Passing the Test

Ridgewater’s Nondestructive Testing program offers graduates a 100 percent job placement rate.

Ridgewater grad Ben Brandt has found a fulfilling career in a high-demand field with Stork Twin City Testing Inc.
Ridgewater and Rice
Where Excellence in Education and Excellence in Care Intersect.

Together we are building a strong future for healthcare in West Central Minnesota.

Rice Memorial Hospital
www.ricehospital.com
From the President

Judging by your overwhelmingly positive response, it is clear that the inaugural issue of Ridgewater College was a resounding success. Thanks to all of you who took the time to talk to me on the street, write letters, and otherwise share your feedback on the magazine. This issue builds and expands upon the first by significantly increasing both the amount of content and the distribution area. We value the relationships we have with our current and former students, and look forward to sharing our story with as many of you as possible.

Three feature stories appear in this issue, each tied together with a common thread—success. The individuals highlighted vary in many ways. Each has taken a different path to success, and each has a unique relationship with Ridgewater College that helped them get there. The three articles highlight some key aspect of that connection to Ridgewater College, and I’m confident you’ll find the story of those connections as compelling as I do.

Of course, there is much more inside, including news and notes pertaining to what’s happening at the college. I am also pleased to be able to include our summer session course schedule. Summer is right around the corner, and taking a class or two can be an ideal way for students pursuing degrees at other schools to make progress toward their degree while they are home for the summer. Check out the schedule and give us a call if you see something you like—or if you don’t see something that you wish we’d offer.

I am proud of the energy our faculty and staff and administration put out each day in an attempt to improve what we do for students. The continued growth and evolution of this magazine is just one example of that effort, and the stories are just some examples of what makes that effort worthwhile. As always, I hope you enjoy the magazine.

Douglas W. Allen
President
Bremer is Proud of Our
Ridgewater College Graduates

These Ridgewater Graduates are all making great contributions to Bremer and equally great contributions in the community. They are involved in many of the non-profit businesses and agencies that improve the quality of life for all of us.

The Otto Bremer Foundation and Bremer believe that excellence in education is a key factor in quality of life and is proud to have contributed $100,000 toward Ridgewater programs over the last 4 years.

That is the Bremer difference – good employees who work hard to generate the giving capacity of the Otto Bremer Foundation and give of their own time as well.
Table of Contents

“I really wasn’t ready to get lost at a university. It’s been a nice transition, which is what I needed. I love Ridgewater.”

page 18

“Going to school in Willmar was a good thing for me. This was my hometown, and was a great place for me to start my higher education.”

page 22

Spring 2006

4 News & Notes

Financial aid opportunities, PSEO, the true value of a college education, and more.

8 Summer 2006 Course Schedule

Feature Story

14 Passing the Test

Ridgewater’s Nondestructive Testing program has earned a national reputation for excellence and a 100 percent job placement rate.

18 Equal Opportunities

Unlike many of its counterparts, Ridgewater College boasts a thriving student life scene.

22 True Calling

Dean Kaihoi, M.D., has used his Ridgewater education to pursue a career in a challenging and rewarding field.

Front Cover:
Ridgewater grad Ben Brandt.
Photo by Sara Jorde.

Ridgewater College • Spring 2006
Money Matters

Paying for college is a big investment. It pays to check out all the financial aid options at your disposal.

If you need help meeting the gap between what college costs and what you can afford, you’re in good company. Nearly 88 percent of Ridgewater College’s 3,200 full-time students received financial aid in 2005, says Jim Rice, director of financial aid. And each year some 300 students win scholarships that range from $200 to $1,560 per semester.

What is financial aid?
Financial aid comes in the form of grants, low-interest loans, or college work-study jobs and may be applied to tuition, books, room and board, supplies, transportation, and personal expenses such as child care. Apply as soon as possible to see if you qualify for fall classes, Rice advises. Qualification is based on your family’s size, income, number of college students, and your full- or part-time status. If you fill out the Free Application for Federal Student Aid, or FAFSA, online (www.fafsa.ed.gov), it’ll take only a couple of days for a reply, and you’ll be first in line for consideration. “As soon as you get your taxes done, you should get your financial aid paperwork done, too,” Rice says. “We start awarding financial aid at that time.”

Grants
Grants are monetary gifts; they do not have to be paid back. The Minnesota State Grant ranges from $100 a year to $5,009. Federal grants include the Pell Grant, which ranges from $400 up to a maximum of $4,000 per year, and the Supplemental Education Opportunity Grant (SEOG), which can provide an additional $1,000 of assistance for two semesters. The SEOG is awarded every year on a first-come, first-serve basis to 234 students from a $234,000 pool, Rice notes, so, again, it pays to apply early. If you have children, you might also qualify for the Minnesota Child Care Grant, which awards up to $2,200 a year per child. “We award over $200,000 a year in Minnesota Child Care Grant funds,” Rice says.

Loans
If you don’t qualify for grants, you may qualify for a low-interest Federal Stafford Loan. Subsidized Stafford loans are need-based and interest-free while you’re in school; you must start repaying six months after you graduate or if you drop to less than half-time status. If you don’t meet eligibility requirements—for example, if your tuition is already covered by grants—you may qualify for an unsubsidized Stafford

Cost Comparisons
Ridgewater’s mission is to provide quality education in an accessible, affordable, and supportive setting for all students. Affordability is an important part of that mission. Rising tuition at colleges and universities has been well documented over the past several years. Ridgewater has strived to remain an affordable option to achieving higher education. When you factor in the other pieces of our mission—quality education, accessibility, and supportive settings—Ridgewater College becomes a tremendous value and an investment that will pay dividends for a lifetime. The average yearly tuition and fees for a full-time Ridgewater student (who is also a Minnesota resident) are $4,134. See how well that stacks up against some other two- and four-year institutions around the state.*

Public two-year colleges:
- Minnesota West Community and Technical College .................. $4,172
- Pine Technical College ............................................................. $3,726
- Lake Superior College ............................................................. $3,698
- Northland Community and Technical College ......................... $4,177

Private two-year colleges:
- Rasmussen College ................................................................. $13,200
- Minnesota School of Business/Globe College ......................... $13,000-$15,000
- Brown College ..................................................................... $18,450

Public four-year universities:
- Bemidji State University ......................................................... $5,801
- Minnesota State University, Mankato ....................... $5,157
- Minnesota State University, Moorhead ......................... $4,894

St. Cloud State University ............................................................... $5,188
Southwest Minnesota State University ........................................ $5,579
Winona State University ............................................................... $5,464

Other public four-year universities:
- University of Minnesota, Duluth ................................................. $8,445
- University of Minnesota, Twin Cities ......................................... $8,902
- University of Minnesota, Morris ............................................. $9,228

Private four-year universities:
- College of St. Benedict ............................................................. $23,454
- Macalester College ................................................................ $28,642
- St. John’s University ............................................................... $23,474
- University of St. Thomas .......................................................... $23,294

The bottom line: You may want to consider Ridgewater College as a stepping stone to a four-year degree, or look at our career and technical programs that lead directly into the workforce!

* The costs do not include room and board for any institution listed. Some colleges and universities charge additional fees. Fees may vary depending on the program.
loan or an alternative loan program such as Minnesota’s Supplemental Loan for Students. If you’re still a dependent, your guardian may take out a Federal Plus Loan for you, or you may qualify for a dependency override for this loan.

**Work study**

Some 500 Ridgewater students take federal and state work-study jobs each year to help them cover tuition and other expenses, Rice says. Most work on campus with instructors in offices or labs, but some also work off campus in Willmar and Hutchinson in accounting, social services, and other areas.

**Scholarships**

Scholarships are monetary awards based on criteria such as your degree program, and are independent of financial aid. Bobbie Mattison is executive director of the Ridgewater College Foundation, a charitable non-profit organization charged with raising funds to provide educational opportunities, including scholarships. She urges every student to apply for this free money through the Foundation’s Web site, www.ridgewater.edu/college-foundation. “They are open to all current and potential Ridgewater students, and we have a large variety of offerings,” she says. “Scholarship applications are evaluated based on several criteria, including GPA, major or program of study, financial need, and more.”

