St. Cloud State University

The Repository at St. Cloud State

Undergraduate and General   Course Catalogs

9-2024

General Course Catalog [2024/25 academic year]

St. Cloud State University

University Catalog
July 1, 2024 - June 30, 2025

St. Cloud State University

TABLE OF CONTENTS

ABOUT ST. CLOUD STATE UNIVERSITY

University Mission Statement
St. Cloud State University prepares our students for life, work and citizenship in the twenty-first century.

University Vision
Through active discovery, applied knowledge and creative interaction, we positively transform our students and the communities where they live and work. St. Cloud State University makes a positive, long-term impact on the lives of our students. We provide rigorous and relevant academic experiences with engaged, active learning opportunities in an intellectually vibrant, inclusive and diverse campus community. Our graduates are well-prepared to act as responsible global citizens and professionals who remain actively connected with our university.

University Commitment [*Husky Compact*]
Our Husky Compact embodies the essential attributes of a St. Cloud State education that we value. These attributes are developed over time and across — and beyond — the curriculum.
Students are exposed to broad, specialized knowledge. Students also have opportunities to apply what they have learned — through research, service and community-based learning, internships, learning communities, collaborative experiences — in the communities in which they live and work.

Think Creatively and Critically
New problems and challenges arise every day. The ability to think creatively and critically is core to overcoming many of those problems and challenges.
A commitment to this dimension of Our Husky Compact gives students the skills to:
• Demonstrate intellectual inquiry and curiosity characterized by innovation, divergent thinking, and risk taking.
• Reason analytically.
• Find, evaluate, and communicate substantive information.
• Engage multiple perspectives.
• Synthesize existing ideas, images, or expertise in new combinations to achieve imaginative solutions.
• Appreciate the intrinsic value of creative pursuits.

Seek and Apply Knowledge
Knowledge is found by those who seek it. The ability to seek and apply knowledge encourages independence, informed decision making, open-mindedness, and motivates us to find new information when we need it.
A commitment to this dimension of Our Husky Compact gives students the skills to:
• Develop broad knowledge and understanding of the human experience and physical and natural worlds.
• Pursue expertise in a discipline.
• Integrate and apply knowledge and experience across disciplines in both broad and specialized settings.
• Seek new knowledge through varied pathways of discovery.
• Identify gaps in knowledge and seek out new information.

Communicate Effectively
Communication is key. It is part of everyday live. Relationship building, conflict resolution, proficiency in teamwork — all require effective communication.

A commitment to this dimension of Our Husky Compact gives students the skills to:
• Use multiple channels and modes to effectively communicate information and ideas.
• Assess diverse contexts and understand how we shape and are shaped by them.
• Communicate across systems and cultures and to adapt to diverse contexts and audiences.
• Recognize the ethical implications of our communication.

Integrate Existing and Evolving Technologies
Technology is ever-evolving. It is essential to communication and it is used every-day to improve productivity and efficiency, give us quick access to information, provide entertainment, and to bring the world closer to us.
A commitment to this dimension of Our Husky Compact gives students the skills to:
• Critically evaluate technology and its impact on society.
• Effectively use and integrate general and discipline-appropriate technologies.
• Gain the confidence and skills to embrace and use technology now and in the future.
• Recognize the ethical implications of technology.

Engage as a Member of a Diverse and Multicultural World
We are all members of a global society impacted by a global economy. Engagement in a diverse and multicultural world broadens perspectives, encourages collaboration and promotes unity.
A commitment to this dimension of Our Husky Compact gives students the skills to:
• Understand the diverse influences on one's personal identity.
• Develop intercultural competency, understanding and an appreciation for commonalities and differences.
• Recognize and value diverse perspectives and the interdependence among communities, locally and globally.
• Critically analyze multiple worldviews, systems and power structures to understand their implications for people's lives and our sustainable future.
• Integrate diverse perspectives to address significant local and global problems collaboratively and equitably.

Act with Personal Integrity and Civic Responsibility
There is more to life than work. As ethical and productive difference-makers in a global society, you'll need a solid foundation of integrity and civic responsibility.
A commitment to this dimension of Our Husky Compact gives students the skills to:
• Cultivate self-awareness and personal and civic identity.
• Nurture communities that enhance the well-being of self, others, and the environment.
• Work to make a difference in the civic life of our communities.
• Exercise informed and responsible action to address ethical, societal and environmental challenges.
• Develop as a leader and collaborator.
• Empower self and others through service, leadership, and participation in change.
• Continue to learn, grow and strive for healthy balance in an ever-changing world.

University History

St. Cloud State University (SCSU) opened its doors to students in 1869, under the name Third State Normal School. The school consisted of one building, the Stearns House, a renovated hotel purchased by the state Legislature for $3,000. Classrooms were on the first floor, the "model school" was on second floor and a women's dormitory was housed on the third floor.

The five-member faculty was headed by Principal Ira Moore. Of the 53 original students, 43 were women. From this modest beginning, St. Cloud State has evolved into a university with a national reputation for excellence, a faculty of approximately 700 and a student body of more than 15,400 full- and part-time students. SCSU is one of the largest of the 31 institutions of the Minnesota State Colleges and Universities System.

In 1898, the school began offering a junior college curriculum. In 1914, the school dropped its secondary education program entirely. The legislature authorized a name change in 1921, allowing the school to adopt the name St. Cloud State Teachers College (the word "teachers" was deleted in 1957). In 1975, St. Cloud State became a university, comprised of five colleges and a graduate school.

The first bachelor's degrees were awarded in 1925, with master's degree programs offered beginning in 1953. Today, SCSU is a multipurpose university with more than 100,000 alumni. Recognized as a national leader in education, St. Cloud State University is educating citizens for the world.

Institutional Accreditation

St. Cloud State University is accredited by the Higher Learning Commission, a regional accreditation agency recognized by the U.S. Department of Education.

More accreditation information can be found online at https://www.stcloudstate.edu/about/accreditation.aspx, including details on additional accreditations by academic units and academic and student services.

Minnesota State Affiliation

St. Cloud State University is a member of Minnesota State Colleges and Universities, the third-largest system of state colleges and universities in the United States and the largest in the state with 26 colleges, 7 universities, and 54 campuses. More information can be found at minnstate.edu.

