
Medicine (Physicians)	p		p	p	p	p		G	p	p	
Nurse Anesthetist								G			
Nurse Assistant									1		
Nurse Education								G			
Nurse Practitioner	p					p		G			
Nursing Administration								G			
Nursing, Practical		2				2			2*	2	
Nursing, Registered	p	4	p	4	p	p	4	4G	p	p	p
Pharmaceutical Sciences							G				
Pharmacy	p		p	p	p		4G		p	p	p
Psychology	p			4	p	p	4G	4G	p	p	
Psychology, Clinical								G			
Psychology, Counseling School				G				G			
Speech-Language Pathology/Audiology				4G				G		p	

[1] French, German, Spanish, Latin, and Norwegian. Not all languages offered on each campus

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	BSC	DSU	MaSU	MiSU	MiSU-BC	NDSCS	NDSU	UND	LRSC	WSC	VCSU
MATHEMATICS, LIFE AND PHYSICAL SCIENCES											
Anatomy								G			
Atmospheric Sciences								4G			
Biochemistry	p						G	G			
Biology	p	4	4	4	p	p	4	4G	p	p	4
Biology, Cell & Molecular							G				
Biology, Fisheries & Wildlife			p		p	p		4			
Biotechnology						p	4				
Botany							4G			p	
Chemistry	p	4	4	4	p	p	4G	4G	p	p	4
Chemistry Technology	2										
Earth/Environmental Science				4			4			p	
Entomology							G				
Geology				4				4G			
Mathematics	p	4	4	4	p	p	4G	4G	p	p	4
Microbiology							4G	G			
Pharmacology								G			
Physical Science	p		4	4		p		4		p	
Physics	p			4			4G	4G		p	
Physiology								G			
MATHEMATICS, LIFE AND PHYSICAL SCIENCES (cont.)											
Plant Pathology							G				
Polymers & Coatings Sciences							G			p	
Science, General	p			G	p	p	4G		p	p	
Science, Natural	p				p	p		4	p	p	
Statistics				p			4G				
Zoology							4G				
SOCIAL SCIENCES & INTERDISCIPLINARY STUDIES											
Anthropology								4		p	
Economics				4			4	4G	p	p	
English	p	4	4	4	p	p	4G	4G	p	p	4
General Studies	p	4	4	4	p	p	4	4	p	p	4
General & Technical Studies	p								2	1-2	
Geography				p				4G		p	
History	p	4		4	p		4G	4G	p	p	4
Humanities				p			4			p	
Linguistics								G			
Philosophy and Religion	p			p				4		p	
Political Science	p	4			p		4	4G	p	p	
Social Science	p	4	4	4	p		4G	4	p	p	4
Social Work	G*		p	4				4G	p	p	
Sociology	p			4	p		4	4G	p	p	
Speech, Debate & Forensics	p	4					4G			p	
TEACHER EDUCATION AND RELATED											
Education, Ag	p				p	p	4G		p	p	
Education, Art	p	4		4					p	p	4
Education, Business	p	4	4	4	p	p		4G	p	p	4
Education, Communications	p			4		p	4			p	
Education, Composite Science	p					p	4		p	p	4
Education, Early Childhood			2					4G	1-2	p	
Education, Elementary	p	4	4	4G	p	p	4*	4G	p	p	4
Education, English Language	p	4	4	4G	p		4	4G	p	p	4
Education, Family & Consumer Sciences							4G			p	
Education, Foreign Language	p	4		4			4	4		p	4
Education, Health	p		4	p	p	p			p	p	4
Education, History	p	4		4	p	p	4		p	p	4
Education, Industrial Arts/Technology	p							4	p	p	4
Education, Life & Physical Sciences	p	4	4	4G	p	p	4	4	p	p	4
Education, Mathematics	p	4	4	4G	p	p	4	4	p	p	4
Education, Middle/Junior High	p				p	p		4	p	p	
Education, Music	p	4		4G	p	p	4	4	p	p	4
Education, Physical	p	4	4	4	p	p	4	4G	p	p	4

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	BSC	DSU	MaSU	MiSU	MiSU-BC	NDSCS	NDSU	UND	LRSC	WSC	VCSU
Education, Reading								G			
Education, Secondary					p	p	G		p	p	
Education, Social Science/Social Studies	p	4	4	4	p	p	4	4	p	p	4
Education, Speech and Theater		4						4	p	p	
Education, Vocational Marketing	p					p		4G	p	p	
Education, Vocational-Technical	p					p			p		4
Teaching & Learning								G			
TRANSFER											
Transfer/Pre-Professional/University Parallel	2				2	2			2	2	
TRANSPORTATION AND VEHICLE OPERATION											
Aeronautics[2]								4			
Airport/Aviation Management								4			
Simulator Maintenance Technology									2		
Truck Driving											
VISUAL AND PERFORMING ARTS											
Art	p	4		4	p		4		p		4
Arts, Fine/Visual	p							4G			
Music	p	4		4	p	p	4	4G			4
Theater Arts	p	4		p			4G	4G			

11/30/00 (Revised 1:30 pm)

[2] Air Transport, Air Traffic Control, Aviation Systems Management, Commercial Aviation, and Flight Education

COMMON COURSE NUMBERING
TOTALS
December 5, 2000

Discipline	Prefix Included	Total GERTA	Total Number Common	Total Unique Courses	Total Courses (Common & Unique)
Academic Skills Course	ASC	-	11	18	29
Accounting	ACCT	-	14	4	18
Agriculture	AGEC, AGRI, ARSC, ASM, COOP, FORS, H&CE, HORT, PLSC, PPTH, SOIL, VETS	-	45	39	84
Allied Health & Related Sciences	DAST, DHYG, HIT, MASG, NUTR, OTA, PHRM, PTA, SRCT	1	4	110	114
Architecture	ARCH	-	-	-	-
Art/Visual Art	ART, CA, VA	25	18	33	51
Automotive & Diesel Technology	ABOD, AUTO, DCAT, DTEC & TECH, JDAP, JDAT, PROP, RET	-	12	185	197
Aviation/Aerospace Science	AVIA	-	2	1	3
Biology Life Sciences	BIOL, FWLD, MICRO, NUTR	20	13	17	30
Business Administration	BADM, BUSN, BVED	-	22	30	52
Business/Business Management	BOTE, SBMT	-	37	23	60
Chemistry	CHEM	16	19	10	29
Clinical Laboratory Sciences	CLS	-	4	14	18
Communication Disorders	CD, CSD	-	-	32	32
Computer Information Systems	CIS	1	24	20	44
Computer Science	CSCI	11	18	16	34
Construction Trades	ACHT, ARCT, BCT, CAD, CARP, PLMB, SMTL	-	1	76	77
Criminal Justice	CJ	2	7	22	29
Economics	ECON	3	4	-	4
Education	ART, EDUC, ENGL, MATH, T&L	-	6	4	10
Engineering/Engineering Related	CT, EE, ENGR, MECD, MSYS	-	7	30	37
English	ENGL	33	30	14	44
Family & Consumer Sciences	CHLD	2	-	7	7
Foreign Language/Ethnic Studies	ASL, CLAS, FREN, GERM, JAPN, RUSS, SPAN	12	22	15	37
Geography	GEOG	7	9	2	11
Geology	ASTR, GEOL, SCNC	13	7	10	17
History	HIST	18	13	17	30
Home Ec/Vocation HE	CULA, HRMG, NUTR	-	-	35	35
Humanities	HUM	9	8	3	11
Industrial Technology	IT	-	-	33	33
Law	LEGA	-	-	15	15
Mathematics/Statistics	MATH	15	17	18	35
Mechanics & Repair Technology	ECAL, ELEC, LNWK, MATL, MFGT, PWRP, REFG, TECH	-	7	155	162
Music	MUSC	15	13	12	25
Natural Resources		-	-	-	-

