

Interdisciplinary Arts and Sciences Department

Interdisciplinary Studies Degrees

- Bachelor of Individualized Studies (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/individualized-studies-bis)
- Bachelor of Arts/Science in Integrated Studies (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-ba-bs)

Integrated Studies Emphases

- Art (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-art-ba-bs)
- ASL Interpreter (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-asl-interpreter-ba-bs)
- Biology (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-biology-ba-bs)
- Chemistry (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-chemistry-ba-bs)
- Communication Studies (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-communication-ba-bs)
- Criminal Justice (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-criminal-justice-ba-bs)
- Dance (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-dance-ba-bs)
- Digital Design (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-digital-design-ba-bs)
- Digital Film Production (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-digital-film-ba-bs)
- Earth Science (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-earth-science-ba-bs)
- English (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-english-ba-bs)
- Global Studies (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-global-studies-ba-bs)
- Health Care Administration (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-health-care-administration-ba-bs)
- History (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-history-ba-bs)
- Humanities and Philosophy (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-humanities-philosophy-ba-bs)
- Information Technology (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-information-technology-ba-bs)
- Long Term Care Administration (catalog.dixie.edu/programs/health-and-human-performance/long-term-care-administration-minor)
- Management (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-management-ba-bs)
- Marketing (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-marketing-ba-bs)
- Mathematical Sciences (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-mathematical-sciences-ba-bs)
- Media Studies (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-media-studies-ba-bs)
- Music (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-music-ba-bs)
- Psychology (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-psychology-ba-bs)
- Public Health (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-public-health-ba-bs)
- Recreation Management (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-recreation-management-ba-bs)
- Sociology (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-sociology-ba-bs)
- Software Development (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-software-development-ba-bs)
- Spanish (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-spanish-ba-bs)
- Theatre (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-theatre-ba-bs)
- Web Design & Development (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-web-design-development-ba-bs)

Click for Interdisciplinary Studies Website (<https://integratedstudies.dixie.edu>) (following this link will take you out of the University Catalog)

Library Learning Services Courses

LLS 1000R. Dixie Forum. 1 Hour.

For all students. Introduces students to a variety of speakers presenting lectures or performances on artistic, historic, business, scientific, and other academic topics. Successful completers will attend at least 10 presentations and write brief response papers for each. Repeatable up to 8 credits subject to graduation restrictions. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Create critical thinking analysis and reflection on each topic exposed to at The Dixie Forum, expressing individual point of view with contrast or parallels to information exposed to including what did you learn that you did not know before, why is that knowledge important to you and/or the world, how can that knew knowledge enrich your understanding and shape your world view? 2. Articulate, in writing, effectively and efficiently with proper use of grammar, spelling, and punctuation. 3. Enhance use the library and its resources to research topics exposed to in The Dixie Forum to learn more about them. FA, SP.

LLS 1010. Information Literacy. 1 Hour.

Introduces students to university-level research in an online course. Students will learn to determine the extent of information needed; access the needed information effectively and efficiently; evaluate information and its sources critically; incorporate selected information into one's knowledge base; use information effectively to accomplish a specific purpose; understand the economic, legal, and social issues surrounding the use of information; and access and use information ethically and legally. Competency-based course, graded Pass/Fail. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful completion of this course students will be able to: 1. Identify the contribution of specific pieces and varying perspectives to a disciplinary knowledge conversation. 2. Formulate research questions based on curiosity and gaps in information or data. 3. Determine attributes of authoritative information for different needs, with the understanding that context plays a role. 4. Critique and evaluate information to contribute to the construction of knowledge and make it stronger. 5. Create citations and value the why of using citations. FA, SP, SU.

LLS 2770. Foundations of Effective Mentoring for Supplemental Instruction Leaders. 1 Hour.

For students who want to be employed as supplemental instruction (SI) leaders. This course fulfills the training requirement to work in Learning Services as an SI leader. It also fulfills the requirements for CRLA (College Reading and Learning Association) national mentor certification. The course gives a practical background for academic assistance and teaches student SI leaders how to empower other students with the skills and the confidence needed to succeed academically. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate ability to apply mentoring best practices. 2. Plan and create effective mentoring sessions. 3. Develop mentoring strategies to meet the needs of diverse learning groups with varying characteristics. 4. Formulate a philosophy of mentoring. FA, SP.

LLS 2780. Foundations of Effective Mentoring for Peer Coaches. 1 Hour.