Even a $200 award helps with tuition and fee expenses. Mattison says recipients often thank the Foundation for assistance that allowed them to work one job instead of three. “They say, ‘It allowed me to focus more on my education instead of having to work so hard.’”

The bottom line: Paying for college is a big decision and a big investment. That’s why Ridgewater College works to make the process of applying for aid as easy as possible—and why it prides itself on its friendly, personalized service. For more information, go to:

- www.ridgewater.edu/Current-Students/Financial-Aid

—Sara Aase
Jump Start

Ridgewater College’s PSEO program offers a wealth of opportunities for motivated high school students.

Ridgewater has an effective option for high school students looking to get a head start on college or supplement their coursework with more challenging classes. The program is PSEO (short for Post-Secondary Enrollment Option), and it offers a variety of broad learning opportunities.

Implemented by the Minnesota legislature in 1985, PSEO allows qualified high school upperclassmen to apply for classes at participating post-secondary institutions. Juniors in the top one-third of their class and seniors in the top half may apply, take a college admissions assessment test, and—if assessed at a college level—register for available classes. The state pays for tuition, books, and student services fees. Even better, the credits students earn can apply to high school as well as college graduation requirements.

Ridgewater College currently has more than 250 PSEO students enrolled at both its Willmar and Hutchinson campuses. “PSEO students are bright, talented, and involved leaders,” says Lisa Wagoner, the PSEO counselor on the Hutchinson campus. “They usually have a part-time job, a rich social life, are involved in after-school activities, and usually have a very full schedule.”

Her colleague, Sarah Rhoda, the PSEO counselor on the Willmar campus, agrees that the program is best suited for motivated students. “[It’s for] somebody who knows how to manage his or her time and is responsible,” she says. “Maturity plays a big role.”

Both counselors advise students as to how to meet their high school requirements, help them navigate their college experience, and recommend courses appropriate for transfer to a four-year college. And both say their main focus is on making sure students fulfill their high school requirements. Sally Kerfeld, Ridgewater’s director of admissions, who also helps PSEO students through the application process, tells applicants, “You can always go to college, but you can’t always go to high school. I don’t want them to regret missing out on that experience.”

Once admitted, students and their parents attend an orientation meeting before classes start to learn what to expect and how to register. Students often sign up for humanities courses, such as freshman composition, history, art, psychology, and sociology, or occupational/vocational classes. The students also often participate in extracurricular activities outside of class, getting involved in theater productions, student senate, and intramural sports.

Satisfied students speak to the popularity of the program. “Most students say, ‘I’m glad I was here,’” says Wagoner. “Most have a good understanding of what college is about when they head off to a four-year institution.”

—Jenny Sherman

Tell Us What You Think!

Your opinions matter to us. Ridgewater College wants to provide readers of this magazine with a publication that fully meets their needs and expectations. Please take a few minutes to fill out our confidential online survey at www.ridgewatermag.com.

Again, this survey is confidential. Thank you!
Degrees of Separation

Just how much of an impact does a college degree make on your annual income?

Practically everyone agrees that going to college is a good investment in your future. But how good? More specifically, how much more money will a degree help you earn each year, or over the course of your lifetime?

In short, quite a bit. According to the U.S. Census Bureau, the average high school graduate will earn $1.2 million over his or her working life. Not a bad amount of money. However, an associate's degree holder will earn about $1.6 million—$400,000 more than someone with only a high school degree. People with a B.A. or B.S. do even better, earning approximately $2.1 million over their working lifetimes.

To break it down a bit further, consider that the average U.S high school graduate earns $23,000 per year. The average U.S. associate's degree holder earns $28,200 ($29,000 in Minnesota). A person with a B.A. or B.S. makes an average annual salary of $36,000. Continue on for a masters, professional, or doctorate degree, and it gets even better—average earnings of $45,000, $60,000, and $58,200, respectively.

Data sources: U.S Census Bureau; National Center for Higher Education Management Systems

LAW OFFICE

When You Need Help...
Each of our attorneys concentrates in specific areas of the law:

- ACCIDENTS – No fee unless you recover money
- DIVORCE
- PROBATE
- DWI & CRIMINAL
- REAL ESTATE
- WILLS and ESTATE PLANNING
- EMPLOYMENT PROBLEMS
- BUSINESS and CORPORATIONS

KRAFT, WALSER, HETTIG & HONSEY
A PROFESSIONAL LIMITED LIABILITY PARTNERSHIP
107 North Ninth, Olivia, MN 320-523-1322
131 South Main, Hutchinson, MN 320-587-8150
Visit our website at: www.kraftwalser.com
Listen to our Legal Update program on KDUZ (1260), Saturdays at 7:35 a.m.

STORK
Stork Twin City Testing
A career with a view...

Stork TCT tests more materials and products than any other laboratory in the Midwest. Our staff are part of the worldwide Stork Materials Technology network of laboratories.

Nondestructive Examination
- Liquid Penetrant
- FAA Repair Station
- Ultrasonic
- Eddy Current
- Magnetic Particle
- Radiography

In addition to:
- Metallurgical Analysis
- Product Evaluation
- Construction Materials Engineering

www.storktct.com
## Pre-Session

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Dept &amp; No</th>
<th>Sec</th>
<th>Course Title</th>
<th>Hours</th>
<th>Days</th>
<th>Cr</th>
<th>Instructor</th>
<th>Room</th>
<th>MN Transfer Curriculum Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>000015</td>
<td>HSer 198</td>
<td>01</td>
<td>Pre-Professional Practicum</td>
<td>TBA</td>
<td>2</td>
<td></td>
<td>Swanson</td>
<td>P14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(May 16–May 25, 2006)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Session I

### May 30–July 3, 2006

#### Day Classes

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Dept &amp; No</th>
<th>Sec</th>
<th>Course Title</th>
<th>Hours</th>
<th>Days</th>
<th>Cr</th>
<th>Instructor</th>
<th>Room</th>
<th>MN Transfer Curriculum Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>000016</td>
<td>Art 260</td>
<td>01</td>
<td>Ceramics</td>
<td>9:00–1:00</td>
<td>M T W Th</td>
<td>3</td>
<td>Nilssen</td>
<td>F132</td>
<td>6</td>
</tr>
<tr>
<td>000055</td>
<td>Biol 210</td>
<td>01</td>
<td>Human Anatomy</td>
<td>7:30–9:30</td>
<td>M T W Th</td>
<td>4</td>
<td>Curtiss</td>
<td>L14</td>
<td>3A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lab</td>
<td>10:00–2:00</td>
<td>T Th</td>
<td></td>
<td></td>
<td>S11</td>
<td></td>
</tr>
<tr>
<td>000017</td>
<td>Bus 140</td>
<td>01</td>
<td>Introduction to Computers</td>
<td>7:30–9:30</td>
<td>M T W Th</td>
<td>3</td>
<td>Halvorson</td>
<td>L21</td>
<td></td>
</tr>
<tr>
<td>000018</td>
<td>Chem 101</td>
<td>01</td>
<td>Survey of Chemistry</td>
<td>7:30–9:50</td>
<td>M T W Th</td>
<td>4</td>
<td>Benson</td>
<td>S105</td>
<td>3B, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lab</td>
<td>10:00–12:50</td>
<td>M T Th</td>
<td></td>
<td></td>
<td>S103</td>
<td></td>
</tr>
<tr>
<td>000019</td>
<td>Chem 101</td>
<td>02</td>
<td>Survey of Chemistry</td>
<td>7:30–9:50</td>
<td>M T W Th</td>
<td>3</td>
<td>Benson</td>
<td>S103</td>
<td>3B, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lab</td>
<td>1:00–3:50</td>
<td>M T Th</td>
<td></td>
<td></td>
<td>S103</td>
<td></td>
</tr>
<tr>
<td>000020</td>
<td>CSci 140</td>
<td>01</td>
<td>Introduction to Computers</td>
<td>7:30–9:30</td>
<td>M T W Th</td>
<td>3</td>
<td>Halvorson</td>
<td>L21</td>
<td></td>
</tr>
<tr>
<td>000021</td>
<td>Econ 206</td>
<td>01</td>
<td>Principles of Microeconomics</td>
<td>TBA</td>
<td>TBA</td>
<td>3</td>
<td>Gander</td>
<td></td>
<td>5, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Internet Course