Nursing	NURS, NUTR, PHRM, PSYC	-	3	8	11
[illegible]/Recreation/Leisure	HPER, RLS	-	24	17	41
[illegible]osophy & Religion	PHIL, RELS	12	14	13	27
Physical Science/ Geology/Earth Science		-	-	-	-
Physics	PHYS	10	9	4	13
Political Science	POLS	9	10	7	17
Precision Production Trades		-	-	-	-
Protective Services	FSCI, WATR	-	-	11	11
Psychology	MEHC, PSYC	8	9	19	28
Public Administration & Services	SWK	3	4	1	5
Social Sciences	ANTH, CARS, ELWK	4	-	10	10
Sociology	SOC, SOCI	12	11	7	18
Speech	COMM, JOUR	3	18	9	27
Theatre	THEA	5	6	4	10
Welding	MFGT, WELD	-	9	26	35
TOTALS 50	**118**	**269**	**511**	**1156**	**1667**

North Dakota University System

TransferAnswers

Student Brochure

North Dakota offers you a wide choice of post-secondary educational programs and institutions. The state's public institutions include vocational-technical program sites, community colleges, and universities. You may find it necessary or desirable to attend more than one post-secondary institution and would prefer to receive credit for the work you have completed. The vast majority of students wishing to transfer credits within the North Dakota University System do so with no problems. Admissions Counselors at each campus are available to assist you. Some helpful information is assembled in this brochure for use in planning your transfer. Thank you for making the North Dakota University System part of your educational plan.

Kay Fulp, NDUS Coordinator of Articulation and Transfer

How do I start the transfer process?
Contact an admissions counselor at any NDUS campus. You will be able to consult with a faculty advisor on the specifics of your academic program. Planning is the key.

What kind of planning?
A general idea of what you would like to do will be developed into a plan of courses and campuses that meet your needs. The advisors can offer you options in your course of study.

What is GERTA?
In March 1994, the State Board of Higher Education adopted the General Education Requirement Transfer Agreement, GERTA. This agreement was created to help students when transferring between institutions in the North Dakota University System and other institutions in the state. By knowing what general education classes and credits will transfer prior to actually transferring, students can better plan and make use of their time and money, both at the student's original campus and at the campus to which the student transfers. The ten GERTA categories are: English (ND:ENGL), Speech/Communications (ND:COMM), Fine Arts Activities (ND:FA), Humanities (ND:HUM), History (ND:HIST), Social Science (ND:SS), Laboratory Science (ND:LABSC), Mathematics (ND:MATH), Computer Science (ND:COMPSC), and Science and Technology (ND:SCI).

A STUDENT'S GUIDE TO TRANSFER can be found at
http://www.ndscs.nodak.edu/nduscat/

Is this a complicated process?
Advisors on every campus have additional information. They are trained to answer your questions. Thousands of students have transferred successfully within the North Dakota University System. You can, too.

North Dakota Public Colleges And Universities

Two Year Campus

Office of Admissions
Bismarck State College
Bismarck, ND 58501
701-224-5429

Office of Admissions

Four Year And Graduate Institutions

Office of Admissions
Dickinson State University
Dickinson, ND 58601
701-483-2331

Office of Admissions

CONT

NEXT FICHE

Minot State University-Bottineau
Bottineau, ND 58318
701-228-2277

Office of Admissions
North Dakota State College of Science
Wahpeton, ND 58075
701-671-2202

Office of Admissions
Lake Region State College
Devils Lake, ND 58301
701-662-1513

Office of Admissions
Williston State College
Williston, ND 58801
701-774-4214

Mayville State University
Mayville, ND 58257
701-786-4773

Records Office
Transfer Specialist
Minot State University
Minot, ND 58701

Office of Admission
North Dakota State University
Fargo, ND 58105
701-231-8643

Office of Admissions
University of North Dakota
Grand Forks, ND 58202
701-777-3821

Office of Admissions
Valley City State University
Valley City, ND 58072
701-777-3821

North Dakota University System
Coordinator of Articulation and Transfer
800 Sixth Street
Wahpeton, ND 58075-0002
1-800-342-4325 ext. 32256
701-671-2256 FAX 701-671-2171
E-mail Kay_Fulp@ndscs..nodak.edu
Web address: http://www.ndscs.nodak.edu/nduscat/

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North Dakota University System

Transfer Answers

North Dakota offers students a wide choice of post-secondary educational programs and institutions. The state's public institutions include vocational-technical program sites, community colleges, and universities. Your advisees may find it necessary or desirable to attend more than one post-secondary institution and would prefer to receive credit for the work that they have completed. The vast majority of students wishing to transfer credits within the North Dakota University System do so with no problems. Admissions Counselors at each campus are available to assist them. Some helpful information is assembled in this brochure for use in planning transfer. Thank you for assisting students with educational planning.

Kay Fulp, NDUS Coordinator of Articulation and Transfer

What To Tell Students Who Might Transfer

Plan ahead! We will help you develop a plan for completing your degree or suggest options.

Decide on your major as early as possible--especially if it might be a highly structured curriculum such as engineering, pharmacy, nursing, or architecture. Another option would be, plan for flexibility and choose a major field of study later.

Work closely with your faculty advisor to select courses that will meet the general education requirements. In March 1994, the State Board of Higher Education adopted the General Education Requirement Transfer Agreement, GERTA. This agreement was created to help students when transferring between institutions in the North Dakota University System and other institutions in the state. By knowing what general education classes and credits will transfer prior to actually transferring, students can better plan and make use of their time and money, both at the student's original campus and at the campus to which the student transfers. The ten GERTA categories are: English (ND:ENGL), Speech/Communications (ND:COMM), Fine Arts Activities (ND:FA), Humanities (ND:HUM), History (ND:HIST), Social Science (ND:SS), Laboratory Science (ND:LABSC), Mathematics (ND:MATH), Computer Science (ND:COMPSC), and Science and Technology (ND:SCI).