University Governance and Cabinet Members

University President: Dr. Larry Dietz (interim)
Provost/Vice President, Academic Affairs: Dr. Katherina Pattit (interim)
Vice President, Advancement and Alumni Engagement: Nic Katona
Vice President, Finance and Administration: Dan Golembiecki (interim)
Vice President, Human Resources & Workplace Experience: Renee Hiller
Vice President, Strategic Enrollment Management & Division of Student Affairs: Dr. Jason Woods
Vice President, Technology Strategy & CIO: Phil Thorson
Vice President, University Affairs/Advisor to President: Judith Siminoe
Vice President, Equity, Inclusion & Title IX Coord.: Chocoletta Simpson
Dean, Professional and Continuing Education: Jeanie York
Director, Athletics: Holly Schreiner
Director, University Relations/Legislative Relations: Bernie Ormann

Full listing of University divisional leadership teams can be found at https://www.stcloudstate.edu/president/org-chart.aspx.

_____

Undergraduate Admission Requirements

Prospective undergraduate students with no college level credits are guaranteed admission if they have a 2.5 GPA (on a 4.0 scale). Applicants may also be admitted based on a thorough evaluation of each candidate. In the application evaluation, SCSU considers GPA, curriculum, and other academic indicators. Extra-curricular activities may also be considered, and personal statements and recommendations, which are optional, may be considered if students choose to submit them.

Additional information can be found at https://www.stcloudstate.edu/scsu4u/admissions/default.aspx, including recommended college preparation standards, application deadlines, and details for transfer and international students. Some programs or majors may have additional admission qualifications in order to enroll, which are summarized in their respective program offering section.

Graduate Admission Requirements

Prospective graduate and doctoral students will want to review information on admission, GPA, testing and other application criteria available from the School of Graduate Studies, found at https://www.stcloudstate.edu/gradadmissions/admission-criteria/default.aspx.

_____

Academic Freedom

The concept of academic freedom was developed by the American Association of University Professors in its 1940 Statement of Principles on Academic Freedom and Tenure. Developed as a means to create a greater public awareness and understanding of academic freedom, the statement helps define a set of values that protect freedom of expression and inquiry within the process of teaching and learning.

Minnesota State Board Policy 3.1 provides students with the right of Freedom to Learn. In addition to the basic constitutional rights enjoyed by all citizens, students at colleges and universities have specific rights related to academic freedom and their status as students. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends on appropriate opportunities and conditions in all learning environments, on the campus, and in the larger community. Students are expected to exercise their freedom with responsibility.

Affirmative Action/Equal Opportunity

St. Cloud State University is committed to providing equal education and employment opportunities to all persons regardless of race, color, creed, sex, age, religion, marital status, sexual orientation, national origin, mental or physical disability, status with regard to public assistance or physical disability or any other group or class against which discrimination is prohibited by State or Federal law. Further, the university will not tolerate acts of sexual harassment/assault within its area of jurisdiction. St. Cloud State University will continue to remain in full compliance with: Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the 1992 Crime Bill.

_____

Inquiries or complaints concerning the application of affirmative action, equal opportunity or Title IX at St. Cloud State University should be referred to the Office of Institutional Equity and Access, Administrative Services Building. Inquiries about the services offered under Section 504 of the Rehabilitation Act of 1973 or American's With Disabilities Act of 1990 should be referred to the Director of Student Accessibility Services, Centennial Hall.

_____

Student and Campus Services
Campus Life
The St. Cloud State University campus is full of activities to keep students healthy, engaged and safe. Each of the campus residential communities has its own personality and appeal from a traditional residence hall to the more independent apartment-style living. From a constant flow of cultural events to community organizations and even intramural sports, there is always something exciting and rewarding to do at St. Cloud State.

Campus offerings include:
Residential Life, Campus Recreation, Atwood Memorial Center, Department of Campus Involvement and Student Organizations.
More information on Campus Life can be found at
https://www.stcloudstate.edu/campuslife/default.aspx.

Academic Support
St. Cloud State University offers tutoring, testing and academic support services in all areas of campus to help students get the most out of their education.

Support offerings include:
Advising and Student Transitions, Honors College, Education Abroad, American Indian Center, Intensive English Center, Multicultural Student Services, TRIO Support Services, Miller Center Library, Husky Bookstore, University College and Veterans Resource Center.

More information on Academic Support can be found at
https://www.stcloudstate.edu/academics/academic-support/default.aspx.

Faculty and Faculty Advisors
St. Cloud State University faculty are top-notch teachers and renowned researchers in their fields. They invite students into the research process to create new knowledge, make discoveries, and solve problems.

Read more about the knowledgeable and talented faculty at
https://stcloudstate.edu/academics/faculty.aspx.

Athletics
Huskies Athletics is home to NCAA Division I and II teams with a rich history of success. St. Cloud State University's student-athletes, coaches and facilities have helped Huskies rank among the best NCAA programs in the region. Campus Recreation will keep students active and healthy with fitness and wellness programs, intramurals and sports clubs and an outdoor adventure program series.

More information on Campus Athletics can be found at
https://www.stcloudstate.edu/scsuathletics/default.aspx.

The Athletic Compliance Officer is responsible for determining the eligibility of all student-athletes in accordance with NCAA Division I and II legislation, NSIC, WCHA, and NCHC Conference by-laws, and St. Cloud State University academic policies. The office of Records and Registration maintains record keeping systems which verify compliance for *NCAA Division I and II legislation*.
Further information related to student athletic compliance/code of conduct can be found at St. Cloud State Compliance.

Career Center
The Career Center helps students explore careers and majors, find job and internship opportunities, prepare for interviews and career searches, and provides document and resume reviews.

More information on the Career Center can be found at:
https://www.stcloudstate.edu/careercenter/default.aspx.

Course Accommodations
Student Accessibility Services (SAS) fosters an inclusive and accessible campus climate through advocacy, accommodations, education, and outreach to St. Cloud State University. Student Accessibility Services provides support and accommodations for students with documented disabilities by promoting equal access to all courses and programs.

Once students have met with the Student Accessibility Services director, a variety of accommodations may be provided and determined on a case-by-case basis (including options given the diagnosis and course objectives). Students can review more information on common accommodations at
https://www.stcloudstate.edu/sas/accommodations/default.aspx.

_____

Course Formats and Modalities

Fully In-Person Course
In a *Fully In-Person Course*, learning activities are experienced on campus/site and in-person. The activities may occur in varied venues, including a classroom, laboratory, studio, or field. Meeting/exam dates and times appear in the university schedule and in the syllabus.