For students who want to be employed as mentors and peer coaches. This course fulfills the training requirement to work in Student Support Services as mentors and peer coaches. It also fulfills the requirements for CRLA (College Reading and Learning Association) national mentor certification. The course gives a practical background for academic assistance and teaches student mentors and coaches how to empower other students with the skills and the confidence needed to succeed academically. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate ability to apply mentoring best practices. 2. Plan and create effective mentoring sessions. 3. Develop mentoring strategies to meet the needs of diverse learning groups with varying characteristics. 4. Formulate a philosophy of mentoring. FA, SP, SU.

LLS 2790. Foundations of Effective Tutoring. 1 Hour.

For students who want to be employed as tutors. This course fulfills the training requirement to work in the Dixie State University Academic Performance Center. It also fulfills the requirements for CRLA (College Reading and Learning Association) national tutor certification. The course gives a practical background for academic assistance and teaches student tutors how to empower other students with the skills and the confidence needed to succeed academically. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Apply tutoring best practices. 2. Create effective tutoring sessions. 3. Tailor tutoring strategies to meet the needs of diverse learning groups, having various characteristics. 4. Formulate their own philosophy of tutoring. FA, SP.

LLS 4890R. Library and Learning Services Internship. 1-3 Hours.

For students who are granted and accept an internship that provides an extensive learning experience within tutoring, supplemental instruction, or research areas. Internships offer students the opportunity to work with government, a nonprofit agency, a private agency, an employer, or an instructor. Through arrangements with the department chair, director, or dean, a student may earn up to 3 credits per semester for satisfactory completion of terms of the internship. Students must be supervised by an agency representative and/or a faculty advisor. Written contracts must be completed and signed. Students are also required to submit a written evaluation of their experience before the end of the semester. Approval from LLS department chair, director, or dean required before enrolling. Variable Credit: 1.0 - 3.0 Repeatable up to 6 credits subject to graduation restrictions. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful completion of this course, students will be able to: 1. Apply research and writing skills to compose materials as well as informational documents, email, and solicitations. 2. learn how to use information ethically, responsibly, and legally. 3. Analyze conventions, recognizing when researchers and writers successfully meet industry protocols. 4. Develop and analyze collaborative learning skills by organizing and managing information. 5. Perform investigative and/or observational research, focus relevant details, and integrate research. 6. Investigate and partake in the process of publication. Prerequisite: Instructor permission required. FA, SP, SU.

Co-operative Education Courses

COOP 1800R. Cooperative Work Experience (ALCE). 1-3 Hours.

The Cooperative Education, COOP 1800 course provides a beneficial three-way partnership between employer, student, and Dixie State University. This course provides the opportunity to apply classroom learning to practical problems on the job, allowing students to work within a professional environment. Students learn the competitive nature of the job market and what is needed to prepare for career opportunities. Students also gain a competitive edge in the new graduate job market by demonstrating work experience. This course is designated as an Active Learning Civic Engagement (ALCE) course. Students will be working to make a difference in the civic life of our community through both political and nonpolitical processes. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate learning through original and creative work related goals. 2. Demonstrate growth through group discussions and completed goals. 3. Use appropriate strategies and tools to analyze, develop and establish student knowledge. 4. Develop the ability to think creatively and critically. Prerequisite: Must have employment and Cooperative Education Coordinator permission. FA, SP, SU.

Honors Courses

HON 1010. Honors Methods. 3 Hours.

Required for the Honors Program curriculum. Designed to help Honors students build their Honors portfolio, to offer a support system through faculty mentoring, to provide and promote a variety of academic opportunities, to engage in intellectual pursuits, to participate in undergraduate research, and to foster a community of scholars in the Honors Program. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop public presentation skills. 2. Define and pursue an independent, inquiry-based research project. 3. Have greater experience with developing clear, persuasive writing that exhibits critical thinking. Prerequisite: Admission to the DSU Honors Program OR program director permission. SP.

HON 1020. Trailblazer Connections Honors. 3 Hours.

Required for all freshmen Honors Program students. This academic course is specifically designed to ease students' transition to Dixie State University and to prepare them for college success. In this course, students will learn the value of a college education including the purpose and value of general education. This Honors course develops high level learning and creative problem solving. This unique course focuses on helping students go about their DSU education as an intentional student--using resources, taking advantage of opportunities to develop holistically, and selecting courses that will enlighten the mind and enhance employability. This course allows students to develop a support network of classmates, faculty, and staff to help ensure a successful beginning to their academic experience. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explore and articulate the value of a college education, including the purpose and value of general education and connection to a program of study or major. 2. Develop the attributes of an intentional student who can demonstrate the competencies necessary for success in college and beyond, including overcoming challenges, developing academic strategies and study skills, finding and using resources, and managing time. 3. Develop a sense of belonging in the university and demonstrate how to build and participate in the learning community. 4. Develop proficiency in open-ended problem-solving with creative, evidence-based, and/or multidisciplinary/interdisciplinary teamwork approaches. Prerequisite: Instructor permission. FA, SP.