- Tuition and fees for an Internet course are $166.08/credit
- No in-class meetings. For details check http://inside.ridgewater.edu/economics/

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Dept &amp; No</th>
<th>Sec</th>
<th>Course Title</th>
<th>Hours</th>
<th>Days</th>
<th>Cr</th>
<th>Instructor</th>
<th>Room</th>
<th>MN Transfer Curriculum Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>000022</td>
<td>Engl 121</td>
<td>01</td>
<td>College Composition I</td>
<td>8:00–10:00</td>
<td>M T W Th</td>
<td>3</td>
<td>Muegge</td>
<td>S11</td>
<td>1</td>
</tr>
<tr>
<td>000086</td>
<td>Engl 232</td>
<td>01</td>
<td>Fantasy, Fable and Science Fiction</td>
<td>TBA</td>
<td>TBA</td>
<td>3</td>
<td>Karsten</td>
<td></td>
<td>6, 8</td>
</tr>
</tbody>
</table>

**NOTE:** Cancellation date for low-enrollment classes will be May 23, 2006.
## Course Schedule

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Dept &amp; No</th>
<th>Sec</th>
<th>Course Title</th>
<th>Hours</th>
<th>Days</th>
<th>Cr</th>
<th>Instructor</th>
<th>Room</th>
<th>MN Transfer Curriculum Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>000023</td>
<td>Math 97</td>
<td>01</td>
<td>Beginning Algebra</td>
<td>1:30–3:30</td>
<td>M T W Th</td>
<td>3</td>
<td>Oswood</td>
<td>L14</td>
<td></td>
</tr>
<tr>
<td>000024</td>
<td>Math 112</td>
<td>01</td>
<td>College Algebra</td>
<td>10:45–1:45</td>
<td>M T W</td>
<td>4</td>
<td>Taylor</td>
<td>L18</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Math 112 meets May 30–July 13)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>000057</td>
<td>Math 211</td>
<td>01</td>
<td>Intro to Modern Math II</td>
<td>TBA</td>
<td>TBA</td>
<td>3</td>
<td>Taylor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>000025</td>
<td>Psych 131</td>
<td>01</td>
<td>Introduction to Psychology</td>
<td>10:10–12:50</td>
<td>M T W Th</td>
<td>4</td>
<td>Wood</td>
<td>L15</td>
<td>5, 7</td>
</tr>
<tr>
<td>000087</td>
<td>PE 104</td>
<td>01</td>
<td>Weight Training</td>
<td>10:10–12:00</td>
<td>M T Th</td>
<td>1</td>
<td>Swanson</td>
<td>P16</td>
<td></td>
</tr>
<tr>
<td>000026</td>
<td>PE 116</td>
<td>01</td>
<td>Aerobic Activities</td>
<td>7:45–9:35</td>
<td>M T Th</td>
<td>1</td>
<td>Swanson</td>
<td>Gym</td>
<td></td>
</tr>
<tr>
<td>000056</td>
<td>PubH 107</td>
<td>01</td>
<td>Nutrition</td>
<td>TBA</td>
<td>TBA</td>
<td>3</td>
<td>Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>000027</td>
<td>Spch 121</td>
<td>01</td>
<td>Introduction to Communication</td>
<td>10:10–12:10</td>
<td>M T W Th</td>
<td>3</td>
<td>Wiborg</td>
<td>L12</td>
<td>1</td>
</tr>
<tr>
<td>000050</td>
<td>Art 104</td>
<td>91</td>
<td>Survey in Art</td>
<td>6:00–10:15</td>
<td>T Th</td>
<td>3</td>
<td>Nilssen</td>
<td>L14</td>
<td>6, 7</td>
</tr>
<tr>
<td>000028</td>
<td>Biol 100</td>
<td>91</td>
<td>Introduction to Biology</td>
<td>6:00–9:00</td>
<td>M W</td>
<td>4</td>
<td>Johnson</td>
<td>S105</td>
<td>3A, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lab</td>
<td>6:00–7:00</td>
<td>T Th</td>
<td></td>
<td></td>
<td>S105</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7:00–9:00</td>
<td>T Th</td>
<td></td>
<td></td>
<td>S107</td>
<td></td>
</tr>
<tr>
<td>000029</td>
<td>HSer **290</td>
<td>91</td>
<td>Coop Education (CD)</td>
<td>TBA</td>
<td></td>
<td>4</td>
<td>Swanson</td>
<td>L13</td>
<td></td>
</tr>
<tr>
<td>000030</td>
<td>HSer **290</td>
<td>92</td>
<td>Coop Education (CD)</td>
<td>TBA</td>
<td></td>
<td>6</td>
<td>Swanson</td>
<td>L13</td>
<td></td>
</tr>
<tr>
<td>000031</td>
<td>HSer **290</td>
<td>93</td>
<td>Coop Education (CD)</td>
<td>TBA</td>
<td></td>
<td>8</td>
<td>Swanson</td>
<td>L13</td>
<td></td>
</tr>
<tr>
<td>000032</td>
<td>HSer **290</td>
<td>94</td>
<td>Coop Education (HSer)</td>
<td>TBA</td>
<td></td>
<td>4</td>
<td>Hoffman</td>
<td>S150</td>
<td></td>
</tr>
<tr>
<td>000033</td>
<td>HSer **290</td>
<td>95</td>
<td>Coop Education (HSer)</td>
<td>TBA</td>
<td></td>
<td>6</td>
<td>Hoffman</td>
<td>S150</td>
<td></td>
</tr>
<tr>
<td>000034</td>
<td>HSer **290</td>
<td>96</td>
<td>Coop Education (HSer)</td>
<td>TBA</td>
<td></td>
<td>8</td>
<td>Hoffman</td>
<td>S150</td>
<td></td>
</tr>
<tr>
<td>000035</td>
<td>LawE **290</td>
<td>91</td>
<td>Coop Education</td>
<td>TBA</td>
<td></td>
<td>4</td>
<td>Kutzke</td>
<td>S145</td>
<td></td>
</tr>
<tr>
<td>000036</td>
<td>LawE **290</td>
<td>92</td>
<td>Coop Education</td>
<td>TBA</td>
<td></td>
<td>6</td>
<td>Kutzke</td>
<td>S145</td>
<td></td>
</tr>
<tr>
<td>000037</td>
<td>LawE **290</td>
<td>93</td>
<td>Coop Education</td>
<td>TBA</td>
<td></td>
<td>8</td>
<td>Kutzke</td>
<td>S145</td>
<td></td>
</tr>
<tr>
<td>000038</td>
<td>LawE **1010</td>
<td>81</td>
<td>Law Enforcement Practicum</td>
<td>TBA</td>
<td></td>
<td>14</td>
<td>Kutzke</td>
<td>S145</td>
<td></td>
</tr>
<tr>
<td>000039</td>
<td>Math 201</td>
<td>91</td>
<td>Elementary Statistics</td>
<td>6:00–10:15</td>
<td>M W</td>
<td>3</td>
<td>Pankow</td>
<td>S13</td>
<td>4</td>
</tr>
<tr>
<td>000040</td>
<td>Soc 105</td>
<td>91</td>
<td>Intro to Sociology</td>
<td>6:00–10:15</td>
<td>T Th</td>
<td>3</td>
<td>Hoffman</td>
<td>S13</td>
<td>5, 7</td>
</tr>
<tr>
<td>000041</td>
<td>Spch 226</td>
<td>91</td>
<td>Interpersonal Communications</td>
<td>6:00–10:15</td>
<td>M W</td>
<td>3</td>
<td>Wiborg</td>
<td>L12</td>
<td>6, 7</td>
</tr>
</tbody>
</table>

** These courses are 10 weeks in length and must be arranged with the instructor prior to registration. Students registering for “To be Arranged” (TBA) classes MUST contact the instructor prior to or during the first week of enrollment in these courses.