Blended/Hybrid Course
In a Blended/*Hybrid Course*, online learning activities are used to supplant some, but not all, in-person instruction. Typically, 25% - 75% of a hybrid course is online with the balance of the course being in-person. The in-person component of hybrid courses may include small group meetings, laboratory/experiential learning activities, studio work, and individual or small group student performance activities.
Meetings/exams are determined by the instructor and may be online (either synchronous during the scheduled time or asynchronous) or in-person. In-person and synchronous online meeting/exam dates and times appear in the university schedule and in the syllabus. *All online course activity is delivered via the University's Learning Management System (D2L Brightspace).*

Flexible Course (formerly "HyFlex")
In a *Flexible Course*, all learning activities are delivered via asynchronous online, synchronous online, and in-person within a single course section. With faculty consultation, a student may choose which mode of learning works best for their circumstance. Although there are asynchronous learning activities, the course is not self-paced. Meetings are online (both synchronous (live as scheduled) and asynchronous) and in-person. 100% credit hours are scheduled with meeting dates and times in-person and synchronous meeting/exam dates and times appear in the university schedule and in the syllabus. *All online course activity is*

delivered via the University's Learning Management System (D2L Brightspace); in-person or on-campus activities are not required.

The variety of Flexible courses must be determined before the course is entered into the schedule. Flexible contains three varieties:
• *Flexible Synchronous (HYFS)*: Allows two modalities: In-person and online synchronous. Live participation in assignments, activities, and assessments may be required. Students choose which modality to participate in daily.
• *Flexible Asynchronous (HYFA)*: Allows two modalities: In-person and online asynchronous. Live and asynchronous options for participation in assignments, activities, and assessments must be available. Students choose which modality to participate in daily.
• *Flexible Trimodal (HYFT)*: Allows three modalities: in-person and online synchronous and online asynchronous. Live and asynchronous options for participation in assignments, activities, and assessments must be available. Students choose which modality to participate in daily.

Fully Online Course
Fully Online Courses eliminate geography as a factor in the relationship between the student and the institution. They consist entirely of online elements facilitating the three critical student interactions with content, the instructor, and other students. While these courses may appeal to on-campus students, they are designed to meet the needs of students who do not have access to campus. Students may reside near the campus or in other states or countries. *All online course activity is delivered via the University's Learning Management System (D2L Brightspace); in-person or on-campus activities are not required.*

Completely Online Asynchronous Course
In a *completely online asynchronous course*, students participate in learning activities at a time and schedule that is unique and best suited to them. All learning activities are online; there are no in-person meetings/exams and no synchronous online meetings/exams. Group projects may require synchronous participation if required by the instructional strategy. This course typically runs the length of the term and may have weekly due dates.

Completely Online Synchronous or Synchronous/Asynchronous Mixed Course
In a *completely online synchronous course*, students participate in online learning activities at a scheduled day and time. In a synchronous/asynchronous mixed course, students participate in learning activities both synchronously and asynchronously. All learning activities are online; there are no in-person meetings or exams. Group projects may require synchronous participation if required by the instructional strategy. Meetings and exams are determined by the instructor and may be either synchronous or asynchronous, as scheduled. Synchronous meeting/exam dates and times appear in the university schedule and in the syllabus.

Program Modalities
On Campus
In an *On Campus* program, the program/major courses and most courses within the program of study are designed to be experienced in person. The courses or activities in courses may occur in varied venues, including a classroom, laboratory, studio, clinic, or field. Meeting/exam dates and times appear in the university schedule and in the syllabus.

Online Plus – Hybrid
In an *Online Plus – Hybrid* program, program courses may be offered in variations of on-campus/in-person or online (asynchronous,

synchronous, and/or Flexible (*formerly HyFlex*). This program delivery mode best fits disciplines where learning can be effectively experienced in online settings, yet specific in-person experiences (courses) are essential (such as laboratory, clinical, or experiential learning)

Online Exclusive – Asynchronous
In an *Online Exclusive – Asynchronous* program, 100% of all program courses are offered in an asynchronous format. Program requirements such as advising or graduate committee meetings may occur synchronously online or through asynchronous communication. Students participate in learning activities at a time and schedule that is unique and best suited to them. There are no in-person meetings/exams and no synchronous online course meetings/exams.

Online Exclusive – Synchronous
In an *Online Exclusive – Synchronous,* all program courses are offered in an online format, most of which are synchronous; select courses may be offered asynchronously as the university schedule requires. Program requirements such as advising or graduate committee meetings may occur synchronously online. Meeting/exam dates and times appear in the university schedule and in the syllabus. There are no in-person meetings/exams.

_____

Transferability of SCSU Undergraduate Credits Policy

RATIONALE
St. Cloud State University desires to facilitate the transfer of undergraduate courses and credits for the purpose of degree completion.

POLICY
As a member institution of the Minnesota State Colleges and Universities, St. Cloud State adheres to the Board of Trustee's 3.21 policy and associated 3.21.1 system procedure, which apply to all students, faculty and staff.

Undergraduate coursework and credits, including the Minnesota Transfer Curriculum (MnTC) courses and completed goal areas, will be considered for transfer consistent with this Board policy. All course and credit evaluation will be based upon official transcripts received from the original credit-issuing institution.

PROCEDURE
St. Cloud State University (SCSU) follows the 3.21.1 system procedure. As required by this procedure, SCSU communicates current transfer-related information through a dedicated transfer webpage. The website includes information regarding how credits transfer from institutions both within and outside of the Minnesota State System, major transfer guides, transfer resources, and Minnesota State transfer programs including the Minnesota Transfer Curriculum, Transfer Pathways and articulation agreements.

Relevant additional information can be found online at:
Transfer Student Admissions:
https://www.stcloudstate.edu/transfer/default.aspx
International Transfer Student Admissions:
https://www.stcloudstate.edu/internationaladmissions/accepted-next-steps/transfer-students.aspx

Minnesota State Undergraduate Course and Credit Transfer and Minnesota Transfer Curriculum 3.21:
https://www.minnstate.edu/board/policy/321.html
Minnesota State Transfer of Undergraduate Courses, Credit, Associate Degrees and the Minnesota Transfer Curriculum (MnTC) 3.21.1:
https://www.minnstate.edu/board/procedure/321p1.html
Minnesota State Transfer Curriculum Operation Instructions 3.21.1.1:
https://www.minnstate.edu/board/procedure/321p1g1.html
Minnesota State Transfer Rights and Responsibilities 3.39:
https://www.minnstate.edu/board/policy/339.html

FREQUENTLY ASKED QUESTIONS
Please refer to policy online for related FAQs, found at
https://www5.stcloudstate.edu/Policies/SCSU/Viewer.aspx?id=17.

_____

Transferability of SCSU Graduate Credits Policy

RATIONALE
St. Cloud State University desires to facilitate the transfer of students and graduate credits to aid in the completion of degrees.