HON 2010. Honors Guided Reading. 3 Hours.

Honors students consult with faculty to design reading plans based on the Oxford/Cambridge model. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Become capable of pursuing self-directed academic research with a focus on information literacy. 2. Develop a network of professionals and specialists with a shared academic interest. 3. Actively participate in analysis and critique of peer-research programs. Prerequisite: HON 1010 (Pass Grade) or permission of program director. FA.

HON 3010. Honors Special Topics. 3 Hours.

Presents a topic, problem, or theme of broad academic interest. Honors students will engage in a challenging variety of academic activities, depending on the disciplinary focus of the topic. Research required. Repeatable as topic varies up to 9 credits. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Pursue learning and research in an upper-division course developed from any discipline(s). 2. Produce a significant creative, scholarly, or business artifact, supported by academic research. 3. Present their work in a public forum. Prerequisite: HON 1010 or program director permission. FA, SP.

HON 3100. From Page to Stage: Literary Text, Staging, and Performance. 3 Hours.

Honors Course. The course is designed to enhance students' understanding of both literature as reading text and literature as performed text and the connections between these two mediums. The course will introduce concepts of literary analysis through standard literary critical techniques as well as introduce concepts of staging and theatrical performance. Students will participate in the reading aspect of text as well as participate in the practical creation of theatrical works based on those reading texts. Students will illustrate their understanding of written textual analysis through lecture, discussion, written critique, and research writing. Students will then illustrate acquisition and implementation of problem-solving skills as well as an understanding of the realities of Creative Theatrical Presentation through script adaptation, lecture, and demonstration. This course will develop students' awareness of the potential power inherent in literature on the page as well as its counterpart on the stage. Prerequisites: ENGL 2010 and THEA 1713 (courses Grade C or higher) and Admission to DSU Honors Program or Honors Program Director permission. SP.

HON 4010. Honors Thesis. 3 Hours.

Honors students, in consultation with faculty, design, propose, and produce an original senior Honors thesis. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Design, propose, and produce an original, student-driven thesis or major research-based creative project in consultation with a faculty mentor(s). Prerequisite: HON 2010 (Grade B or higher) AND Senior standing or permission of program director. FA, SP.

Individualized Studies Courses

INDS 3800. Individualized Studies Seminar. 3 Hours.

During the concurrent, tandem course of the INDS 3800 Seminar and the INDS 3805 Lab, the assignments cumulatively build toward the final Individualized Academic Plan (IAP) by requiring students to design, implement, evaluate, and modify their individualized major curriculum proposals within thematic concentrations repeatedly, until their professional and personal goals mesh with their own proposed learning outcomes and the general learning outcomes of the Individualized Studies degree, including the four core fluencies of (1) baccalaureate-level written composition skills, (2) basic competency in statistical comprehension, (3) capable public presentation, and (4) collaborative problem solving. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate written communication fluency. 2. Demonstrate fluency of public presentation. 3. Demonstrate fluency of collaborative problem-solving. Prerequisite: 60 semester credits or an Associate's degree and instructor permission. Corequisite: INDS 3805. FA, SP.

INDS 3805. Individualized Studies Lab. 1 Hour.

While assignments in INDS 3800 will engage students in a continuous process of self-assessment and plan-building, the INDS 3805 Lab, on the other hand, will provide a scaffolding for student advisement. Students will work, through face-to-face individual meetings with a senior interdisciplinary adviser, deeply familiar with the curricula of departments around DSU, to refine and render technically compliant their IAPs. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate written communication fluency. 2. Demonstrate fluency of public presentation. 3. Demonstrate fluency of collaborative problem-solving. Prerequisite: Instructor permission. Corequisite: INDS 3800. FA, SP.

INDS 4100R. Independent Study. 1-3 Hours.

For Individualized Studies majors who wish to pursue a specific focus of study related to their thematic concentration/research interest which is not otherwise available through an existing DSU course. Students are closely supervised by faculty in the design and successful completion of the course. The course is dependent upon a contractual arrangement between the assigned faculty member and the student. This agreement is submitted at the beginning of the semester in which coursework is undertaken, and is contingent upon the department chair's approval. Students meet with the faculty mentor each week to discuss the students' progress, and are required to meet the college requirement of 45 hours of engagement per credit. Variable credit 1.0 - 3.0. Repeatable up to 9 credits subject to graduation and program restrictions. Offered based upon sufficient student need. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Create learning objectives with guidance and approval from internship supervisor and faculty mentor. Prerequisite: Individualized Studies major; and advanced standing; and instructor permission.

INDS 4700. Individualized Studies Portfolio. 3 Hours.