A STUDENT'S GUIDE TO TRANSFER can be found at
http://www.ndscs.nodak.edu/nduscat/

Contact the Admissions Office of the school that you plan to attend. Get the Catalog and read it. Find out if your intended major has any special admission requirements and whether the school has literature to help you in planning. You are also encouraged to visit the web site for the North Dakota University System (NDUS) at
www.nodak.edu
This site will provide links to all NDUS campuses.

Students frequently ask...

The answers assume that they transfer from one public institution to another within North Dakota. Private and out-of-state institutions may differ in some ways.

Will I lose credits if I transfer?

If you have taken academic courses, you will get credit for them at your new institution. You will not lose credit--all courses will stay on record. But each of your courses may or may not satisfy degree requirements such as those for general education, majors, or minors. If they do not satisfy degree requirements, they may be used as electives. Some academic programs have their own admission requirements, and each institution has its own completion (graduation) standards. This means that courses from one institution or program may not be appropriate in the curriculum of another program, division, or institution. If courses do not meet your degree requirements, you may need to take additional courses in order to graduate.

Students who plan ahead and work with the institution to which they will transfer will have few, if any, transfer problems.

Within the same institution, is it more difficult to transfer credits into some degree programs than others?

Yes. Certain programs (such as engineering, nursing, or pharmacy) are so closely structured that there is a

limit--sometimes a severe limit--on the number of transferred credits that may satisfy requirements. Agreements between the two-year colleges and the universities will make it easier for you. Your advisors will help you contact the appropriate department for information.

Will I have to take a course over again if I took it at my first institution?

If the course is part of the Common Course Numbering project, it will be accepted at your next institution. In a few programs, the faculty at the receiving institution may determine that the class, although similar, omitted material that is important to your success in the program. You may be asked to refresh your information if your course grade is not high enough to indicate that you have mastered material needed to succeed in more advanced courses.

Courses with similar names are not always similar in content. You might have to take a course with a name similar to one you have already taken but covering different material. If you believe that you already know the material in a required class, ask a faculty member in that area about taking an examination to allow you to demonstrate your knowledge and bypass the class.

Should I begin work in my major before transferring?

Most of the coursework for the major will need to be completed after you transfer You might therefore concentrate first on the prerequisites for the planned major and on the general education requirements. For some programs, however, you might be encouraged to begin major courses early. Check with your advisor for special articulation agreements that accept your work into the major program at another college.

Are there a maximum number of undergraduate credit hours that can be transferred from a two-year college?

Each campus, within the policies of the North Dakota University System, has flexibility in the acceptance of transfer credits. More than two years of credit from a two-year institution may not be advisable in the program you choose. Check the program requirements at the campus to which you plan to transfer. You may have to complete the equivalent of two years full time at a four-year school in order to be eligible for a bachelor's degree.

Can I transfer all credit hours required for my major?

Not usually. A required number of credit hours in the major must be earned at the receiving institution. Because colleges and universities are responsible for the graduates of their programs, institutions require students to complete most advanced courses under their guidance.

Can I receive credit toward a degree for work completed at a vocational-technical institute, private proprietary school, or other non-collegiate institution?

If the institutions are accredited by a regional agency such as the North Central Association, courses are accepted. Policies vary, but usually such courses will count toward a bachelor's degree. It never hurts to ask. Institutions want to work with you to achieve your goals.

Will credits accepted for transfer satisfy graduation requirements?

Graduation requirements usually involve two primary areas: the major area of study and general education. In addition, a typical program also contains a number of electives. Transfer students who plan well can fulfill much or all of the general education requirements with transfer courses, and they may earn credits for the major, too. The remaining transfer credits would fall into the elective category. NDUS has a growing number of 2+2 programs. If you earn an associate in arts (AA) or associate in science (AS), you will be halfway to a bachelor's (BS) degree.

If I have completed my general education requirements at one NDUS institution, will this satisfy the general education requirements at another NDUS institution?

Yes. Successfully completed is the key. If you have completed the 36 credit minimum GERTA requirements at one institution, your GERTA will be completed at the receiving institution. If you have not completed the GERTA requirements, general education courses will be accepted on a course by course basis.

FINANCIAL AID

Will my financial aid automatically transfer with me?

Not automatically. You must take action to continue receiving aid. Be in contact with the financial aid offices at your present institution and the receiving institution. The receiving institution will require a copy of your financial transcript from all previous colleges that you have attended. The college you are currently attending will provide the required exit interview materials.

APPEAL PROCEDURES

What can I do if I don't understand or agree with the decisions about my transfer credits?

By all means: ask. Start with the person who made the decision, the institutional admissions officer, or the head of the relevant department. You are entitled to know the reasons behind the decision and how they were applied to your situation. The contact office listed with the colleges and universities elsewhere in this brochure can help you when you are not sure how to deal with any transfer problem.

If you are required to take a course and you believe that you already know the material covered by the course (whether you learned it from a formal class or in other ways), ask about the possibility of demonstrating your knowledge by examination. Depending on the situation, such examinations may be called validation exams, challenge exams, CLEP tests, or other names.

North Dakota Public Colleges And Universities

Two Year Campuses

Office of Admissions
Bismarck State College
Bismarck, ND 58501
701-224-5429

Office of Admissions
Minot State University-Bottineau
Bottineau, ND 58318
701-228-2277

Office of Admissions
North Dakota State College of Science
Wahpeton, ND 58075
701-671-2202

Office of Admissions
Lake Region State College
Devils Lake, ND 58301
701-662-1513

Office of Admissions
Williston State College
Williston, ND 58801
701-774-4214

Four Year And Graduate Institutions

Office of Admissions
Dickinson State University
Dickinson, ND 58601
701-483-2331

Office of Admissions
Mayville State University
Mayville, ND 58257
701-786-4773

Records Office
Transfer Specialist
Minot State University
Minot, ND 58701
701-858-3347

Office of Admission
North Dakota State University
Fargo, ND 58105
701-231-8643

Office of Admissions
University of North Dakota
Grand Forks, ND 58202
701-777-3821

Office of Admissions
Valley City State University
Valley City, ND 58072
701-845-7101

North Dakota University System
Coordinator of Articulation and Transfer
800 Sixth Street
Wahpeton, ND 58075-0002
1-800-342-4325 ext. 32256
701-671-2256 FAX 701-671-2171
E-mail Kay_Fulp@ndscs.nodak.edu
Web address: http://www.ndscs.nodak.edu/nduscat/

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Testimony of Andrew Varvel to the North Dakota House Education Committee March 14, 2001

Madame Chairman and members of the committee:

SB 2291 has an excellent goal. It proposes a system of transferable credits for North Dakota colleges and universities. Unfortunately, as written, it won't work. Would you allow North Dakota residents to pay their taxes with Canadian dollars at par? I doubt it. Here is an alternative recommendation to encourage transferable credits without undermining the integrity of North Dakota colleges and universities.

UND and NDSU need to coordinate their curricula. The Legislature should mandate a joint UND-NDSU Curriculum Committee to coordinate curriculum requirements and personnel policies so it will be possible to freely transfer credits between the two institutions within two years. Academic departments at UND and NDSU should be encouraged to have joint faculty meetings to coordinate their degree requirements. After the UND-NDSU Curriculum Committee finishes its preliminary work, other colleges may wish to participate.