POLICY
A maximum of 9 semester credits of graduate work completed at other accredited universities, or extension credit earned from this University, may be considered for application to a graduate degree program. In addition to this policy, doctoral students should also refer to the Doctoral Program Credit Policy and the doctoral program guidelines.

Criteria
For credits to be accepted as transfer credit and apply toward an SCSU graduate degree, the following conditions must be met:
• Credits must be from a regionally accredited educational institution, approved to offer graduate degree programs in the major field where the credit was earned, at the time the credit was earned.
• Credits transferred into an accredited program may need to come from an accredited program or university as appropriate for the discipline.
• Credits must be appropriate to the student's program. Course evaluation and approval by the student's major advisor and the School of Graduate Studies is required.
• The grade recorded for transfer credits must be B or above or an S or P in S/U or P/F grading systems.
• Credits that are transferrable must be earned no more than seven years prior to completion of the degree.
• At time of transfer, credits must be officially recorded on the approved program form.
• When transferring credits to a specialist degree program, a minimum of 20 of the last 30 credits must be taken at this institution.

After the student's program of study has been approved, no additional transfer credits will be accepted unless the student has received prior approval via the petition process.

The following will not be accepted as transfer credit:
• Credit for courses conducted by proprietary groups.
• Credit applied towards another degree.
• Extended campus credit from a university that does not accept that credit for its own on-campus graduate programs.

• Workshops, continuing education courses and in-service training credits.

Exceptions
With the prior approval of the graduate advisor and the graduate dean, a maximum of 15 semester credits of appropriate graduate credit may be transferred from other universities of the Minnesota State System or from accredited universities through bilateral or international agreements and applied to a program at St. Cloud State University.

PROCEDURE
Any questions or concerns about the transferability of credit earned at other institutions should be directed to the School of Graduate Studies before a student enrolls for that credit. Transfer credits are requested through submission of a Program of Study Form. The student must request that an official transcript, not a copy, be sent directly to the School of Graduate Studies by the institution awarding the credit. The official transcript should not be sent to the student, nor should it be sent through a third party. The School of Graduate Studies will only accept official transcripts sent directly by the awarding institution.

Policy can be found online at
https://www5.stcloudstate.edu/Policies/SCSU/Viewer.aspx?id=126.

_____

Credit for Prior Learning Policy

RATIONALE
St. Cloud State University (SCSU) understands that university-level competencies may be attained through a variety of educational, military, professional, and/or other life experiences. The University is committed to providing standards for assessment of such competencies to determine if course learning objectives have been achieved.

POLICY
SCSU will grant undergraduate academic credit for nationally recognized examinations (Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), and the Defense Subject Standardized Test (DSST Program) that demonstrate the student has achieved an appropriate level of competence, in accordance with state law.

At the graduate level, graduate credit for prior learning through portfolio assessment or credit by examination is available. Portfolio assessment includes demonstrated graduate level knowledge and skill acquired through experience, professional development, independent study, MOOCS (Massive Open Online Courses), badges, or other learning avenues.

Additionally, SCSU will provide academic credit for learning acquired in military service (at levels consistent with American Council on Education (ACE) Guide recommendations) and offer opportunity to receive academic credit for prior learning attained through experience and through examination when specific eligibility criteria are satisfied as outlined in the credit for prior learning procedure. An undergraduate student may earn a maximum of 21 semester hours by assessment of prior learning. A graduate student may earn a maximum of 9 semester hours by assessment of prior learning.

_____

PROCEDURE

Credit for Prior Experience

In accordance with Minnesota State Board policy 3.35 (https://www.minnstate.edu/board/policy/335.html), academic credit may be provided for learning such as that gained through life experiences including employment, volunteer work, or personal experience with a clear relationship to a specific course or courses offered by the university. The content of the prior learning need not be identical to the content of the course, but the student should be prepared to demonstrate that they have met the same learning goals. To receive credit the student must submit a credit for prior learning request form (see supporting documents) and meet the following criteria:

Students who meet the qualifications listed below may apply for assessment of prior learning:
- The student must have at least a "B" (3.0) average in any transfer credits or university courses taken in the area to be assessed.
- An undergraduate student must have completed at least one semester and fifteen credits at the university with at least a "C" (2.0) average to be eligible to apply.
- A graduate student must have graduate level non-degree seeking student status with an official undergraduate transcript on file or be an admitted graduate student with a GPA of 3.00 or higher.
- A student can be assessed only once for a particular course.
- A student who has earned at least seventy-five (75) semester credits may not earn credit by assessment of prior learning at the 100 or 200 level. The level of learning must be sufficient to justify awarding of credit at the 300 or 400 level. A student seeking graduate credit must demonstrate learning sufficient to the awarding of 500 or 600 level credits. Graduate credit is only available to requestors with a completed and awarded baccalaureate degree.
- A student should not be previously or currently enrolled in the course in which assessment for prior learning is requested.

The following procedures will apply to all assessment of prior learning:
1. The student completes the appropriate credit for prior learning request form (undergraduate/graduate see supporting documents), which includes a brief competence statement from the student as to the basis for believing that the prior learning may be deserving of academic credit.
2. The student consults with the chair of the academic department most closely related to the area to be assessed. The final authority for determining whether a student may earn credit by assessment of prior learning rests with the chairperson of the department involved.
3. If the department chair determines the assessment is appropriate, the chair or an appropriate faculty member completes the remainder of the form which will include a departmental plan for how the assessment will be carried out and a suggested faculty assignment. Only approved graduate faculty can be assigned to graduate level assessment of prior learning. The department then submits the completed request form to the office of the dean for comments and for approval of the suggested faculty appointment. If not approved at the departmental or dean's level, the department or dean returns the request to the student with reasons for the denial.

Please note:
- Credit received through assessment of prior learning counts towards residency requirements.
- Credits are graded on a satisfactory/unsatisfactory basis. Only satisfactory grades are entered on the student's permanent record.

- Credit applies to a specific course or courses as recommended by the department. The department, through democratic procedures, is the final authority for determining whether an assessment of prior learning is appropriate for any of its courses.
- Credit received through assessment of prior learning may be applied to general education, a major or a minor, or to university electives as appropriate.
- Since the assessment may take some time, the student is urged to plan well in advance of when the credits may be needed for graduation or to meet other requirements. Transcription of the course will occur at the end of the academic term in which the form is submitted. Transcription of the course may not be retroactive.
- The charge for each credit awarded by assessment of prior learning will be one-third the cost of a semester credit at the level awarded. All charges must be paid before credits are recorded on the SCSU transcript.
- Credits awarded by assessment of prior learning are not included when determining financial aid eligibility for the term in which they are awarded.