Serves as the summative capstone course for students who have been accepted into the Individualized Studies program and are in their final semester of coursework before receiving a Bachelor of Individualized Studies degree. Students will represent prior and on-going learning as well as life experience in the form of an electronic portfolio. The content of the e-portfolio will consist of evidence of competency in the learning outcomes that students craft for their Individualized Academic Plans (IAPs) during the INDS 3800/3805 course and lab. Additionally, students will complete professional documents, such as resumes and cover letters, that will aid them in pursuit of their post-graduate goals. This course guides them through the process of preparing their portfolio. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate written communication fluency. 2. Demonstrate fluency of public presentation. 3. Demonstrate fluency of collaborative problem-solving. Prerequisite: INDS 3800 and INDS 3805 (Grade C or higher); Instructor permission required. FA, SP.

INDS 4890R. Individualized Study Internship. 1-3 Hours.

Course provides opportunities for Individualized Studies majors to combine real-world experience with academic activities that are designed to support their unique learning and professional objectives. Goals and objectives must be proposed by the student and approved by the faculty mentor. Supplemental assignments will be assigned by the faculty mentor, and will include research and writing components. Students will be expected to meet with the faculty mentor regularly. Students may apply no more than 9 credits of internship courses to the Individualized Studies bachelor's degree. Variable credit: 1.0-3.0. Repeatable up to 9 credits subject to graduation restrictions. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Create learning outcomes with guidance and approval from internship supervisor and faculty mentor. Prerequisite: Advanced status; Instructor Permission. FA, SP, SU.

Integrated Studies Courses

INTS 1001. FYE: Integrated Studies. 1 Hour.

A First Year Experience course strongly recommended for all entering freshmen and transfer students with 0-24 credits. Provides an orientation to college studies and the college environment for students interested in Integrated Studies and/or a major not currently available. Emphasizing interdisciplinary learning, encourages students to explore themes, issues, and problems in a number of disciplines as a means to developing an integrative, interdisciplinary perspective. Students will refine academic skills, create and foster social networks, learn about college resources, and explore different fields of study, degree options, and career opportunities. Multiple listed with all other sections of First Year Experience (all 1001 courses, ENGR 1000). Students may only take one FYE course for credit. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Have an understanding of interdisciplinarity. 2. Have an understanding of the disciplinary approaches of their two emphasis areas. 3. Describe the value of interdisciplinary work and research. 4. Explain the role of academic writing in their emphasis areas. FA, SP.

INTS 3100. Interdisciplinary Studies. 3 Hours.

Required of all Integrated Studies majors. Explores the epistemology, assumptions, research methods, theories, and concepts of each student's emphasis disciplines. Then focuses on the methods, practices, and theories of interdisciplinary study through integrative approaches to complex issues. Students should complete at least two courses in each of their emphases before they enroll in this course. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Conduct research in the academic and professional literature related to various disciplines. 2. Produce artifacts that explore areas of intersection and integration between their two areas of emphasis. 3. Responsibly synthesize and integrate academic and professional information into their own writing. 4. Produce cogent, organized, and articulate research-based academic writing that integrates multiple disciplinary methods and perspectives. Prerequisite: ENGL 2010 (either Grade C or higher) and instructor permission. FA, SP.

INTS 3801R. Travel Study: Japan in Interdisciplinary Perspective I. 1 Hour.

Travel Study: Japan in Interdisciplinary Perspective I prepares students to participate in the Japan Travel Study summer experience and is intended for students with an interest in the history and culture of Japan and a desire to engage in rigorous interdisciplinary and global academic exploration. The purpose of the course will be to gain an introductory knowledge of the culture and history of Japan, make logistical preparations for international travel, and become aware of customs and norms of relevance to respectful participation in Japan. Additionally, students will design a fieldwork-oriented research proposal, to be carried out in Japan, that reflects disciplinary conventions commonly practiced in an academic major. Additional travel fee required. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate intercultural competence by examining cultural assumptions and developing communication strategies to cross geographic and social boundaries. 2. Analyze aspects of Japanese culture and history using the conventions of one or more academic disciplines. 3. Design a fieldwork-oriented research proposal, to be carried out in Japan, that reflects disciplinary conventions commonly practiced in an academic major. Prerequisite: Instructor permission. SP (odd).

INTS 3802R. Travel Study: Japan in Interdisciplinary Perspective II. 2 Hours.