The State of North Dakota does students no favors when it interferes with the quality control of its institutions of higher learning. If the dream of transferable credits has any chance of working, it needs a successful trial run. In order to create a flagship standard, it should be implemented for UND and NDSU first. These two institutions have the longest institutional memory, so they should be the ones to institutionally overcome organizational boundaries. Despite their long history of rivalry, these two great campuses can and should become one university. The Legislature should encourage cooperation, but it should refrain from legislating course content.

I ask you to act in the best interests of the students of North Dakota, the colleges and universities, and the people of this state. Please either vote against this bill, or substitute a joint curriculum committee for UND and NDSU to devise and implement a standard for transferable credits.

Thank you. Feel free to ask any questions.

Andrew Varvel
1800 East Capitol Avenue #258
Bismarck, ND 58501-2131
(701) 255-6639

Some possible unintended consequences of Bill 2291

Lost Financial Aid: A student's federal financial aid will cut off according to the total number of attempted credits *accepted* by the university.

Example: Jill completed a 2-year technical program at a community college, and then decides to enter a Social Work program at UND. Because most of her (now transferable?) work does not directly apply to her Social Work curriculum and because of the many program requirements for that degree, Jill still has almost 4 years of course work to complete. During her last year of school, however, she is denied federal financial aid because she has too many total credits on her transcript. If UND had not been required to transfer all of her earlier credits (not now useful to Jill) she would be eligible to continue receiving federal financial aid.

Reduced clarity for transfer students: Acknowledging all the drawbacks and imperfections and sluggishness of what we have done toward ease of transfer, all of what we have done and are doing (Gold & Silver; Common Course Numbering; and now articulation agreements) has moved toward greater clarity for the student planning on transfer. By setting a new standard which overrides others, this clarity could be lost.

Example: Janet, planning later to transfer to school B, is looking at three classes at school A, one a particular computer science class; another a somewhat related information systems class; and a third a data entry class. Yesterday it was clear to both schools (and had been mutually approved) that the first class will transfer and fulfill specifically stated GER and major requirements; the second class will transfer for credit and GERs, but not for a major; the third class will not transfer. With passage of 2291, we are no longer clear about how we must treat all three classes.

Public perception of Bill 2291 as unlimited: Bill 2291 has a limited scope both in designating what must transfer and how it must be applied, and receiving schools will be aware of those limitations. The public perception, however, might be "There's a law now that says everything has to transfer." *This could well increase the number of complaints, rather than reduce them.*

Increasing the possibility of litigation. In the past, both the rules of transfer and the definitions of terms (e.g. "humanities") have been made by the schools and the NDUS. Questions and appeals have been handled within that system. By making this public law, we are more open to court challenges, both on rules and on definitions.

Example: John receives an Associate in Applied Science in a vocational program from School A and transfers to School B. Both schools agree that most of John's credits should not transfer. John now might have more chance at a court challenge to this decision, asking the courts, and not the schools and NDUS, to define "Applied Science."

Minimum residency for a degree: Current wording could allow a student to attend one university and get a degree from another university.

Example: Joe is an English major attending university A but he wants a degree from university B. Joe takes 122 credits at university A, including the sort of courses required for an English major at University B. He then transfers to university B to take one course in Sociology and applies for a BA in English from university B.

Tom Rand, UND, 3/12/01

 Mike Hillman SB2291

NORTH DAKOTA UNIVERSITY SYSTEM
POLICIES & PROCEDURES

NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION POLICY MANUAL

SUBJECT: ACADEMIC AFFAIRS **EFFECTIVE:** June 19, 1998

Section: 403.7 Common General Education Requirement and Transfer of General Education Credits

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1. The following common general education requirement applies to all University System institutions:

General Education Area	Minimum Required Lower Division Semester Hours
Communications	9
Arts & Humanities	6
Social Sciences	6
Mathematics, Science & Technology	9
Institutional Specific	6
Total	36

2. Within the stipulated general education areas, each institution shall indicate in its catalog and other student advisement materials the institution's courses approved for general education. University System institutions may establish program and institution specific general education requirements in addition to the requirement stated in subsection 1.

3. General education courses accepted by any University System institution count upon transfer toward the general education requirement at all institutions in one of the following ways:

   a. A student is deemed to have completed the lower division general education requirement of the institution to which the courses are transferred if the general education course work meets the general education requirement of the institution from which the student transfers and satisfies the common general education requirement stated in subsection 1.

   b. In all other cases, general education courses from the areas in subsection 1 apply to the appropriate general education requirement of the institution to which the courses are transferred and the number of credits required to complete the general education requirement in each area is determined by the policies of the institution to which the courses are transferred; or

   c. Pursuant to guidelines established by the Academic Affairs Council for the acceptance of advanced placement and College Level Examination Program scores for academic credit.

HISTORY: New policy. SBHE Minutes, June 19, 1998, page 6903

Chemistry

Prefix	Number	GERTA Category	Course Title	BSC	LRSC	NDSCS	WSC	MISU-B	DSU	MaSU	MISU	NDSU	UND	VCSU
CHEM	110	ND:LABSC	Survey of Chemistry	3/1							4		4	4
CHEM	115	ND:LABSC	Introductory Chemistry	4	4	3	4	4	3		3		3	
CHEM	115L	ND:LABSC	Introductory Chemistry Lab	1		1			1		1		1	
CHEM	116	ND:LABSC	Introduction to Organic & Biochemistry	4	4	3	4	4	3				3	4
CHEM	116L	ND:LABSC	Introduction to Organic & Biochemistry Lab	1		1			1				1	1
CHEM	117	ND:LABSC	Chemical Concepts and Applications									3		
CHEM	117L	ND:LABSC	Chemical Concepts and Applications Lab									1		
CHEM	121	ND:LABSC	General Chemistry I	4	5	4	5	3	4	3	4	3	3	4
CHEM	121L	ND:LABSC	General Chemistry I Lab	1		1		1	1	1	1	1	1	1
CHEM	122	ND:LABSC	General Chemistry II	4	5	4	5	3	4	3	4	3	3	4
CHEM	122L	ND:LABSC	General Chemistry II Lab	1		1		1	1	1	1	1	1	1
CHEM	140		Organic Chemical Concepts and Applications									1		
CHEM	219		Analytical Chemistry for Chemical Technology	3										
CHEM	219L		Analytical Chemistry for Chemical Technology Lab	1										
CHEM	230/330	ND:LABSC	Quantitative Analysis	3/1			4		3	4	3		4	4
CHEM	240/340		Survey of Organic Chemistry				5				4	3	4	
CHEM	240/340L		Survey of Organic Chemistry Lab								1		1	
CHEM	241/341	ND:LABSC	Organic Chemistry I	4		4	4	3	4	4	4	3	4	4
CHEM	241/341L	ND:LABSC	Organic Chemistry I Lab	1		1		1	1	1	1	1	1	1
CHEM	242/342	ND:LABSC	Organic Chemistry II	5		4	4	3	4	4	4	3	4	4
CHEM	242/342L	ND:LABSC	Organic Chemistry II Lab	1		1		1	1	1	1	1	1	1
CHEM	260/360		Elements of Biochemistry	3		4	4	3	3	3		4		3
CHEM	260/360L		Elements of Biochemistry Lab	1				1	1	1				
CHEM	281		Gas Chromatography			2								
CHEM	282		Liquid Chromatography			2								
CHEM	283		Molecular Spectroscopy			2								
CHEM	284		Atomic Spectroscopy			2								
CHEM	299		Special Topics	1-3	1-5	1-9	1-4							
CHEM	480/480L		Biochemistry/Lab								3/2			

CHEM 110 Survey of Chemistry
Course designed specifically for non-science majors who with to obtain a basic understanding of chemistry as applied in the world today. Includes laboratory.