---

**NOTE:** Cancellation date for low-enrollment classes will be May 23, 2006.
COURSE SCHEDULE

SESSION II
July 5–August 8, 2006

DAY CLASSES

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Dept &amp; No</th>
<th>Sec</th>
<th>Course Title</th>
<th>Hours</th>
<th>Days</th>
<th>Cr</th>
<th>Instructor</th>
<th>Room</th>
<th>MN Transfer Curriculum Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>000042</td>
<td>Biol 141</td>
<td>01</td>
<td>Environmental Science</td>
<td>7:30–9:30</td>
<td>M T W Th</td>
<td>4</td>
<td>Mueske</td>
<td>S104</td>
<td>3A, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lab</td>
<td>9:45–12:35</td>
<td>M W</td>
<td></td>
<td></td>
<td>S107</td>
<td></td>
</tr>
<tr>
<td>000058</td>
<td>Biol 215</td>
<td>01</td>
<td>Microbiology</td>
<td>2:00–4:40</td>
<td>M T W</td>
<td>4</td>
<td>Mueske</td>
<td>S105</td>
<td>3A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lab</td>
<td>10:00–2:00</td>
<td>T Th</td>
<td></td>
<td></td>
<td>S111</td>
<td></td>
</tr>
<tr>
<td>000088</td>
<td>Econ 207</td>
<td>01</td>
<td>Principles of Macroeconomics</td>
<td>TBA</td>
<td>TBA</td>
<td>3</td>
<td>Gander</td>
<td></td>
<td>5, 8</td>
</tr>
</tbody>
</table>

INTERNET COURSE

Tuition and fees for an Internet course are $166.08/credit
No in-class meetings. For details check http://inside.ridgewater.edu/economics/

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Dept &amp; No</th>
<th>Sec</th>
<th>Course Title</th>
<th>Hours</th>
<th>Days</th>
<th>Cr</th>
<th>Instructor</th>
<th>Room</th>
<th>MN Transfer Curriculum Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>000043</td>
<td>Engl 94</td>
<td>01</td>
<td>Pre-College Composition II</td>
<td>1:00–4:00</td>
<td>T W Th</td>
<td>3</td>
<td>Steffen</td>
<td>S11</td>
<td></td>
</tr>
<tr>
<td>000044</td>
<td>Engl 122</td>
<td>01</td>
<td>College Composition II</td>
<td>8:00–10:00</td>
<td>M T W Th</td>
<td>3</td>
<td>Karsten</td>
<td>S11</td>
<td>1</td>
</tr>
<tr>
<td>000045</td>
<td>EnvS 141</td>
<td>01</td>
<td>Environmental Science</td>
<td>7:30–9:30</td>
<td>M T W Th</td>
<td>4</td>
<td>Mueske</td>
<td>S104</td>
<td>3A, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lab</td>
<td>9:45–12:35</td>
<td>M W</td>
<td></td>
<td></td>
<td>S107</td>
<td></td>
</tr>
<tr>
<td>000046</td>
<td>Math 98</td>
<td>01</td>
<td>Intermediate Algebra</td>
<td>1:30–3:30</td>
<td>M T W Th</td>
<td>3</td>
<td>Oswood</td>
<td>L41</td>
<td></td>
</tr>
<tr>
<td>000047</td>
<td>PE 106</td>
<td>01</td>
<td>Golf</td>
<td>10:10–12:00</td>
<td>M T Th</td>
<td>1</td>
<td>Vraa</td>
<td>Gym</td>
<td></td>
</tr>
<tr>
<td>000048</td>
<td>Psyc 263</td>
<td>01</td>
<td>Developmental Psychology</td>
<td>10:10–12:10</td>
<td>M T W Th</td>
<td>3</td>
<td>Hatlestad</td>
<td>L15</td>
<td>5, 9</td>
</tr>
<tr>
<td>000089</td>
<td>Spch 226</td>
<td>02</td>
<td>Interpersonal Communication</td>
<td>10:10–12:10</td>
<td>M T W Th</td>
<td>3</td>
<td>Green</td>
<td>L12</td>
<td>6, 7</td>
</tr>
<tr>
<td>000090</td>
<td>Spch 228</td>
<td>01</td>
<td>Argument and Reasoning</td>
<td>TBA</td>
<td>TBA</td>
<td>3</td>
<td>Green</td>
<td></td>
<td>6, 9</td>
</tr>
</tbody>
</table>

INTERNET COURSE

Tuition and fees for an Internet course are $166.08/credit
No in-class meetings.

EVENING CLASSES

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Dept &amp; No</th>
<th>Sec</th>
<th>Course Title</th>
<th>Hours</th>
<th>Days</th>
<th>Cr</th>
<th>Instructor</th>
<th>Room</th>
<th>MN Transfer Curriculum Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>000051</td>
<td>Hist 222</td>
<td>32</td>
<td>Modern European History (ITV)</td>
<td>6:00–10:15</td>
<td>M W</td>
<td>3</td>
<td>Nelson</td>
<td>A139</td>
<td>6, 8</td>
</tr>
<tr>
<td>000052</td>
<td>Soc 107</td>
<td>91</td>
<td>Marriage &amp; Family Living</td>
<td>6:00–10:15</td>
<td>T Th</td>
<td>3</td>
<td>Hoffman</td>
<td>S13</td>
<td>5, 7</td>
</tr>
<tr>
<td>000049</td>
<td>Spch 121</td>
<td>92</td>
<td>Intro to Communication</td>
<td>6:00–10:15</td>
<td>M W</td>
<td>3</td>
<td>Green</td>
<td>F111</td>
<td>6, 7</td>
</tr>
<tr>
<td>000054</td>
<td>Thtr 141</td>
<td>91</td>
<td>Introduction to Film</td>
<td>6:00–10:15</td>
<td>T Th</td>
<td>3</td>
<td>Gonzalez</td>
<td>Thtr</td>
<td>6</td>
</tr>
</tbody>
</table>

REGISTRATION PERIOD: Begins May 1, 2006

SERVICES FOR STUDENTS WITH DISABILITIES

It is Ridgewater College policy to provide, on a flexible and individualized basis, services to students who have disabilities. Reasonable accommodations can be provided after appropriate documentation has been received and reviewed by the office of Disability Services. Contact Tammy Becker, director of Disability Services on the Willmar campus at 320-231-5176 or on the Hutchinson campus at 320-234-0239 to discuss your accommodation needs.

This schedule may be available in an alternate format, if requested. Call Disability Services.

NOTE: Cancellation date for low-enrollment classes will be May 23, 2006.
# Summer School Schedule