Travel Study: Japan in Interdisciplinary Perspective II is the project completion phase of the Travel Study: Japan in Interdisciplinary Perspective series. Students will deepen their knowledge and engagement with the research artifacts that they gathered during their summer fieldwork in Japan, such as field-notes, video and sound recordings, and photographs, by conducting secondary-source research in academic databases on an approved interdisciplinary topic. Students will synthesize secondary and primary source research content into textual and media reports featured on the open-access, online portal developed in coordination with the city government of Ibigawa, Japan. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an intermediate level of proficiency in primary and secondary source interdisciplinary research application. 2. Analyze aspects of Japanese culture and history using the conventions of one or more academic disciplines. 3. Collect and report original participant-observation fieldwork research data and evaluate its meaning within a body of published academic literature. Prerequisite: INTS 3801R (Grade C or higher), and instructor permission. FA (odd).

INTS 3900. Interdisciplinary Topics. 3 Hours.

For all interested students; required of Integrated Studies students. Presents a topic, problem, or theme from multiple disciplinary perspectives. Students experience the advantages and necessity of bringing the knowledge, concepts, theories, and methods of multiple distinct disciplines to bear on understanding complex issues and ideas and begin the process of integrating disciplines. Repeatable up to 9 credits as topics vary. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explore varying disciplinary perspectives on a topic of general interest. 2. Synthesize material from multiple disciplinary perspectives into a more integrated understanding of complex ideas. 3. Compose critical analyses of complex issues that draw on the insights, knowledge, and perspectives of more than one discipline. 4. Evaluate and present research to an academic community of their peers in oral and/or written formats. Prerequisite: ENGL 2010 (Grade C or higher). FA, SP.

INTS 3950. Interdisciplinary Field Topics [Topic]. 3 Hours.

For all interested students; fulfills topics course requirement for Integrated Studies students. Presents a topic, problem, or theme from multiple disciplinary perspectives. Students experience the advantages and necessity of bringing the knowledge, concepts, theories, and methods of multiple distinct disciplines to bear on understanding complex issues and ideas and begin the process of integrating disciplines. This field version of the standard INTS Interdisciplinary Topics will require some off-campus work and entails a fee. Repeatable up to 9 credits as topics vary subject to graduation restrictions. Additional travel fee required based on topic. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate sufficient understanding of the course subject. 2. Recognize and articulate the unique insights into complex issues that various disciplines can provide. 3. Understand the importance of integrating knowledge and perspectives from multiple disciplines in order to illuminate complex subjects and problems. 4. Compose critical analyses of complex issues that draw on the insights, knowledge, and perspectives of more than one discipline for illumination. 5. Synthesize and present research to the academic community in oral and written formats. Prerequisite: ENGL 2010 (Grade C or higher).

INTS 4890R. Independent Study. 1-3 Hours.

Provides opportunities for majors to engage with an interdisciplinary issue or problem of interest. Projects must be proposed by the student, approved by the department chair, and focused on integrated, interdisciplinary methods and perspectives. All projects will require research and a written product, and students will be expected to meet with the instructor regularly throughout the term. Students may apply no more than 6 credits of Independent Study courses to the Integrated Studies bachelor's degree. Variable credit: 1.0-3.0. Repeatable up to 6 credits subject to graduation restrictions. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Complete an in-depth study of an interdisciplinary topic as evidenced through written work and/or oral presentation. Prerequisites: INTS 3100; AND Advanced standing. FA, SP, SU.

INTS 4950R. Integrated Studies Senior Thesis. 3 Hours.

This is a minimum two-semester Senior Research and Senior Thesis series that in some cases may extend to three semesters and that provides the culminating experience in the Integrated Studies baccalaureate program. The first semester of this two-semester course focuses on research methods and scholarly writing as students identify project topics and prepare formal proposals for review and approval. In the second semester students develop their thesis topic, theme, issue, or problem and relate their two areas of concentration through careful analysis and creative synthesis, producing a major senior thesis project that exhibits skill in interdisciplinary understanding. Repeatable up to 9 credits subject to graduation requirements. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Formulate an appropriately interdisciplinary question that draws upon the elements of both emphasis areas to develop a more comprehensive understanding of the issue or problem. 2. Design and follow an appropriately academic and systematic research process. 3. Synthesize emphasis area research and perspectives to develop a more complex understanding of the subject of interest. 4. Apply the standard research, documentation, and communication methods of two academic disciplines in the thesis project. 5. Complete a research-based project and/or paper that demonstrates integrative understanding of an interdisciplinary issue, as well as disciplinary competence in two areas of emphasis. Prerequisites: INTS 3100 (Grade C or higher), senior status, and instructor permission. FA, SP, SU.

Student Service Courses Courses**SSC 1005. International Student Academic Success. 1 Hour.**

For international students. This course provides international students with the knowledge, attitudes, skills, and awareness needed to adapt to college life at Dixie State University. Topics include: US immigration compliance, cross-cultural adjustment, campus services, academic advisement, safety and emergency issues, academic success, and academic integrity. Prerequisite: Instructor permission. FA, SP.