CHEM 115 Introductory Chemistry
Measurement, ionic and covalent compounds, chemical calculations, states of matter; energy, solutions, reactions, chemical bonding. Prereq: Math 102.(Intermediate Algebra)

CHEM 115L Introductory Chemistry Laboratory
Laboratory to accompany Chemistry 115.

CHEM 116 Introduction to Organic and Biochemistry
Alkanes, alkenes, alkynes, aromatics, alcohols, phenols, ethers, aldehydes/ketones, carboxylic acids and esters, amines and amides, carbohydrates, lipids, amino acids, proteins, nucleic acids. Prereq: Chem 115.

CHEM 116L Introduction to Organic and Biochemistry Laboratory
Laboratory to accompany Chemistry 116. Prereq: Chem 115L.

CHEM 117 Chemical Concepts and Applications
General and organic; NDSU only.

CHEM 117L Chemical Concepts and Applications Laboratory
Laboratory to accompany CHEM 117.

CHEM 121 General Chemistry I
Matter, measurement, atoms, ions, molecules, reactions, chemical calculations, thermochemistry, bonding, molecular geometry, periodicity, gases. Coreq: Math 103 (College Algebra)

CHEM 121L General Chemistry I Laboratory
Laboratory to accompany Chemistry 121. Coreq. (or Prereq.): Chem 121.

CHEM 122 General Chemistry II
Intermolecular forces, liquids, solids, kinetics, equilibria, acids, and bases, solution chemistry, precipitation, thermodynamics, electrochemistry. Prereq: Chem 121.

CHEM 122L General Chemistry II Laboratory
Laboratory to accompany Chemistry 122. Prereq: Chem 121L; coreq (or prereq): Chem 122.

CHEM 140 Organic Chemical Concepts and Applications
Introduction to organic chemistry for pre-nursing, transfer students, and other students who need to meet the prereq. For BIOC 260. NDSU only.

CHEM 219 Analytical Chemistry for Chemical Technology
Includes experimental procedures not normally covered in quantitative analysis. Concurrent registration CHEM 219L is required. Prerequisite: CHEM 230.

CHEM 219L Analytical Chemistry for Chemical Technology Lab
Includes experimental procedure not normally covered in quantitative analysis. Concurrent registration in CHEM 219 is required.

CHEM 230/330 Quantitative Analysis
Statistical treatment of data and error analysis; gravimetric analysis: solution chemistry and solubility equilibria; volumetric analyses: acid-base neutralization, complexometric and redox methods. Prereq: Chem 116 or 122.

CHEM 240/340 Survey of Organic Chemistry
Structure and bonding, nomenclature; hydrocarbons: alkanes, alkenes, alkynes, aromatics; substituted hydrocarbons: alkyl halides, stereochemistry, alcohols, phenols, ethers, amines; carbonyls: aldehydes, ketones; carboxylic acids, esters, amides. Prereq: Chem 115 or 121.

CHEM 240L/340L Survey of Organic Chemistry Laboratory
Laboratory to accompany Chemistry 240 (340). Prereq: 115L or 121L.

CHEM 241/341 Organic Chemistry I
First semester of a two semester course in organic chemistry for students in sciences and pre- professional curricula.

CHEM 241L/341L Organic Chemistry I Laboratory
Laboratory to accompany Chemistry 241 (341). Prereq: Chem 122L.

CHEM 242/342 Organic Chemistry II
Structure and reactivity, name, reactions, carbon-carbon bond forming reactions, aromatic and heterocyclic chemistry, biomolecules and polymers, multistep synthesis. Prereq: Chem 240 or 242 (342).

CHEM 242L/342L Organic Chemistry II Laboratory
Laboratory to accompany Chemistry 242 (342). Prereq: Chem 241L(341L).

CHEM 260/360 Elements of Biochemistry
Protein structure, function conformation, and dynamics; enzymes, DNA-RNA: structure and flow of genetic information; biological membranes; metabolism. Prereq: Chem 240 or 242 (342).

CHEM 260L/360L Elements of Biochemistry Laboratory
Laboratory to accompany Chemistry 260 (360). Prereq: Chem 240L or 242L (342L).

CHEM 281 Gas Chromatography
A combined lecture and laboratory experience in analytical gas chromatography. Topics include packed columns, open tubular capillary columns, injectors, detectors, method development, quantification and troubleshooting.

CHEM 282 Liquid Chromatography
A combined lecture and laboratory experience in high performance liquid chromatography. Topics include columns, solvent delivery systems, detectors, isocratic and gradient method development, quantification and troubleshooting.

CHEM 283 Molecular Spectroscopy
A combined lecture and laboratory experience in infrared (FTIR), visible and ultraviolet spectroscopy. Topics include sample preparation, instrument operation, data manipulation, spectral interpretation, quantification and troubleshooting. The course includes hands-on experience with sampling accessories, instrument maintenance, and analytical methods development.

CHEM 284 Atomic Spectroscopy
Generic Course Description: A combined lecture and laboratory experience in Atomic Absorption (AA) and Atomic Emission (AE) spectroscopy. Topics include sample preparation, instrument operation, matrix and background affects, data manipulation and quantification, and troubleshooting. The course includes hands-on experience with sample preparation, method development and instrument maintenance.

CHEM 299 Special Topics
A course designed to meet special departmental needs.

CHEM 480/430L Biochemistry/Lab
Study of major classes of biological compounds, synthesis of macromolecules, enzyme kinetrics, intermediary metabolism, and control mechanisms.

Chemistry Common Course Numbering Scheme:
1xx Freshman
2xx Sophomore
3xx Junior
4xx Senior

xx0 Indicates a one semester, stand alone, course.
xxxL All institutions will list a laboratory separately for each course, using the lecture xxx course number with the L suffix. Most will require (i.e., list as a corequisite) that the laboratory be taken with the lecture.
110-119 For courses dealing with a range of chemical areas such as inorganic, organic, biochemical,environmental, etc. at an introductory level.
x20-x29 Inorganic chemistry (General Chemistry at the 100-level)
x30-x39 Analytical chemistry
x40-x59 Organic chemistry
x60-x70 Physical chemistry or Biochemistry
x80-x89 Specialty Courses
x90-x99 University Special Designation Courses

DISCIPLINE: CHEMISTRY

Co-Chairs indicated with an * by the name.