Examinations and Recognized Programs

Credit for learning assessed through completion of a recognized program or examination can be provided using the following criteria:

Advanced Placement

SCSU is a formal participant in the advanced placement program administered by the College Entrance Examination Board. Credit may be awarded to any degree seeking student who provides evidence of earning a score of three or higher on an advanced placement examination.

International Baccalaureate

The International Baccalaureate (IB) program is an internationally recognized program through which secondary students complete a comprehensive curriculum of rigorous study and demonstrate performance on IB examinations. The examination for the diploma covers six subjects, three or four of which must be at the higher level and others at the subsidiary level. Students may present a full IB diploma or a certificate recognizing specific higher level or subsidiary level test scores.

- Students who complete an IB diploma with a score of 30 or higher shall be offered 8 semester credits for each of three higher level examinations, plus 2 semester credits for each of the subsidiary or standard exams, for a total of 30 semester credits.
- Credits shall be transcribed according to the same rules as those used for Advanced Placement (AP) exams. Where a test covers material that is substantially similar to an existing university course, credit for the course shall be awarded. Where a test covers material that is deemed to be college level but is not substantially similar to an existing course, elective credits shall be awarded in appropriate departments.
- No credit shall be given for subsidiary or standard level exams other than those included as part of the IB diploma as described above, but students may receive credits as above for any higher level exams with a score of 5 or higher.

College Level Examination Program (CLEP)

SCSU awards credit for CLEP examinations in accordance with state law. CLEP examination equivalents and credit awards for SCSU are listed online at the transfer admissions website. Students must achieve the

minimum recommended score for the exam to receive credit. Students wishing to take a CLEP exam on campus should contact the University testing center to make arrangements.

DSST Program
The DSST Credit-by-Exam Program offers subject standardized tests administered by Prometric, formerly administered by DANTES (Defense Activity for Non-Traditional Education Support), that allow individuals to receive college credits for learning acquired outside the traditional classroom including reading, on-the-job training, or independent study. Additional information is available on the DSST website.

Military Credit
SCSU awards credit for learning acquired in military service (and for completion of basic or recruit training) at levels consistent with the ACE Guide recommendations.

Graduate Portfolio Assessment
A portfolio containing artifacts exemplifying graduate level writing, identifying knowledge and skills acquired through experience, professional development, independent study, MOOCS (Massive Open Online Courses), badges, or other learning avenues and providing evidence to support a request for credit.

Graduate Credit by Examination
Assessment by a graduate faculty member in the discipline. Examination may be oral, such as a demonstration of fluency in identified subject matter in a global language or written, such as the ability to pass the written examinations in a graduate level course.

Relevant request forms and additional information can be found online at https://www5.stcloudstate.edu/Policies/SCSU/Viewer.aspx?id=15.

_____

Degree Audit Support
The Degree Audit Report (DARS), also called Minnesota State Student Planner, is used by students, staff, and faculty to track progress toward graduation, stay on path to intended graduation time and create an optimized schedule. The DARS platform illustrates progress toward degree for students and shows all of the requirements needed to receive a degree from SCSU and which courses may be used to satisfy those specific degree and major requirements.
DARS are accessible to all students enrolled in a St. Cloud State degree program via e-Services (the degree audit link is located under Academic Records in the left navigation).
The *Degree Audit* tool provides a personalized listing of requirements and courses, marking them as already complete, planned, or still needed.

The *Graduation Planner* is a dynamic academic planning toll that uses the most up-to-date information available from the student record system and DARS, including transfer and in-progress courses.

The *Schedule Builder* uses courses pushed from a "Preferred Plan" in the Graduation Planner or manually added to create multiple schedule options in order to select the best schedule choice for individual students.

Additional information and *How to Guides* are available through the Minnesota State Student Planner site found online at https://www.minnstate.edu/admissions/degreeaudit.html.

_____

Graduation Requirements
Under the authority of the Minnesota State Colleges and Universities Board of Trustees, St. Cloud State University awards the following degrees:

Doctor of Education
Specialist Degree

Masters
Master of Arts
Master of Business Administration
Master of Science
Master of Social Work
Master of Engineering Management
Executive Masters

Professional Science
Professional Science Masters
Professional Science Masters - Software Engineering

Bachelors
Bachelor of Arts
Bachelor of Music
Bachelor of Fine Arts
Bachelor of Elective Studies
Bachelor of Science
Bachelor of Science – Engineering
Bachelor of Science – Mechanical Engineering

Associates
Associate of Arts
Associate of Science

A minimum total of 120 semester hours of credit is required for any four-year degree. A minimum total of 60 semester hours of credit is required for any two-year degree.

Residence requirements are in effect. Residence credit is earned on the campus of St. Cloud State University or through approved off campus programs.

All baccalaureate candidates must have completed a minimum of 40 credits of coursework at the upper division (300-400) level.

Candidates for a Bachelor of Science degree in an education program must meet the following academic standards in order to qualify for graduation:
1. Cumulative grade point average of 2.50 or greater.
2. Admission to teacher education.
3. Successful completion of student teaching.

Candidates for non-teaching degrees must meet the following academic standards to qualify for graduation:
1. Cumulative grade point average of 2.00 or greater as determined by the department.

2. Major field 2.00 or greater as determined by each department.
3. Minor field 2.00.

To be eligible for graduation under a four-year curriculum a student must have been in residence at least 2 semesters and must have earned at least 30 semester credits in residence. Some departments may require more than 30 semester credits in residence.

To be eligible for graduation under a two-year curriculum, a student must have been in residence at least 1 semester and at least 20 semester credits must have been earned at St. Cloud State University.

Students should consult with their academic advisor and Degree Audit Report for program specific requirements.

Transfer students are required to take at least 9 semester credits in their major field and 6 semester credits in their minor fields in residence unless waived by the department.

Students should apply for graduation one semester prior to the term they expect to complete all degree requirements. This allows time to correct any deficiencies which may be reported by the graduation audit.

Application for graduation forms are available via the *Office of Records and Registration* Webpage along with Commencement dates and details.

Any student completing a major under two of the following degree designations, (B.A., B.A.S., B.S., B.S.M.E., B.F.A., or B.Mus.) may elect the degree designation of her/his choice.

A student may receive two different degrees at the end of any given semester if the student has earned a minimum of 150 semester credits and has fulfilled all the requirements of both degrees.

Students returning for additional undergraduate work after completing an undergraduate degree at St. Cloud State University will be required to complete a minimum of 30 credits at St. Cloud State University to earn an additional (different) degree.