SSC 1010. Trailblazer Connections. 2 Hours.

Strongly recommended for all freshman students. This academic course is specifically designed to ease students' transition to Dixie State University and to prepare them for college success. In this course, students will learn the value of a college education including the purpose and value of general education. This unique course focuses on helping students go about their DSU education as an intentional student--using resources, taking advantage of opportunities to develop holistically, and selecting courses that will enlighten the mind and enhance employability. This course allows students to develop a support network of classmates, faculty, and staff to help ensure a successful beginning to their academic experience. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Exploring and articulating the value of a college education, including the purpose and value of general education and connection to a program of study or major. 2. Developing the attributes of an intentional student who can demonstrate the competencies necessary for success in college and beyond, including overcoming challenges, developing academic strategies and study skills, finding and using resources, and managing time. 3. Developing a sense of belonging in the university and demonstrate how to build and participate in the learning community. FA, SP.

SSC 1020. Study Skills & College Success. 2 Hours.

For structured enrollment students. This course is specifically designed to contribute to a student's academic success and ability to properly use campus resources. This course enhances the first year experience by supplementing the Trailblazer Connections course by further developing student success skills. The course includes such topics as growth mindset, self-regulated learning, problem solving, critical thinking, multiculturalism, career exploration, time management and financial literacy. Each student will be assigned an academic peer mentor and success coach with whom they will be required to meet throughout the semester. The active learning lab is embedded in this course. Inclusive Access Course Material fees may apply, see Fees tab under each course section for details. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate proper use of DSU resources and services. 2. Demonstrate ability to apply academic success skills. 3. Demonstrate appropriate problem solving and critical thinking skills. 4. Students will express characteristics of multiculturalism in a learning community. 5. Students will engage in career exploration processes. 6. Students will demonstrate ability to apply time management and financial literacy skills. Prerequisites: Freshman status; participant in structured enrollment; instructor permission. FA, SP.

SSC 1025R. Active Learning Lab. 1 Hour.

For structured enrollment students. Specifically designed to contribute to a student's academic success. Students will participate in the active learning lab where they will develop and apply study skill strategies in context to their current course load. This lab is designed to help students develop meta-cognition, reflection and self-regulated learning skills. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Apply metacognition, reflection and self-regulated learning skills in context to their current course load. 2. Apply effective study skill strategies in context to their current course load. Prerequisites: SSC 1010 or SSC 1020, and instructor permission. FA, SP.

SSC 1060. Career and Life Skills. 2 Hours.

For structured enrollment students. The course is specifically designed to contribute to a student's academic and career success. This course is designed to develop essential leadership and oral communication skills. The course includes such topics as adaptability, confidence, relationships, and motivation in regard to academic and career goals. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Apply academic success skills. 2. Demonstrate development of career success skills. 3. Express characteristics of effective leadership. 4. Apply effective oral communication skills. Prerequisites: Instructor permission. FA, SP.

SSC 1200. Career Workshop. 1 Hour.

For undeclared students with 30+ credits. Students will participate in an in-depth exploration of careers, majors, and the steps to obtaining careers that interest them. Students will spend time learning about themselves and career options that correlate with their values, skills, strengths, interests, and how that knowledge may impact their choice of careers. They will take two assessments, Strength Finders and the Strong Interest Inventory for self-discovery. Students will engage with individuals currently in the industries that interest them. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Understand different programs and will declare a major. 2. Have the resources available to choose a career path based on interests, values, skills, personality and industry growth. 3. Understand requirements and resources for graduate school. They will gain experience talking and interacting with graduate school representatives. 4. Learn methods and reliable resources for gathering occupational information. 5. Learn the duties, responsibilities and day to day aspects of different careers. FA, SP.

SSC 1900R. Pre-professional Internship. 1-2 Hours.

Elective course for freshmen and sophomore students. The course provides students the opportunity to enhance their college education by preparing them for an increasingly competitive job market. This course brings the workplace in to the classroom and transforms the workplace into a place of learning. The course is designed to integrate students into professional environments to develop competencies and initiate networking. Target industries and occupations include all Career and Technical Education program areas offered at DSU. These programs include Health Sciences, Business, Communications, Science, Technology, Education, and Forensics. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Set and achieve learning objectives that will ensure a successful work based learning experience and demonstrated growth in career knowledge and skills as a result of the internship through personal reflection. 2. Apply classroom learning to practical problems on the job to increase competencies. 3. Work with professionals in the career field they are exploring or pursuing to initiate networking. 4. Learn the competitive nature of the job market and what is needed to prepare for the best career positions. Prerequisites: Instructor permission. FA, SP.