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Dept &amp; No</th>
<th>Sec</th>
<th>Course Title</th>
<th>Hours</th>
<th>Days</th>
<th>Cr</th>
<th>Instructor</th>
<th>Room</th>
<th>MN Transfer Curriculum Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>000083</td>
<td>Biol 210</td>
<td>21</td>
<td>Human Anatomy</td>
<td>12:30-1:45</td>
<td>M T W Th</td>
<td>4</td>
<td>Youngdahl</td>
<td>3A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lab</td>
<td>2:00-4:45</td>
<td>T Th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Biol 210 meets May 30–July 20)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>000065</td>
<td>Chem 101</td>
<td>21</td>
<td>Survey of Chemistry</td>
<td>7:30-9:50</td>
<td>M T W Th</td>
<td>4</td>
<td>Haraldson</td>
<td>3B, 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lab</td>
<td>10:00-12:50</td>
<td>M T Th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>000078</td>
<td>Econ 206</td>
<td>01</td>
<td>Principles of Microeconomics</td>
<td>TBA</td>
<td>TBA</td>
<td>3</td>
<td>Gander</td>
<td>5, 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>INTERNET COURSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tuition and fees for an Internet course are $166.08/credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No in-class meetings. For details check <a href="http://inside.ridgewater.edu/economics/">http://inside.ridgewater.edu/economics/</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>000066</td>
<td>Engl 121</td>
<td>21</td>
<td>College Composition I</td>
<td>12:00-4:30</td>
<td>T Th</td>
<td>3</td>
<td>Muegge</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>000091</td>
<td>Engl 232</td>
<td>01</td>
<td>Fantasy, Fable and Science Fiction</td>
<td>TBA</td>
<td>TBA</td>
<td>3</td>
<td>Karsten</td>
<td>6, 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>INTERNET COURSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tuition and fees for an Internet course are $166.08/credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No in-class meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>000067</td>
<td>Math 97</td>
<td>21</td>
<td>Beginning Algebra</td>
<td>8:00-10:00</td>
<td>M T W Th</td>
<td>3</td>
<td>Sieve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>000080</td>
<td>Math 112</td>
<td>21</td>
<td>College Algebra</td>
<td>10:00-12:45</td>
<td>M T W Th</td>
<td>4</td>
<td>Sieve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>000084</td>
<td>PubH 107</td>
<td>01</td>
<td>Nutrition</td>
<td>TBA</td>
<td>TBA</td>
<td>3</td>
<td>Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(PubH 107 will run May 30–July 20)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>INTERNET COURSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tuition and fees for an Internet course are $166.08/credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No in-class meetings. E-mail</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>000068</td>
<td>Spch 121</td>
<td>21</td>
<td>Introduction to Communication</td>
<td>12:00-4:30</td>
<td>M W</td>
<td>3</td>
<td>Bredeson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Cancellation date for low-enrollment classes will be May 23, 2006.
# Course Schedule

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Dept &amp; No</th>
<th>Sec</th>
<th>Course Title</th>
<th>Hours</th>
<th>Days</th>
<th>Cr</th>
<th>Instructor</th>
<th>Room</th>
<th>MN Transfer</th>
<th>Curriculum Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>000092</td>
<td>Engl 220</td>
<td>61</td>
<td>Creative Writing</td>
<td>6:00–10:00</td>
<td>W</td>
<td>2</td>
<td>Karsten</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Class meets May 31–July 12, 2006)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>000069</td>
<td>Psych 131</td>
<td>61</td>
<td>Introduction to Psychology</td>
<td>5:00–10:15</td>
<td>T Th</td>
<td>4</td>
<td>Wood</td>
<td>5, 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>000077</td>
<td>Spch 226</td>
<td>61</td>
<td>Interpersonal Communications</td>
<td>6:00–10:15</td>
<td>T Th</td>
<td>3</td>
<td>Pierce</td>
<td>6, 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## EVENING CLASSES

### SESSION II

**July 5–August 8**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Dept &amp; No</th>
<th>Sec</th>
<th>Course Title</th>
<th>Hours</th>
<th>Days</th>
<th>Cr</th>
<th>Instructor</th>
<th>Room</th>
<th>MN Transfer</th>
<th>Curriculum Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>000093</td>
<td>ESci 114</td>
<td>21</td>
<td>Natural Disasters Lab</td>
<td>9:30–12:00</td>
<td>M W Th</td>
<td>4</td>
<td>Boberg</td>
<td>3B, 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9:30–12:30</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>000094</td>
<td>Econ 207</td>
<td>01</td>
<td>Principles of Macroeconomics</td>
<td>TBA</td>
<td>TBA</td>
<td>3</td>
<td>Gander</td>
<td>5, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>INTERNET COURSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tuition and fees for an Internet course are $166.08/credit. No in-class meetings. For details check <a href="http://inside.ridgewater.edu/economics/">http://inside.ridgewater.edu/economics/</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>000072</td>
<td>Engl 94</td>
<td>21</td>
<td>Pre-College Composition I</td>
<td>9:00–12:00</td>
<td>T W Th</td>
<td>3</td>
<td>Steffen</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>000074</td>
<td>Engl 122</td>
<td>21</td>
<td>College Composition II</td>
<td>1:00–5:00</td>
<td>T Th</td>
<td>3</td>
<td>Muegge</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>000075</td>
<td>Math 98</td>
<td>21</td>
<td>Intermediate Algebra</td>
<td>8:00–10:00</td>
<td>M T W Th</td>
<td>3</td>
<td>Fournier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>000095</td>
<td>PE 106</td>
<td>21</td>
<td>Golf</td>
<td>1:00–4:00</td>
<td>T Th</td>
<td>1</td>
<td>Kotila</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>000073</td>
<td>Psych 263</td>
<td>21</td>
<td>Developmental Psychology</td>
<td>10:10–12:10</td>
<td>M T W Th</td>
<td>3</td>
<td>Haglin</td>
<td>5, 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DAY CLASSES

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Dept &amp; No</th>
<th>Sec</th>
<th>Course Title</th>
<th>Hours</th>
<th>Days</th>
<th>Cr</th>
<th>Instructor</th>
<th>Room</th>
<th>MN Transfer</th>
<th>Curriculum Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>000081</td>
<td>Art 104</td>
<td>61</td>
<td>Survey in Art</td>
<td>6:00–10:15</td>
<td>M W</td>
<td>3</td>
<td>Mulder</td>
<td>6, 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>000076</td>
<td>Hist 222</td>
<td>31</td>
<td>Modern European History</td>
<td>6:00–10:15</td>
<td>M W</td>
<td>3</td>
<td>Nelson</td>
<td>6, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>000070</td>
<td>Soc 106</td>
<td>61</td>
<td>General Social Problems</td>
<td>6:00–10:15</td>
<td>T Th</td>
<td>3</td>
<td>Hedberg</td>
<td>5, 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## EVENING CLASSES

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Dept &amp; No</th>
<th>Sec</th>
<th>Course Title</th>
<th>Hours</th>
<th>Days</th>
<th>Cr</th>
<th>Instructor</th>
<th>Room</th>
<th>MN Transfer</th>
<th>Curriculum Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>000081</td>
<td>Art 104</td>
<td>61</td>
<td>Survey in Art</td>
<td>6:00–10:15</td>
<td>M W</td>
<td>3</td>
<td>Mulder</td>
<td>6, 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>000076</td>
<td>Hist 222</td>
<td>31</td>
<td>Modern European History</td>
<td>6:00–10:15</td>
<td>M W</td>
<td>3</td>
<td>Nelson</td>
<td>6, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>000070</td>
<td>Soc 106</td>
<td>61</td>
<td>General Social Problems</td>
<td>6:00–10:15</td>
<td>T Th</td>
<td>3</td>
<td>Hedberg</td>
<td>5, 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### REGISTRATION PERIOD: Begins May 1, 2006

**SERVICES FOR STUDENTS WITH DISABILITIES**

It is Ridgewater College policy to provide, on a flexible and individualized basis, services to students who have disabilities. Reasonable accommodations can be provided after appropriate documentation has been received and reviewed by the office of Disability Services. Contact Tammy Becker, director of Disability Services on the Willmar campus at 320-231-5176 or on the Hutchinson campus at 320-234-0239 to discuss your accommodation needs.

This schedule may be available in an alternate format, if requested. Call Disability Services.

**NOTE:** Cancellation date for low-enrollment classes will be May 23, 2006.
Experienced, Knowledgeable, Dedicated Accountants.
And, We’re Ridgewater College Graduates.

Conway, Deuth & Schmiesing, PLLP and CDS Administrative Services, LLC is proud to have 21 Ridgewater graduates as part of our team, including Milan Schmiesing, one of our founding partners, and the first technical college graduate in the state of Minnesota to obtain his Certified Public Accountant designation.
Ridgewater College’s Nondestructive Testing Program has earned a national reputation for excellence among employers, and something even more appealing for its graduates: a 100 percent job placement rate.

BY PHIL BOLSTA • PHOTOGRAPHS BY SARA JORDE

Passing the Test

Ben Brandt was worried. The major he had declared at the University of North Dakota held little promise except for a bleak, low-paying future. “The communications degree I was pursuing was too broad and the job market was even broader,” he recalls. “I had a lot of uncertainty.”