All 30 credits must be earned in residence unless the department requests that, for good reason, this requirement be waived. If less than 30 credits are earned, the major will be recorded but no new diploma will be issued or degree designated.

Students returning for additional undergraduate credit may not receive two diplomas for the same degree. The additional major will be listed on the academic transcript. The academic transcript will list the student's major(s), minor(s), and area(s) of emphasis within the major or minor, if any.

Graduation with Honors
Students who complete an associates or baccalaureate degree program will be graduated with honors in accordance with the following:
• **Cum Laude** – Awarded to graduates who achieved a grade point average of at least 3.250 but less than 3.500.
• **Magna Cum Laude** – Awarded to graduates who achieve a grade point average of at least 3.500 but less than 3.750.

• **Summa Cum Laude** – Awarded to graduates who achieve a grade point average of at least 3.750.

Only course work completed at St. Cloud State University or through an approved off-campus program will be used to determine academic honors. To be eligible for consideration, graduates of associate degree programs must have been in residence for at least 1 (one) semester and have completed a minimum of 30 credits at St. Cloud State University graded A-F; graduates of baccalaureate degree programs must have been in residence at least 2 (two) semesters and have completed a minimum of 30 upper division (300-400) credits at St. Cloud State University graded A-F.

Academic Transcripts
A copy of the student academic transcript may be obtained by completing a Request for Transcript Form (See Supporting Documents). Transcript requests may be submitting in writing or in person to the Office of Records and Registration. Transcripts are also available online through the *National Student Clearinghouse.*

• The student's complete name, current address, social security number or student tech ID, dates of attendance, and written signature are needed when requesting a transcript.
• There is a fee for each transcript.

Transcript request forms will not be processed and will be returned if a student has outstanding financial obligations to the University.

Courses that are completed or repeated after a degree is conferred will be recorded on the transcript and the cumulative GPA will be modified as appropriate. No other changes will be made to official transcripts after a degree has been conferred.

Commencement Ceremonies
Commencement ceremonies are conducted at the University following final exams at the end of the fall and spring semesters. Fall commencement is typically in mid-December and spring commencement is held in early May.

Summer session graduates may choose to walk in the spring or fall ceremony depending on the department's guidelines.

Commencement instructions can be found on the commencement website. Graduation required regalia and commencement related items can be purchased through the Husky Bookstore.

_____

ACADEMIC CALENDAR 2024-2025

Fall Semester 2024

Aug. 20-23	Faculty Workshops – Fall Convocation
Aug. 22-25	Huskies First Four: Days
Aug. 26	Day and evening classes begin
Aug. 30	Last day to drop full term courses with no financial obligation
Sept. 2	Labor Day holiday, No classes; Offices closed
Nov. 11	Veterans Day holiday observed, No classes; Offices closed
Nov. 26	Last date to withdraw for full term courses
Nov. 27-29	Thanksgiving Break, No classes; Offices closed Nov. 28-29
Dec. 6	Last day of classes
Dec. 9-12	Final exams
Dec. 13	Commencement
Dec. 16-Jan. 10	Winter Break
Dec. 18	Deadline for reporting grades*
Dec. 25	Christmas holiday; Offices closed

Spring Semester 2025

Jan. 1	New Year's Day holiday; Offices closed
Jan. 6-10	Faculty Workshops/Convocation
Jan. 13	Day and evening classes begin
Jan. 17	Last day to drop full term courses with no financial obligation
Jan. 20	Martin Luther King, Jr. holiday, No classes; Offices closed
Feb. 17	Presidents Day holiday, Classes in session; Offices closed
March 3-7	Spring Break
April 15	Last date to withdraw for full term courses
April 16	University Provost Summit, No classes
April 30	Last day of classes
May 1	University Assessment Day, No classes
May 2-7	Final exams
May 3	Commencements
May 9	University Assessment Day, No classes
May 13	Deadline for reporting grades*

Summer Sessions 2025 *(subject to change)*

May 19	Classes begin: Full Summer and Summer Block A
May 26	Memorial Day holiday, No classes; Offices closed
June 19	Juneteenth holiday, No classes; Offices closed
June 20	Last day of classes: Summer Block A
June 23	Classes begin: Summer Block B
June 26	Deadline for reporting Summer Block A grades*
July 4	Independence Day holiday, No classes; Offices closed
July 25	Last day of Full Summer and Summer Block B
July 31	Deadline for reporting Full Summer and Summer Block B*

*Final Grades due 4 business days after course end/final exam week

Note: Deadlines for drop/add and withdrawal may vary depending upon the course. See e-Services for the deadlines specific to your courses.

7-Week Accelerated Start/End Dates (Fall 2024 – Summer 2025)

Fall A:	Sept. 1, 2024 – Oct. 20, 2024
Fall B:	Oct. 27, 2024 – Dec. 15, 2024
Spring A:	Jan. 12, 2025 – Mar. 2, 2025
Spring B:	Mar. 9, 2025 – Apr. 27, 2025
Summer A:	May 11, 2025 – June 29, 2025
Summer B:	July 6, 2025 – Aug. 24, 2025

_____

St. Cloud State University 2024-2025 Tuition and Fees Summary

UNDERGRADUATE COSTS OF ATTENDANCE

St. Cloud State's flat-rate tuition allows full-time undergraduate students taking 12-18 credits to pay one flat rate for their tuition.
In that 12-18 credit band, students can take more credits without paying more tuition, increasing their ability to graduate on time.
Fees vary at different credit loads.

The chart below shows estimated Fall 2024, Spring 2025, and Summer 2025 costs based on 12-18 credits per semester for a student living on campus with a Husky Anytime Meal Plan.