SSC 2001. SSS Smart Start Seminar. 2 Hours.

Introduces and integrates new TRiO-Student Support Services students to the DSU community, both academically and socially, by developing awareness of campus resources and assisting in exploring and establishing personal, academic, and career goals. This course includes strategies for academic success, such as critical thinking skills, time management, financial aid resources, financial literacy, service learning, and effective collaboration techniques. Focus is on development of an academic plan, personal financial awareness and responsibilities, baccalaureate attainment, and community citizenship. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss the student support resources and services on DSU campus, including TRIO services, that will help facilitate success. 2. Describe essential skills that help overcome challenges of college life, such as managing time, maintaining mental, social and physical well-being, and effective money management. 3. Demonstrate the ability to succeed in classes by taking notes, reading a college textbook, using a syllabus, interacting with professors, writing academic papers, studying, and taking tests. 4. Describe their major or area of study, including general education requirements, institutional requirements, required coursework within their major, and career options. Prerequisite: Instructor permission. FA, SP.

SSC 2002. Becoming a Lifelong Learner. 2 Hours.

This course is designed for continuing TRiO Student Support Services students to further ease their transition to college by providing them with the skills and information necessary to be successful students and productive citizens. Their college experience will be enriched as they better understand the process and principles of becoming a lifelong learner. Students will create their own philosophy of learning and outline the specific ways they will strive to become a learner. Students will also recognize important outcomes of becoming a learner that are vital to their success such as creativity, the ability to think critically, developing excellent communication skills and acquiring an exceptional character. They will better understand the major/career decision making process, including self-assessment, evaluation of majors and careers, and by the implementation of a personal action plan in order to achieve their academic goals. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of the importance of becoming a lifelong learner and realizing how their education is transforming them into a better person. 2. Demonstrate an understanding of the principles of becoming a learner which include: a. The most important things learned will not be graded b. Knowledge is interconnected c. Student must take the responsibility for own learning d. Learning requires relationships e. Learners are Courageous f. Learning cannot be cheated 3. Create a written philosophy of learning and a description of how to put these ideas into action. 4. Demonstrate an understanding of the value of clarifying interests, values and skills, and learning how these relate to different majors, careers and opportunities at Dixie State University. 5. Develop an action plan for choosing a major, achieving a bachelor's degree and pursuing a career. 6. Demonstrate an understanding of financial literacy skills developed through a. Creating and living within a budget b. Knowing how to protect against identity theft c. Learning how to use credit wisely d. Finding and applying for scholarship(s) and other financial aid. Prerequisite: Instructor permission. SP.

SSC 2003. Gear Up for Greatness. 2 Hours.

This course is designed for continuing TRIO SSS students to transition from general education to majors and careers by providing them with the skills and information necessary to be successful students and capable, contributing citizens. The course facilitates better understanding of the major/career decision making process and the development of essential career success qualities: accountability, adaptability, critical thinking, creative thinking, communication concepts, diversity, relationship building, confidence, mindset and leadership. Students are asked to examine their thoughts, beliefs and attitudes, to focus on self-development, and to create a personal and career portfolio. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate a. An understanding of qualities essential to becoming a contributing, capable citizen. b. accountability c. Adaptability d. Critical Thinking e. Creative Thinking g. Communication Skills h. Diversity i. Relationship Building Skills j. Self- Knowledge k. Confidence and Mindset. 2. Understand the world of work and preparing for a career by a. focusing on career opportunities within their major. b. understanding that biases and perceptions are unique to each human experience. c. learning to use critical thinking skills in diverse situations. d. creating a network of support and opportunity. e. investigating careers and pertinent essential qualities through informative interviews. 3. Understand of pre-employment skills, requirements and information gathering by a. becoming comfortable with public speaking. b. experiencing interpersonal and small group communication activities. c. preparing and giving a pocket speech. d. creating a resume. e. creating a cover letter. f. asking for letters of recommendation. g. creating and using a perpetual career portfolio. 4. Understand that many resources are available to them by a. finding and carefully choose mentors. b. using the Career Center. c. keeping connected with their academic advisors. d. creating and using a perpetual personal portfolio. Prerequisite: Instructor permission. FA.

SSC 2400R. Hope Squad 1. 1 Hour.