Then Brandt, now 29, heard about the Nondestructive Testing (NDT) program at Ridgewater College. On one hand, the subject was intriguing: Nondestructive testing is the examination of an object or material in a manner which does not affect its future usefulness. Better yet, Ridgewater is recognized by the American Society for Nondestructive Testing as one of the country’s top college programs—and one of only a handful of complete degree programs in the United States. But what really grabbed his attention was Ridgewater’s 100 percent job placement record for NDT graduates and the prospect for career advancement. Since the Roseau native had always felt drawn to physics and science courses, the idea of doing classroom labs involving aerospace, nuclear power, and other segments of industry was more than a bit appealing.

After graduating from Ridgewater with an associate’s degree, Brandt had his pick of jobs. “I actually had too many options,” he says with a laugh. “And that presented its own challenges.”

Indeed, Ridgewater’s NDT graduates have been pursued since the program’s inception back in 1971. “The demand is pretty much recession-proof,” acknowledges Gerry Frie, NDT department co-chair and a 20-year Ridgewater veteran. “We can’t provide enough people for what industry wants. We turn employers away all the time, many of whom fly in from all over the country to interview our students. Some employers will try to hire them before they complete the program, because that’s better than trying to hire someone off the street with no training.”
Ready for action

Tony Bushard, 45, can appreciate Ridgewater’s sterling track record of producing well-trained NDT technicians from both sides of the fence. Bushard, a native of Gibbon, Minn., is an NDT alum himself (he actually graduated from the Hutchinson Area Vocational Technical Institute, Ridgewater’s predecessor). He also actively recruits NDT technicians to join his 80-person project crew in the Alaskan North Slope Oil fields.

Bushard is employed as a project manager for Anchorage-based Kakivik Asset Management (KAM), ConocoPhillips Alaska hired KAM to perform inspection and non-destructive testing at its Kuparuk Oil Field and on its 37-mile Kuparuk Pipeline System, which transports up to 400,000 barrels of crude oil daily to the Trans-Alaska Pipeline located at Prudhoe Bay. Of the 80 NDT technicians Bushard oversees, 12 are Ridgewater alumni.

“We like to hire Ridgewater graduates,” he says. “My theory is that if you hire trained people who want to be in this industry, they’re far more likely to stay in the field. The workers with more formal training also become excellent mentors themselves, so you’re able to build an excellent knowledge base.”

To say that Bushard, who’s stationed 150 miles north of the Arctic Circle, appreciates well-trained technicians is an understatement. “You are required to have a minimum amount of hours of documented training in each inspection discipline, and up to 2,000 hours of on-the-job experience to become certified in some NDT inspection methods. I can put Ridgewater graduates right to work so they can get their on-the-job training and become certified technicians.”

Joey Labs, Bushard’s site supervisor, also appreciates Ridgewater’s rigorous training. “Ridgewater has been a boon for us in hiring trained personnel,” he says. “If an applicant has been trained there, that definitely elevates our interest. We’ve not had any problems with anybody coming out of that program.”

Still, convincing NDT technicians to relocate to the Arctic has its own challenges. “The Arctic Circle has some of the most extreme weather in the world, with temperatures getting to -50 F with a -110 F windchill,” Bushard says. “You live in close quarters and have to be able to handle being away for two weeks every month.”

Booming business

The need for NDT technicians is booming, and will become even more acute over the next few years as many working NDT technicians retire. What’s driving the demand? Rapid technology advances and tight profit margins. “Years ago, farming, automotive and other early equipment was over-designed, which meant that flaws weren’t as critical,” explains NDT department co-chair Dennis Berndt, who’s taught at the school since 1978. “But manufacturers are now trying to economize. Automobile manufacturers, for instance, are trying to achieve more miles per gallon, so they’re cutting down the overall weight of vehicles wherever they can. In the past, if a car’s front axle needed to be 1 inch thick to withstand the pressures of normal operation, they may...
have designed it at 1\(\frac{1}{4}\) inches. Since that over-design cushion is now pretty much gone, the integrity of each part becomes more important.”

Today, in a growing number of industries, structural integrity can make a life-or-death difference. “If you’re traveling in space, you can’t afford to have a failure,” Berndt says. “The more space travel we do, the more sophisticated equipment becomes, and the more consumer protection laws are enacted, the higher level of assurance we need that components are free of flaws. And that’s where nondestructive testing comes in.”

**NDT nuts and bolts**

Nondestructive testing is routinely used in the Twin Cities metro area at numerous testing labs, foundries, and welding shops. The five major NDT methods are radiography, ultrasonic, magnetic particle, liquid penetrant, and eddy current testing. Nationally, NDT technicians are sought after in the aircraft, construction, mining, manufacturing, and power generation industries.

While perhaps six out of 10 Ridgewater NDT graduates leave Minnesota to pursue work, those who remain in the state, like Ben Brandt, typically have no problem finding jobs. “If someone’s dead-set on staying here, they will,” says NDT department co-chair Mike Mullan, who’s taught at the school for 26 years. “There are plenty of opportunities for graduates in Minnesota, particularly in urban areas like the Twin Cities and Fargo-Moorhead. Many young people, of course, aren’t afraid of packing up and heading to California or Washington state or even overseas. There are plenty of opportunities in nondestructive testing all around the world.”

The aerospace industry typically uses all five NDT methods. Every aircraft has a scheduled maintenance inspection routine because components fatigue every time a plane takes off and lands. In today’s turbulent commercial airline climate, planes are particularly stressed because airlines are trying to make fewer flights with heavier passenger loads to squeeze out every dollar of profit. Key components are subjected to nondestructive testing every set number of flight hours in an effort to catch fatigue cracking in the infant stage—before it can
Why? In a word, variety. Rather than toil Paul-based independent testing laborato-
choose Stork Twin Cities Testing, a St.
options after graduating, Brandt finally
school.”
become good representatives of the
ent disciplines,” Frie says. “And they
acquired knowledge in all of our differ-
well-rounded individuals who have
NDT students leave here, they’re pretty
working on everything from U.S. Navy
Submarines to military fighter
Spanning the globe
Ridgewater graduates are around the
globe in every industry imaginable,
working on everything from U.S. Navy
Trident submarines to military flight
jets to NASA’s space shuttle. “When
NDT students leave here, they’re pretty
well-rounded individuals who have
acquired knowledge in all of our differ-
ent disciplines,” Frie says. “And they
become good representatives of the
school.”
After weighing his employment
options after graduating, Brandt finally
choose Stork Twin Cities Testing, a St.
Paul-based independent testing laborato-
ry that offers in-lab and onsite testing.
Why? In a word, variety. Rather than toil
away at a company that only manufactures a few specific components, Brandt is able
to work on a wide range of projects and products—from cell phones and shopping
carts to jet skis and bedding—in all sorts of environments.
There’s also the coolness factor, both literally—he has tested the ice palace at St.
Paul’s Winter Carnival for structural integrity—and figuratively. “I’ve been able to
work on many different satellite and aircraft components,” he says. “I find it cool that
something I was involved in is now orbiting the earth.”
Brandt has traveled all over the region and internationally to do on-site inspections
for clients that hire Stork to make sure their products meet state or federal guidelines or
to protect their reputation for producing quality goods. “I’ve
enjoyed getting to see the
insides of large projects that no
civilian normally gets to see,”
says Brandt, who continues to
perform technician work in
addition to his new duties as a
technical sales representative.
“I’ve done everything from
crawling inside piping at power
plants to doing assembly-line
testing of motorized vehicle
components to climbing water
towers with portable X-ray
equipment to verify the sound-
ness of their seams.”
Even testing ordinary products can be stimulating. Brandt and his colleagues recently
tackled the challenge of setting up an ongoing robotic test to assess the soundness of a
toolbox’s spring-loaded latch. The test simulates thousands of cycles of opening and
closing the toolbox to verify that the springs can withstand years of heavy use. Such
“accelerated life testing” also helps a manufacturer determine what grade of material is
needed to produce a product with the specifications it’s shooting for. When you’re
manufacturing millions of units, a 10 cent-per-unit change in material costs adds up fast.
Every project has its own challenges, often requiring Brandt and his colleagues to
come up with creative new testing techniques. Fortunately, by virtue of his two years
at Ridgewater as well as subsequent training, Brandt has a wealth of knowledge in
NDT methods to fall back on. He’s earned level II national certification in radiograph-
ic, ultrasonic, magnetic particle and liquid penetrant testing, and is pursuing certifica-
tion in all four of them for level III, the highest level.
Unlike Brandt, it took Bushard more than a decade to find his niche. “I was technically
inclined, but NDT mostly appealed to me as a 20-year-old because of the money
and the travel,” he acknowledges. “Back in the early 1980s, you couldn’t buy a job.
‘Hutch’ was considered the best NDT school in the nation and it had a huge waiting
list to get in. A friend of mine who was a second-year student at the time persuaded
me to enroll.”
After graduating, Bushard worked at a couple of nuclear power plants but didn’t care
for the work or the environment. He then put in 10 years at Allied Signal Aerospace,
which has since acquired Honeywell. “It was basically factory work,” Bushard says. “I
was a level III technician for the fluid systems division in Tempe, Ariz. We inspected
components for jet engines, thrust reversers, and other aircraft parts. It was an excellent
company to work for, but Phoenix just grew too fast for me.”
Fortunately, in the NDT world, all you need to do to find another job is to pick up
one phone call, and two weeks later I had a job offer here. It’s a great place to work—
very challenging, with high quality standards. We have excellent equipment and we’re
working with an excellent client base. I’m glad I made that call.”