Name	Institution	E-Mail Address	Phone#
Gregory J. McCarthy*	NDSU	greg_mccarthy@ndsu.nodak.edu	(701) 231-7193
Harmon B. Abrahamson	UND	harmon_abraham@und.nodak.edu	(701) 777-2741
Neil Westergaard	WSC	neil_westergaard@wsc.nodak.edu	(701) 774-4231
Paula Martin	DSU	paula_martin@dsu.nodak.edu	(701) 483-2468
Frank Koch*	BSC	fkoch@gwmail.nodak.edu	(701) 224-5423
Robert Crackel	MiSU	crackel@warp6.cs.misu.nodak.edu	(701) 858-3852
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Larry Groth	LRSC	groth@lrsc.nodak.edu	(701) 662-1550
Virginia Makepeace	NDSCS	virginia_makepeace@ndscs.nodak.edu	(701) 671-2152

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Last Updated on 03/08/01
Kay Fulp

Mathematics/Statistics

Prefix	Number	GERTA Category	Course Title	BSC	LRSC	NDSCS	WSC	MiSU-B	DSU	MaSU	MiSU	NDSU	UND	VCSU
MATH	100		Applied Mathematics				3							
MATH	102		Inter-Algebra	3	3	3	3	3	3		4	3	3	3
MATH	103	ND:MATH	College Algebra	4	3	3	3	3	4	3	4	3	3	4
MATH	104	ND:MATH	Finite Math	3	3	3	3			3		3	3	
MATH	105	ND:MATH	Trigonometry	2	2	2	2	3	2	2		3	2	3
MATH	107	ND:MATH	PreCalulus	5	3	4		3	4		4		5	
MATH	110		Liberal Arts Mathematics	3		3								
MATH	120		Basic Mathematics I			2								
MATH	121		Basic Mathematics I for Manufacturing			2								
MATH	122		Basic Mathematics I for Architecture			2								
MATH	123		Basic Mathematics II			2-3								
MATH	126		Basic Mathematics III			2								
MATH	128		Refrigeration Technical Mathematics			5								
MATH	130		Technical Mathematics			2								
MATH	132		Technical Algebra I			2								
MATH	135		Ag Technical Mathematics			2								
MATH	136		Technical Trigonometry			2								
MATH	137		Applied Electronic Math I			3								
MATH	138		Applied Electronic MATH II			3								
MATH	146	ND:MATH	Applied Calculus I	3	3	4	3		3	3	3	4	3	
MATH	147	ND:MATH	Applied Calculus II			4						4		
MATH	165	ND:MATH	Calculus I	4	4	4	4	5	4	5	4	4	4	4
MATH	166	ND:MATH	Calculus II	4	4	4	4	5	4	4	4	4	4	4
MATH	208	ND:MATH	Discrete Mathematics	3			3		2		3		3	
MATH	210	ND:MATH	Elementary Statistics	3	3	3	3							
MATH	220	ND:MATH	Mathematical Probability & Statistics	3										
MATH	227/327	ND:MATH	Applied Linear Algebra	3					4			3		
MATH	265	ND:MATH	Calculus III	4	4	4	4		4	4	4	4	4	4
MATH	266	ND:MATH	Intro to Differential Equations	3		3			3		3	3		3
MATH	277	ND:MATH	Mathematics for Elementary Teachers I	4			4		2	3	5		3	4
MATH	278		Mathematics for Elementary Teachers II						3					4
MATH	195/295		Service Learning	1-3										
MATH	197/297		Cooperative Education/Internship	1-3										
MATH	294		Independent or Directed Study	1-3										
MATH	299		Special Topics	1-3	1-3	1-5								

MATH 100 Applied Mathematics
A review of mathematics including metrics, fractions, decimals, percentages, and basic algebra which incorporates algebraic fractions and equations with variables. Emphasis is placed on the strategies of problem solving using technical applications.

MATH 102 Intermediate Algebra
Properties of the real number system, factoring, linear and quadratic equations, functions, polynomial and rational expressions, inequalities, systems of equations, exponents and radicals. (A specific department may choose to not allow this

course to count toward total hours required for graduation.) Prerequisite: ASC 092 or placement test.

MATH 103 College Algebra
Relations and functions, equations and inequalities, complex numbers; polynomial, rational, exponential and logarithmic functions; systems of equations, matrices and determinants, sequences and summation. Prerequisite: MATH 102 or placement test.

MATH 104 Finite Mathematics
Systems of linear equations and inequalities, matrices, linear programming, mathematics of finance, elementary probability and descriptive statistics. Prerequisite: MATH 102 or placement test.

MATH 105 Trigonometry
Angle measure, trigonometric and inverse trigonometric functions, trigonometric identities and equations, polar coordinates, applications. Prerequisite: Depending on local campus service mission, could be listed as (a) MATH 103 or Placement test or (b) Placement test or MATH 102 and MATH 103

MATH 107 Precalculus
Equations and inequalities; polynomial, rational, exponential, logarithmic, and trigonometric functions; applications. Prerequisite: MATH 103 or placement test.

MATH 110 Liberal Arts Mathematics

MATH 120 Basic Mathematics I
A review of whole numbers, fractions and decimal numbers in conjunction with the fundamental application of ratios, proportions and percents in problem solving everyday situations. The application of business and consumer mathematics such as simple compound interest, purchasing and checkbook reconciliation.

MATH 121 Basic Mathematics I for Manufacturing
A review of whole numbers, fractions, and decimal fraction arithmetic. The application of ratio and proportion and applied problem solving for areas, volumes, drives and manufacturing speeds and feeds.

MATH 122 Basic Mathematics I for Architecture
A review of whole numbers, fractions, and decimals using U.S. measurements. The application of ratio and proportion, direct measure, perimeter, area and volume.

MATH 123 Basic Mathematics II
The concepts of interpreting statistical data, US Customary and Metric measurements, and geometry are all encompassed with their applications in problem solving.

MATH 125 Basic Mathematics III
Basic concepts and properties of Algebra. For students who need the basic skills of algebra for application in technical courses or as a preparation for Intermediate Algebra. Topics include properties of real numbers, arithmetic operations on numbers and expressions, absolute value, linear equations, formula manipulations, and word problem solving.

MATH 128 Refrigeration Technical Mathematics
An applied mathematics course for refrigeration students. Includes basic algebra and trigonometry. Emphasis is placed on topics that have special application in the study of refrigeration.

MATH 130 Technical Mathematics
Basic concepts and properties of Algebra. For students who need the basic skills of algebra for applicant in technical courses. Topics include properties of real numbers, arithmetic operations on numbers and expressions, absolute value, inequalities, linear equations, formula manipulations, and word problem solving. Prerequisites: MATH 121 or instructor approval.