Required for students who have been invited to participate as HOPE Squad members. HOPE Squad is a peer-to-peer program where students who have been identified by their classmates as trustworthy peers are trained to recognize students who are at-risk for committing suicide. In this course, using nationally recognized, evidenced-based training modules, Squad members will learn how to watch for students at-risk for suicide, identify warning signs, provide friendship, and seek help from professionals. Through this learning, the HOPE Squad members are empowered to seek help and save lives. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Recognize aspects of mental health. 2. Identify the warning signs of individuals considering suicide. 3. Demonstrate an ability to communicate with someone who may be depressed or suicidal. 4. Show knowledge of the appropriate questions to ask a peer who shows signs of depression or considering suicide. 5. Indicate knowledge of appropriate and effective process to report to and seek help from mental health professionals. 6. Demonstrate knowledge of intervention skills. Prerequisite: Instructor permission required. SP.

SSC 2500R. Emerging Leaders. 1 Hour.

Seminar course for students involved in Dixie State University Student Association and others. Exploration of leadership principles in university environment and other community settings, through presentations, analysis, personal reflection, group discussion, group work, and more. Students will be asked to consider ideas, creative expressions, arguments, points of view, experiences, and beliefs other than their own as well as expected to provide service through involvement in a significant out-of-class activity during the semester. Repeatable up to 2 credits subject to graduation restrictions. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify the characteristics of an effective personal brand. 2. Apply their knowledge of effective In-Print Branding principles. 3. Use the principles of Online Branding to evaluate online websites. 4. Demonstrate their knowledge of cultural sensitivity. Corequisite: SSC 2505R. FA.

SSC 2505R. Emerging Leaders Lab. 1 Hour.

Lab portion of SSC 2500R. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Create their personal brand by applying the characteristics of effective branding. 2. Prepare personal resumes, cover letters, and thank you notes that illustrate the principles of effective In-Print branding. 3. Evaluate a social media site and create a rebranding based upon the results of their evaluation. Prerequisites: Instructor permission. Corequisites: SSC 2500R. FA.

SSC 2600R. Student Leadership Development. 1 Hour.

Seminar course for students involved in Dixie State University Student Association and others. Exploration of leadership principles in university environment and other community settings, through presentations, analysis, personal reflection, group discussion, group work, and more. Students will be asked to consider ideas, creative expressions, arguments, points of view, experiences, and beliefs other than their own. Students will develop and implement a major leadership project and demonstrate their understanding of issues of leadership. Repeatable up to 2 credits subject to graduation restrictions. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify the major concepts that define each leadership theory presented in class. 2. Identify issues that impact both campus and community. 3. Apply the basic principles of budget and costs in project planning. 4. Discuss the principles of ethics in leadership. 5. Implement the guidelines for empowering others. Corequisites: SSC 2605R. SP.

SSC 2605R. Student Leadership Development Lab. 1 Hour.

Lab portion of SSC 2600R. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Prepare and share a presentation that illustrates the basic tenants of the leadership theory of their choice. 2. Develop an accurate and appropriate budget/cost report for a proposed campus project. 3. Prepare and share a presentation explaining a current campus issue, a proposed solution, and the outcome of the project. Prerequisite: Instructor permission. Corequisite: SSC 2600R. SP.

SSC 2990. Seminar in Student Services. 0.5-3 Hours.

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course in an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goal. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.

SSC 2991. Sem in Stu Support Services. 0.5-3 Hours.

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course in an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goal. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.

SSC 2992. Seminar in Stu Support Service. 0.5-3 Hours.

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course in an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goal. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.

SSC 3001R. Peer Mentoring & Leadership. 2 Hours.

Required for peer mentors in FYE courses. Designed to develop leadership skills in mentors, and increase retention and academic success in students enrolled in FYE classes. Focuses on skills and behaviors needed by effective mentors. Mentors will also be required to attend all sessions of an assigned FYE course, contact individual students, and assist the FYE instructor in course activities. Application and interview are required. Prerequisites: Advanced standing and instructor permission. FA, SP.

SSC 4890. Professional Practice Internship. 3 Hours.

Elective course for junior and senior students. The course provides students the opportunity to enhance their college education by preparing them for an increasingly competitive job market. This course brings the workplace in to the classroom and transforms the workplace into a place of learning. The course is designed to integrate students into professional environments to increase competencies and establish networking in the profession. Students will learn to take initiative as they observe working conditions and practices at their place of internship and then apply critical analysis and creative problem solving to identify productive and non-productive professional practices in the workplace. Internship areas connect to all degree programs offered at DSU. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Gain self-reflexion skills set and achieve learning objectives that will ensure a successful work based internship experience and demonstrated growth in career knowledge and skills as a result of the internship through personal reflection. 2. Apply critical analysis and creative problem solving to identify productive and non-productive professional practices in the workplace. 3. Apply classroom learning to practical problems on the job to increase competencies. 4. Work with professionals in the career field they are exploring or pursuing to initiate networking. 5. Learn the competitive nature of the job market and what is needed to prepare for the best career positions. Prerequisites: Instructor permission. FA, SP.