“We can’t provide enough
people for what the indus-
try wants. We turn
employers away all the
time, many of whom fly in
from all over the country
to interview our students.”

Phil Bolsta is a Minneapolis-based freelance writer.
While many community colleges attract students who commute to attend classes and then head to jobs or back to their homes, Ridgewater College boasts a thriving student life scene.

By Vicki Stavig
Photos by Sara Jorde
When Kendra Krebsbach was deciding on a college, Ridgewater appealed to her for several reasons. For starters, her mother is a Ridgewater employee and her older sister, Shanna, is an alumnus. But there were other factors, including the small size of the college and the wide range of opportunities to get involved through student clubs and organizations. “I really wasn’t ready to get lost at a university,” she says. “It’s been a nice transition, which is what I needed. I love Ridgewater.”

Kendra, like many other students, has found that Ridgewater offers both a first-rate educational experience and an extensive menu of activities and organizations that provide opportunities to explore various interests, build leadership skills, play key roles on teams, and form new friendships. In that sense, the school is unique. Ridgewater is like many community colleges, attracting large numbers of commuter students who attend classes and then either head back to work or home. But for those students who spend more time around campus, the college boasts a thriving student life scene, one that features everything from arts, athletics, and student government to theatre, music, and clubs and organizations.

“I think a well-balanced education is important,” says Joanne Thompson, the student activities coordinator at Ridgewater. “Student activities bring students together, make college more memorable, and build leadership skills. From the time our students come on campus as frightened freshmen until they leave as outstanding student leaders, they’re learning lifelong skills.”

Connections
Kendra, who is working toward a liberal arts degree with plans to transfer and earn a bachelor of nursing degree, agrees. She is an ambassador for the college and, as such, leads tours of the campus for incoming students and their parents while answering questions on such topics as financial aid and the availability of tutors on campus. Even though she works two part-time jobs, she also makes time to serve as social chair of the Student Senate and attended that organization’s national convention in Boston in February. In addition, she serves on the Senate’s Parking Appeals and Student Disbursement committees, which address parking issues and funding requests for campus clubs and organizations. “I’m also on the Exchange of Views Committee,” she adds. “We meet with the president and administration and tell them what we would like changed on campus and they look into it. I don’t know why anyone wouldn’t get involved. You’re missing out on a lot if you don’t. It’s important to be connected to fellow students and to the college.”

Kendra’s sister, Shanna, graduated from Ridgewater in 2003 and went on to earn a B.A. in corrections from Minnesota State University, Mankato. She, too, was a member of the Student Senate and says that getting involved helped her form friendships while contributing to the college and its students. “I tended to be shy and reserved,” she says, “so it was the best experience I could have been involved in. It really boosted my self-confidence and made me more outgoing. I was very dedicated to it.”

She adds that there were other benefits as well. “It also advanced my thinking skills, taught me about teamwork, and made me want to be a leader,” she says. “It’s important to get involved in something. Not only are you building friendships, but it looks good on your resume.”

Heidi Olson, the interim dean of Institutional Services who oversees student life activities at Ridgewater, agrees. “Students are building resumes and experiences that move them forward as adults,” she says. “The leadership opportunities in Student Senate, for example, are phenomenal and have earned students scholarship dollars at other schools. It really means something to transfer schools and to employers.”

Opportunities
The majority of Ridgewater’s 5,000-plus students come from the surrounding area, and most enroll directly after graduating from high school, although the college also attracts nontraditional students over age 24 who are returning to college or are displaced workers seeking retraining, Olson says. No matter the student, the age, or the background, however, the college has a large and diverse offering of opportunities to get involved. They include the Ridgewater Review student newspaper; intramural and varsity athletics; Phi Theta Kappa; Young Democrats; Young Republicans; and approximately 40 clubs, some academic, and others related to specific departments and career interests.

Ridgewater also has an art gallery on each campus, which feature artwork by students, faculty and staff members, and professional artists. Two theater productions each year on the Willmar campus and one on the Hutchinson campus provide would-be thespians with an outlet. Each campus also has a choir.

David Hines has been a member of the Ridgewater College Concert Choir for three years and has performed at Carnegie Hall twice, an experience he describes as “amazing.” Hines, who will graduate this spring with an A.A.S. degree in Audio Technology, also has performed in three theater productions and helped design and implement the sound system for one of them. “It’s been a truly wonderful experience,” he says.

A member of the college’s Audio Club, Hines served as its treasurer during his freshman year and was fortunate enough to attend an Audio Engineering Society Convention in New York City. “It was a chance to meet a number of audio industry professionals and have some one-on-one time with them,” he says. That was an important event for Hines, who hopes to pursue a career in studio recording.

“These activities and organizations enhance what students are doing inside the classroom walls and provide an opportunity to connect with other students, faculty, and administrators,” Olson says. “Students are coming to Ridgewater for classes, but if we can get them connected and interested in some other ways, it adds a lot to the experience and makes them feel connected to the campus.”

Ridgewater’s athletics program was a draw for Sam Neubauer, who will graduate in December with a degree in law enforcement. A member of the football team, he also is
Life Enhancer

Joanne Thompson is closing the book on more than 30 years of coordinating Ridgewater’s student life activities.

When Joanne Thompson retires in May, it will be the culmination of 31 years of service to Ridgewater College. She began her career as an administrative assistant at what was then known as Willmar Community College. After a short stint in Mankato while her husband, Wayne, earned his master’s degree, she returned to Ridgewater, this time as a college center attendant.

Today, she is student activities coordinator for Ridgewater, overseeing an eclectic mix of organizations. Her decision to retire was partially due to the fact that Wayne is retiring from his Kandiyohi county administrator position this fall. Some of that time will be spent traveling. “Our son is a stuntman for Universal Studios in Osaka, Japan,” Thompson says. “We hope to see more of him.” They also have a daughter and son-in-law who live in New London.

Thompson plans to spend much of her time in her woodshop, where she creates seasonal characters for display inside and outside the home. “I started out working in the garage and made such a mess that my family evicted me,” she says. “I now have my own shop with a table saw, miter saw, and a band saw.”

Thompson says retiring is bittersweet. “I have the perfect job,” she says. “I love working with students, and I’m proud of the program.”