MATH 132 Technical Algebra I
A basic algebra course for students enrolled in technology programs. Topics include properties of real numbers, algebraic expressions, solving equations, polynomials, factoring, formula manipulations and problem solving.

MATH 134 Technical Algebra II
A continuation of MATH 132. For students who need advanced skills in algebra for application in technical courses or as a preparation for Intermediate Algebra. Topics include quadratic equations, simultaneous equations, linear equations and algebraic fractions. prerequisite: MATH 132.

MATH 135 Ag Technical Mathematics
A review of mathematics including fractions, decimals, percentages, and basic algebra which incorporates algebraic fractions and equations with variables. Emphasis is placed on the strategies of problem solving using agricultural applications.

MATH 136 Technical Trigonometry
A study of the fundamentals of trigonometry. Right triangle trigonometry, the law of sines, the law of cosines, and vectors. Emphasis is placed on problem solving for the technology fields. Prerequisite: MATH 132.

MATH 137 Applied Electronic Math I
A basic algebra course for students enrolled in technology programs. Topics include properties of real numbers, algebraic expressions, solving equations, factoring, formula manipulation, quadratic equations, simultaneous equations, linear equations, and problem solving.

MATH 138 Applied Electronic Math II
A theory/lab course studying the fundamentals of trigonometry, including right triangle trigonometry, The Law of Sines, The Law of Cosines, and vectors. These topics will be applied to the analysis of series, parallel and series-parallel AC circuits containing resistance, inductance and capacitance.

MATH 146 Applied Calculus I
Limits, derivatives, integrals, exponential and logarithmic functions, and applications. Prerequisite: Depending on local campus service mission, could be listed as (a) Placement test or MATH 103 or (b) Placement test or MATH 103 or MATH 104.

MATH 147 Applied Calculus II
Definite integrals, double integrals, trigonometry, introduction to differential equations, infinite sequences and series, probability, and applications. Prerequisite: MATH 146.

MATH 165 Calculus I
Limits, continuity, differentiation, Mean Value Theorem, integration, Fundamental Theorem of Calculus, applications.
Prerequisites: MATH 105 or MATH 107 or placement test.

MATH 166 Calculus II
Applications and techniques of integration; polar equations; parametric equations; sequences and series, power series.
Prerequisite: MATH 165.

MATH 208 Discrete Mathematics
Sets, relations and functions, combinatorics, logic, Boolean algebra, difference equations, graph theory, automata.
Prerequisite: MATH 103.

MATH 210 Elementary Statistics
An introduction to statistical methods of gathering, presenting and analyzing data; estimating means, proportions, confidence intervals, and testing hypotheses; probability and probability distributions; and linear regression and correlation.
Prerequisites: MATH 102 or placement test.

MATH 220 Mathematical Probability & Statistics
Study of basic probability theory including probability functions for both discrete and continuous data. Moment generating functions, sampling distributions, point and interval estimations, hypothesis testing and regression and correlation theory are also explored with emphasis placed on applications of each method. Prerequisites exist.

MATH 227/325 Applied Linear Algebra
Systems of linear equations and inequalities, vectors and matrices, mappings, linear programming, numerical applications. Prerequisite: MATH 165 or MATH 146.

MATH 265 Calculus III
Multivariate and vector calculus including partial derivatives, multiple integration, applications, line and surface integrals, Green's Theorem, Stoke's Theorem, Divergence Theorem. Prerequisite: MATH 166.

MATH 266 Introduction to Differential Equations
Solution of elementary differential equations by elementary techniques. Laplace transforms, systems of equations, matrix methods, numerical techniques, applications. Prerequisite: MATH 265 or departmental approval.

MATH 277 Mathematics for Elementary Teachers I
A mathematics content course for prospective elementary school teachers. Topics include problem solving, numeration systems, real numbers, and elementary number theory. Calculators computers, and manipulatives are used in the course. Prerequisite: MATH 103.

MATH 278 Mathematics for Elementary Teachers II

MATH 195/295 Service Learning
Service learning may be accomplished by one of three methods: Joining a club that has a public serviced component, doing volunteer work at a non-profit organization, or taking a course that links public service with its curriculum.

MATH 197/297 Cooperative Education/Internship
Repeatable up to a maximum of six hours. Work hours are arranged by employer, adviser and student. Progress is checked by oral and written reports from the employer. Periodic student adviser conferences are required to discuss progress or problems. Students are required to submit an accounting of their experiences to their instructor. All co-op experiences are based on a satisfactory/unsatisfactory basis. Department chair approval is required.

MATH 294 Independent or Directed Study
Independent or directed study of special topics in mathematics. Department chairperson approval is required.

MATH 299 Special Topics

DISCIPLINE: MATHEMATICS/STATISTICS

Co-Chairs indicated with an * by the name.

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Kay Fulp

English

Prefix	Number	GERTA Category	Course Title	BSC	LRSC	NDSCS	WSC	MISU-B	DSU	MaSU	MISU	NDSU	UND	VCSU
ENGL	105		Technical Communications	2	3	2-3	3							
ENGL	110	ND:ENGL	College Composition I	3	3	3	3	3	3	3	3	3	3	3
ENGL	111	ND:ENGL	Honors Composition I	3	3						3	3		
ENGL	112	ND:ENGL	ESL College Composition I									4		
ENGL	120	ND:ENGL	College Composition II	3	3	3	3	3	3	3	3	3	3	3
ENGL	121	ND:ENGL	Honors Composition II	3	3		3				3	3		
ENGL	122	ND:ENGL	ESL College Composition III									4		
ENGL	125	ND:ENGL	Introduction to Professional Writing	3	3	3	3						3	3
ENGL	130	ND:ENGL	Honors English							3				
ENGL	161	ND:HUM	American Indian Languages I										3	
ENGL	162	ND:HUM	American Indian Languages II										3	
ENGL	205		English Usage	3										3
ENGL	207		Language Studies			3								
ENGL	209	ND:HUM	Introduction to Linguistics										3	3
ENGL	210	ND:ENGL	College Composition III										3	
ENGL	211	ND:HUM	Introduction to Creative Writing	3			3	3	3	3				
ENGL	213		Literary Publications	3										
ENGL	215		Writing for Work									3		
ENGL	220	ND:HUM	Introduction to Literature						3		3	3		
ENGL	221	ND:HUM	Introduction to Drama	3	2	3	3	3					2	
ENGL	222	ND:HUM	Introduction to Poetry	3		2-3	3						3	
ENGL	223	ND:HUM	Introduction to the Novel		3	3	3							
ENGL	224	ND:HUM	Introduction to Fiction		2		3	3					2	
ENGL	225	ND:HUM	Introduction to Film					3			3	3	2	
ENGL	226		Poetry of Rock									3		
ENGL	231	ND:HUM	Bible as Literature		3	3	3				3			
ENGL	232	ND:HUM	Mythology		3	2-3			3					
ENGL	236	ND:HUM	Women and Literature			3								
ENGL	238	ND:HUM	Children's Literature				3				3			
ENGL	240	ND:HUM	World Literature Masterpieces							3	3	3		
ENGL	241	ND:HUM	World Literature I		3		3		3				3	3
ENGL	242	ND:HUM	World Literature II		3		3		3				3	3
ENGL	251	ND:HUM	British Literature I	3	3	3	3		3		3	3		
ENGL	252	ND:HUM	British Literature II	3	3	3	3		3		3	3		
ENGL	260		American Literature Masterpieces											
ENGL	261	ND:HUM	American Literature I	3	3	3	3		3		3	3		3
ENGL	262	ND:HUM	American Literature II	3	3	3	3		3		3	3		3
ENGL	265	ND:HUM	Native American Literature				3				3		3	
ENGL	268	ND:HUM	Western American Literature	3										
ENGL	270		Introduction to Literary Criticism				3				3			2