Minnesota Resident and Reciprocity (WI and Manitoba) *(estimated at FT undergraduate 15 credits per semester)*	Per Semester	Per Year	Non-Resident *(estimated at FT undergraduate 15 credits per semester)*	Per Semester	Per Year
Tuition	$4,406	$8,812	Tuition	$9,348	$18,696
Student Fees	$717	$1,434	Student Fees	$717	$1,434
Housing and food (median rate)	$5,298	$10,596	Housing and food (median rate)	$5,298	$10,596
Books and supplies	$700	$1,400	Books and supplies	$700	$1,400
Transportation	$698	$1,396	Transportation	$1,026	$2,052
Personal Expenses	$788	$1,576	Personal Expenses	$1,013	$2,026
Federal Loan Fees (average)	$46	$92	Federal Loan Fees (average)	$46	$92
TOTAL:	**$12,653**	**$25,306**	**TOTAL:**	**$18,148**	**$36,296**

UNDERGRADUATE TUITION DETAILS

Detail/Rate	Per Credit	Flat Rate Tuition Cost (Undergraduate Only)	Per Semester
Resident and Reciprocity (MN, ND, WI & Manitoba)	$341.22	Resident and Reciprocity (MN, WI & Manitoba)	$4,406.13
South Dakota	$360.90	Reciprocity: North Dakota	$4,636.50
MSEP Compact (IN, KS, MO, NE, OH)	$511.83	Reciprocity: South Dakota	$4,406.13
Non-Resident and Non-Reciprocity	$733.86	MSEP Compact (IN, KS, MO, NE, OH)	$6,609.20
International Student Market Rate	$375.34	Non-Resident and Non-Reciprocity	$9,347.93
Off-Campus Course	+$36.84*	International Student Market Rate	$4,846.74
Continuing Studies/Workshops	+$44.90*		
Interactive TV Courses/Off-Campus Continuing Education	+$72.45*		
Nursing	+$36.23*		
Non-General Education Art	+$37.20*		
Mass Communications	+$33.46*		
This additional amount is added to base tuition			

At St. Cloud State, we believe in your ability to unlock the unique potential of all students. That's why we are offering the Be A Husky Award to all admitted, undergraduate out-of-state, North Dakota, and South Dakota Huskies. This award automatically reduces tuition costs for students coming to St. Cloud State from other states.

All Student Tuition and Fee rate structures are authorized by the Minnesota State Colleges and Universities under Board Policy 5.11, and all colleges and universities are required to charge tuition and fees consistent with Minnesota statutes and policies. The Student Fee Allocation Committee, comprised of 9 students elected through Student Government, make an annual recommendation to the President of the University as to what the student fee structure should be each year. The technology fee is recommended by a separate student government committee.

Explanation of Student Fees

Health Services Fee: Allocated to the Medical Clinic operating budget allowing the University to offer on-campus medical services to all students.

Student Activity Fee: Allocated to seven director managed areas and the Senate Finance Committee (SFC). The SFC allocates funds to student organizations along with KVSC, UTVS, and the Student Government Association.

Athletics Fee: This fee allows free access for all students to Intercollegiate Athletic events, and provides additional Athletics department operating budget.

Facilities Assessment Fee: Allocated to payment of debt for the Fitness Center, Stadium/Dome, and Atwood Memorial Center addition.

Student Union Fee: Allocated to the Atwood Memorial Center (AMC) operating budget. AMC is a student-owned facility providing services and meeting spaces for students.

Technology Fee: Provides funding for technology initiatives benefiting students across campus.

Students United Fee: Students United is the state-wide student organization comprised of the seven MN state universities. Students United lobbies our state and federal legislatures for funding of higher education institutions. (Previously known as the MSUSA Fee.)

St. Cloud State applies Minnesota State Colleges and Universities policy 5.11 and procedure 5.11.1 when establishing tuition and fee amounts.

St. Cloud State University 2024-2025 Tuition and Fees Summary

GRADUATE COSTS OF ATTENDANCE

Minnesota Resident and Reciprocity (WI and Manitoba) *(estimated at 9 credits per semester)*	Per Semester	Per Year
Tuition	$4,831	$9,662
Student Fees	$631	$1,262
Housing and food (median rate)	$5,298	$10,596
Books and supplies	$700	$1,400
Transportation	$1,049	$2,098
Personal Expenses	$1,125	$2,250
Federal Loan Fees (average)	$108	$216
TOTAL:	**$13,742**	**$27,484**

Non-Resident *(estimated at 9 credits per semester)*	Per Semester	Per Year
Tuition	$7,340	$14,680
Student Fees	$631	$1,262
Housing and food (median rate)	$5,298	$10,596
Books and supplies	$700	$1,400
Transportation	$1,049	$2,098
Personal Expenses	$1,125	$2,250
Federal Loan Fees (average)	$108	$216
TOTAL:	**$16,251**	**$32,502**

GRADUATE TUITION DETAILS

Detail/Rate	Per Credit
Resident and Reciprocity (MN, ND, SD & Manitoba)	$536.82
Reciprocity Wisconsin	$536.82
MSEP Compact (IN, KS, MO, NE, OH)	$805.23
Non-Resident and Non-Reciprocity	$815.55
Off-Campus Course	+$36.84*
Continuing Studies/Workshops	+$44.90*
Interactive TV Courses/Off-Campus Continuing Education	+$72.45*
Communication Sciences and Disorders	+$109.73
Non-General Education Art	+$37.20*
Mass Communications	+$33.46*
This additional amount is added to base tuition	

Detail/Rate	Per Credit
Master of Engineering Management (MEM)	$541.95
Medical Tech.; Regulatory Affairs; Applied Clinical Research	$1,001.08
Master of Education Admin. & Lead - Off-Campus	$573.66
Master of Public Administration - Off-Campus and Online	$573.66
Master of Bus. Administration - On-Campus	$780.03
Master of Bus. Administration - Off-Campus and Online	$1,058.95
Executive Master of Engineering Management (EMEM)	$662.12
Master of Bus. Administration - 7-week Accelerated Online	$620.54
Master of Education Programs - 7-week Accelerated Online	$558.15
Doctoral Programs - On-Campus and Online	$787.27
Doctoral Programs - Off-Campus	$900.99

Senior Citizen Rate Information

Minnesota residents that are age 62 or older are charged a $20 per credit administrative fee plus minimal standard fees to attend "for credit" courses. If course is taken "for audit", on a space available basis, there is no administrative fee per credit.

The provisions of Minnesota Statute 135A.52 indicate senior citizen rates apply "when space is available after all tuition-paying students have been accommodated." Doctoral credits are not eligible for senior citizen rates when doctoral cohort enrollment caps are reached and a wait list is generated with tuition-paying students who have not been accommodated.

Residency

Students may prove their eligibility for in-state tuition by demonstrating domicile in Minnesota. Students have the burden of proving domicile for in-state tuition purposes.

Definition: A domicile is a person's true, fixed and permanent living place. Domicile is the place to which a person intends to return after temporary absences. A person may have only one domicile at a time.

Additional information on how to submit a Resident Tuition Classification Request form can be found on St. Cloud State University's website.

_____

FINANCIAL AID INFORMATION

SCSU offers financial assistance or merit-based scholarships for qualified students and a variety of other tools that families can use to make higher education possible. Students can start the financial aid process by completing the Free Application for Federal Student Aid (FAFSA) available at https://studentaid.gov/. More information can be obtained via the Financial Aid Office website at https://www.stcloudstate.edu/financialaid/default.aspx.