While handling her duties at Ridgewater, Thompson has held several regional and national positions, including conference chair and regional coordinator for the National Association for Campus Activities, but it is the personal interactions with students that have been the highlight of her career. “I will miss Ridgewater tremendously, but I am also very excited about retirement.”

—V.S.
Our stance on the environment? How about one of the most aggressive voluntary emissions reduction programs in the nation?

“Our plant emissions already met state and federal air quality requirements. But we saw that we could do more – and began one of the most aggressive voluntary emissions reduction programs in the country. In Minnesota, we will be reducing sulfur dioxide and nitrogen oxide emissions by 90% from three of our major metropolitan plants while increasing their generating capacity by about 300 megawatts. Xcel Energy is also a leader in wind power – delivering about 10% of all the wind power sold in the U.S. We also have several hydroelectric power plants that run on clean water power, four waste-to-energy facilities that turn potential land waste into usable electricity, and we’re researching other ways to use clean, renewable energy sources. The way we look at it, we’ve only got one planet. We owe it to future generations to take better care of it.”

Mary, Environmental Analyst

Join Windsource® from Xcel Energy, and you’ll be part of developing wind energy in Minnesota. Call 1-800-895-4999 to sign up.

Xcel Energy

Every time you flip a switch or turn a dial, you tap into the energy of over 12,000 people working to make your life better. Xcel Energy. You get all of our energy.
When new patients meet Dr. Dean Kaihoi (pronounced Ki-hi) for the first time, they are often a bit taken aback. Because of the spelling of his last name, most people expect the family practitioner to be, say, Hawaiian or Asian or perhaps African. But Kaihoi, who practices at the Park Nicollet Clinic in Eden Prairie, did not grow up in Honolulu, or anywhere else bordering the South Pacific. He is a native Minnesotan who grew up in Willmar and graduated from Willmar Community College (the precursor to Ridgewater College)—a fair-haired, bespectacled man of half-Norwegian and half-Danish extraction.

“I had a patient come in one time who was disappointed that I was not Chinese,” he recalls. “In 1903, my great-grandfather emigrated from Copenhagen, and changed the name from Andersen to Kaihoi. I guess both ‘Kai’ and ‘Hoi’ are somewhat common last names in Denmark. So he put them together into ‘Kaihoi.’”

While not exactly a common name in this country, there are quite a few Kaihois around Willmar, where Dean grew up, and they are all related to him in some way. And while Kaihoi himself has gone on to a stellar career since leaving the area—he’s been seeing patients in the same area for more than 20 years and was recently named one of the Twin Cities’ top doctors in a local poll—he hasn’t forgotten his roots. In fact, he says that, if anything, his early experiences and education proved to be some of the most powerful influences on his career.

New paths
After graduation from high school in 1974, Kaihoi felt most comfortable staying a while longer in Willmar, so he decided to enroll at an institution close to home. “Going to school in Willmar was a good thing for me,” he says. “This was my home town, and it was a great place for me to start my higher education. I think I paid somewhere around $900 for two full years of college back then. I know tuition has certainly gone up since those days, but it is still an excellent value.”

As often happens, however, higher education led Kaihoi down some unanticipated paths. “I started out as a business major—my dad was in the insurance industry—but to be honest, I don’t think I ever took a business class,” he says. “Instead, I wound up taking a lot of math. There was a teacher there named Dick Dalluge from whom I took calculus for two years. He became a friend and was a great contact person.

“For a while, I thought I might go into math,” he adds. “But in my second year, I started taking chemistry. I became very interested in it and I decided go on and get a four-year degree in it.”

Before he left Willmar, however, Kaihoi made a mark on the college and took advantage of all of its opportunities. He earned a 4.0 grade point average, which he says might have been the first perfect grade point in the school’s history. He was also active in extracurricular activities, including baseball and football, and was an officer in the school’s student government. “I had good experiences there in a number of different ways,” he says. “All of those activities wound up helping on my resume. Plus, I got to know the staff and administration at the college. For me, attending a community college was a real confidence-booster because it allowed me to get my feet wet.
“For me, attending a community college was a real confidence-booster because it let me get my feet wet gradually. Coming as I did out of a smaller high school, I don’t think I would have been able to do all the things I did if I had gone to a larger university.”

With his two-year degree under his belt, Kaihoi transferred to Bethel College in Arden Hills, where he earned a degree in chemistry. The next step: medical school. He was accepted at both the University of Minnesota’s Twin Cities and Duluth med schools, but ultimately settled on Duluth, thanks, in part, to its solid reputation and the smaller class sizes that it offered.

While he felt prepared for the new step, he says the demands of medical school took some adjustments. “It was, of course, a very tough experience, but you end up with a bunch of comrades and they give you strength,” he says. “I lived with four other medical students the first year. It was busy, but a challenging and exciting time.”

One experience that still stands out is his human anatomy class. “I remember my first time with a cadaver,” he notes. “The smell is unforgettable, and the cadavers are pickled with a preservative that makes all the tissues a sort of peachy, unnatural color. Plus, the environment is interesting—you’re in a big room with 15 cadavers, four or five students working in teams, and anatomy instructors and local surgeons who move from group to group to help you along. Of course it’s difficult at first, but after a while, you begin focusing in a specific area [of dissection], and it becomes more normal and routine.”

Community matters
After the initial classroom and laboratory experiences that comprise the first part of medical school, Kaihoi and his wife, Karin, went to Cambridge, Minn., where he worked in the city’s clinic. The experience immersed him in small-town life, where local doctors are an integral part of the community. It also helped influence his decision to go into family practice. He notes that one day in particular helped him see the powerful role that a family practitioner can play in people’s lives. “The doctor I was working with was an excellent mentor to me; he really saw the big picture,” Kaihoi recalls. “One day, we had an elderly patient come in with cardiac arrest. He was a nice old fellow, and I had gotten to know him a little bit. I had seen him in the past because he had had heart failure problems previously. We worked on him for a while, but it was clear that this time we weren’t going to get him back. The senior doctor said that it was time to let him go. That was probably the first death experience I’d had. But then we were immediately called down to another section of the hospital to deliver a baby. It was just such a contrasting experience in the space of less than two hours. We first witnessed this elderly man pass away in a natural fashion, and then we moved on to a newborn. It’s one of the incredible experiences you get in family practice medicine.”

For Kaihoi, as for all other physicians, staying current on recent trends and practices is an essential part of the job. The pace of change in the field of family medicine makes it critical for general practitioners to stay up to speed. “Extra time is truly tough to come by,” he says.

But, he adds, the trouble and time it takes is worth it. Family practice and its opportunities to regularly see and build solid relationships with a range of people—young, old, healthy, sick—is more fulfilling to him than the shorter interactions characteristic of medical specialists. And while the life of a doctor is never easy, he says he wouldn’t change the course of his life. “In Cambridge I once worked on a man who was brought in to the clinic in the back of a pickup truck,” he says. “His arm had been cut off in a farm accident. Bad car accidents and those types of things stay with you—it’s impossible to forget them. But there’s always good things to remember as well. There’s plenty of upbeat things that happen in medicine. For example, I recently examined a newborn. Everything’s fine with the baby. And, I’ve taken care of the parents’ previous four children. It’s these sorts of experiences that develop strong relationships with patients. That’s the fun part of medicine.”

William Gurstelle is a Minneapolis-based freelance writer.
Willmar

All-America City

2005

Willmar was named an All-America City in June of 2005. This highly-acclaimed award recognizes communities for civic excellence, especially in the areas of collaboration and local problem solving.

Willmar is the only city in the U.S. with the dual distinction of being an All-America City in addition to being selected one of the Top 100 Micropolitan Communities nationwide. Over 18,000 cities applied for this prestigious recognition.

Willmar is a great place to live, work, play and learn!

320.235.0300
Community Marketing Coalition
2104 East Highway 12
Willmar, MN 56201
www.willmar.com
The prescription for survival as a company is to offer employees educational opportunities to learn and grow and advance in our industry.

Harris Duininck/Duininck Companies

- personal development
- business growth
- increased productivity
- greater profits

Ridgewater College is an equal opportunity educator and employer