ENGL	271		Literary Analysis I							3			3		
ENGL	272		Literary Analysis II							3			3		
ENGL	274		Literary Genres and Periods												
ENGL	299	ND:HUM	Special Topics	1-3	1-3	1-9	1-3		1-3		3		1-4	1-3	

ENGL 105 Technical Communications
Professional communications, resource searches, and speech for students in two-year technical programs.

ENGL 110 College Composition I
Guided practice in college-level reading, writing, and critical thinking.

ENGL 111 Honors Composition I
Accelerated reading, writing, and critical thinking activities designed to enhance qualified students' well-developed skills of language use.

ENGL 112 ESL College Composition I
Guided practice in college level reading, writing, and critical thinking, with special attention to the issues of usage encountered by non-native speakers in English.

ENGL 120 College Composition II
Advanced practice in college-level writing from sources and in applying rhetorical strategies.

ENGL 121 Honors Composition II
Accelerated practice in college-level writing for qualified students' well-developed skills in research and argumentation.

ENGL 122 ESL College Composition II
Guided advanced practice in college level writing from sources and in rhetorical strategies, with additional support related to higher level language acquisition and usage for non-native speakers of English.

ENGL 125 Introduction to Professional Writing
Advanced practice in college-level writing which emphasizes writing and research in professional settings.

ENGL 130 Honors English
This course is designed for students who demonstrate a command of the basic rules of writing in the pre-registration process. The course enhances these skills through a thorough understanding of the composition process as well as the proper modes of research and documentation. Students who complete this course successfully are exempted from the general education requirements of ENGL 110 and ENGL
120. Pre-requisites: a satisfactory score in ACT or SAT and Mayville State's pre-registration test.

ENGL 161 American Indian Languages I
The first semester of study of a given Native American language emphasizing grammar, language patterns, and vocabulary acquisition, along with cultural backgrounds.

ENGL 162 American Indian Languages II
Continuation of 161, to develop increasing skills and complications of usage in the acquisition of a given Native American Language, along with cultural components related to usage.

ENGL 205 English Usage
Review of structure, syntax, diction, and rhetoric in order to develop increasingly effective skills for written communication.

ENGL 207 Language Studies
Assistance in improving English language skills, including listening, speaking, reading, and writing, for non native speakers.

ENGL 209 Introduction to Linguistics
Entry level knowledge for the scientific study of language, including such topics as phonology, semantics, grammar, and related cultural history.

ENGL 210 College Composition III
Advanced development of writing skills which emphasizes increasingly sophisticated and effective rhetoric and style.

ENGL 211 Introduction to Creative Writing
Guided practice of writing skills related to the imaginative uses of language.

ENGL 213 Literary Publications
Introduction to creative magazine publishing.

ENGL 215 Writing for Work
Introduction to business and technical writing and to strategies for completing business related writing projects.

ENGL 220 Introduction to Literature
Reading and discussion of representative examples of poetry, drama, and fiction, with emphasis on the use of common literary terminology.

ENGL 221 Introduction to Drama
Reading and discussion of representative dramatic works from ancient Greek times to the present.

ENGL 222 Introduction to Poetry
An examination of poetic forms including the uses of figurative language and the techniques of rhythm and meter.

ENGL 223 Introduction to the Novel
The study of long works of fiction illustrating the history of the form, its purposes and its audiences.

ENGL 224 Introduction to Fiction
The study of representative short stories and novels and their historical and literary backgrounds.

ENGL 225 Introduction to Film
A general introduction to film studies, including analysis of narrative and stylistic elements of films.

ENGL 226 Poetry of Rock
An examination of rock lyrics as contemporary poems, using techniques of literary criticism to analyze their themes, their aesthetic principles, and their place in art and culture.

ENGL 231 Bible as Literature
An examination of the Bible's literature with an emphasis on biblical culture, history, and geography as well as comparisons of translations.

ENGL 232 Mythology
The study of representative myths, legends, and folklore from various cultures with emphasis upon the literary aspects of myth.

ENGL 236 Women and Literature
The study of literary texts by and about women including gender roles as a literary theme.

ENGL 238 Children's Literature
The study of texts suitable for reading by elementary age school children, with emphasis on the analysis of literary characteristics which determine age-appropriateness.

ENGL 240 World Literature Masterpieces
The study of representative cultural and literary materials from the ancient world to modern times.

ENGL 241 World Literature I
Readings from the major representative texts of the western European tradition from antiquity through medieval times.

ENGL 242 World Literature II
Continuing survey of the western European tradition, including representative texts from the Renaissance through the modern world.

ENGL 251 British Literature I
A survey of major works and writers in British Literature from the Anglo-Saxon Period through the Eighteenth Century.

ENGL 252 British Literature II
A survey of major works and writers in British Literature from the Romantic Age to the present.

ENGL 260 American Literature Masterpieces
A survey of American writers from the British Colonial Period to the present.

ENGL 261 American Literature I
A survey of major works and writers in American Literature from the British Colonial Period through the Civil War.

ENGL 262 American Literature II
A survey of major works and writers in American Literature from the Civil War to the present.

ENGL 265 Native American Literature
The study of literary and cultural works by and about American Indians.

ENGL 268 Western American Literature
Readings in literary and historical documents related to the development of the trans-Mississippi American West, including contemporary works which explore the related themes and settings.

ENGL 270 Introduction to Literary Criticism
The study of major writings which have established the theories and practice of literary studies from ancient times to the present.

ENGL 271 Literary Analysis I
An introduction to traditional and contemporary approaches in the study of literature and the fundamental skills required for the analysis of literary texts.

ENGL 272 Literary Analysis II
The study of literary documents employing increasingly sophisticated critical ideas and theories.

ENGL 274 Literary Genres and Periods
A multinational survey of literary periods and the development of genres within these historical and cultural contexts.

ENGL 299 Special Topics
Varying areas of content, issues, or themes in the study of language and literature; typically taught only on occasion, as determined by faculty availability and student demand.

DISCIPLINE: ENGLISH

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