Course Repeat Policy
Financial Aid may be used to cover the cost of the first repeat of a failed course and for the first repeat of a course for which the student received a passing grade. Students who repeat a course beyond this may not use financial aid to cover the cost of the additional course repeats.

Repeat course credits are included in course load calculations for financial aid purposes.

Satisfactory Academic Progress
Satisfactory Academic Progress (SAP) is defined as the successful completion of coursework toward an eligible certificate or degree. Federal regulations require the Financial Aid Office to monitor the academic progress of students receiving federal and/or state financial aid. Progress is monitored at the end of each academic term.

In addition to complying with the financial aid satisfactory academic progress policy, all students must also comply with the University's Academic Warning, Suspension, Probation, Dismissal policy and procedure (policy information found online at https://www5.stcloudstate.edu/Policies/SCSU/Viewer.aspx?id=139).

The grade point average (GPA) calculation is based only on St. Cloud State coursework at student's current admission status.
• Undergraduate: A student with 0 – 44 attempted credits must maintain at least a 1.75 GPA. A student with 45 or more attempted credits must maintain at least a 2.00 GPA.
• Post-baccalaureate: A student pursuing another undergraduate degree, certificate or licensure must maintain at least a 2.00 cumulative GPA in courses completed following the conferring of the first bachelor's degree.
• Graduate and Doctoral: A graduate or doctoral student must maintain at least a 3.00 cumulative GPA based on all SCSU coursework taken at his/her respective admission statuses to be eligible for financial aid.

Students are required to progress toward completion of a program by successfully completing at least 66.67% of the credits they attempt. This percentage is called the Credit Completion Rate (CCR). To measure a student's CCR, take St. Cloud State cumulative credits successfully completed plus credits accepted in transfer and divide by St. Cloud State credits attempted plus credits accepted in transfer.

Students must complete their degree program within a certain time frame which may vary according to student status and program. Credits attempted at St. Cloud State University and credits accepted from other institutions are counted for determining this standard.
• Undergraduate: 180 attempted semester credits.
• Post-baccalaureate, certificate, licensure, or graduate: Actual number of credits varies by program of study but shall not exceed 150% of the published credit length of the program. To calculate the maximum time frame for your program, multiply the maximum credits your specific program(s) requires to graduate by 1.5.
• Doctoral: 108 attempted semester credits.

Additional information on the Financial Aid Satisfactory Academic Progress Policy can be found online at https://www.stcloudstate.edu/financialaid/policies/sap-progress-policy.aspx.

Refund of Tuition and Fees
Students receiving financial aid should contact the Financial Aid Office before dropping any course registration and requesting a refund. They may be required to pay back all or part of the financial aid award prior to receiving any additional financial aid in the future.
More additional information outlining the circumstances and parameters by which tuition and fees can be refunded can be online at the Minnesota State Refund of Tuition and Fees site at https://www.minnstate.edu/board/procedure/512p4.html.

Return of Title IV Policy (R2T4)
Financial Aid recipients who officially withdraw, unofficially withdraw, or are dismissed from enrollment at SCSU prior to the 60 percent point of a term are subject to the Return of Title IV Funds policy regulations for any federal, and potentially state, aid not earned. Student can find the complete R2T4 policy on the Financial Aid Office policies page at https://www.stcloudstate.edu/financialaid/policies/r2t4.aspx.

SCSU is authorized to return any excess funds after applying them to current outstanding Cost of Attendance (COA) charges. A copy of the Institutional R2T4 worksheet performed on the student's behalf is available through the Financial Aid Office upon written request.

In accordance with Federal Regulations, when Title IV financial aid is involved, the calculated amount of the R2T4 funds is returned in the following order:
• Federal Direct Unsubsidized Loan Program
• Federal Direct Subsidized Loan Program
• Federal Direct Graduate PLUS Loan Program
• Federal Direct Parent Loan Program (PLUS)
• Federal Pell Grants
• Iraq Afghanistan Service Grant (IASG)
• Federal Supplemental Educational Opportunity Grant Program
• Federal TEACH Grants

_____

Scholarships
St. Cloud State University offers scholarships to new entering and transfer students, as well as, currently enrolled students. Eligibility rules apply, all scholarships are available through the Huskies Scholarship Portal available at https://www.stcloudstate.edu/huskiesscholarships/default.aspx. External scholarship search engines are available through FastWeb (https://www.fastweb.com/). Scholarships found using external search engines are not sponsored by SCSU.

Military Education Benefits
Education benefits will vary depending on the student's branch of service, length and type of service, as well as, current military status. Some examples of military education benefits are the GI Bill, Federal Tuition Assistance, State Tuition Assistance and MN GI Bill.

Federal Tuition Assistance and State Tuition Reimbursement are branch specific benefits. The MN GI Bill is based on financial need. It is also recommended that all students complete a FAFSA for possible additional financial aid, as FAFSA can be used in conjunction with military education benefits.

Montgomery GI Bill – Chapter 30
Service Members who have served on active duty with any branch of the armed forces may be eligible to receive Chapter 30, if they have signed up for and paid into the program. Chapter 30 recipients have 10 years after their date of discharge to use 36 months of payment.

Montgomery GI Bill Selected Reserve – Chapter 1606
Most Reserve and National Guard members are eligible for Chapter 1606 upon completion of initial training. Recipients of Chapter 1606 retain eligibility for the duration of their active drilling status. Benefit extension available for those with mobilized service.

Post-9/11 GI Bill – Chapter 33
Eligibility for Chapter 33 is based on qualifying periods of active duty performed after 9/10/01. Percentage of the benefit students are entitled to is determined by number of qualifying months of service. This benefit consists of three components: tuition & fees paid directly to the institution, a housing stipend and a book & supply stipend paid to the student. This benefit expires 15 years from the last day of active duty separation. This benefit does not expire if the service member had qualifying active duty time after 01/01/2013. With additional qualifying service requirements, Chapter 33 includes an option to transfer the benefit to dependents. A student's decision to elect Chapter 33 is irrevocable. SCSU strongly recommends contacting the MDVA Regional Coordinator prior to completing an application for Chapter 33.

Veteran Readiness and Employment (VR&E) – Chapter 31
This program—also known as Chapter 31 or VR&E—helps students explore employment options and address education or training needs. If students have a service-connected disability that limits their ability to work or prevents them from working, Veteran Readiness and Employment (formerly called Vocational Rehabilitation and Employment) could help. In some cases, family members may also qualify for certain benefits.

Survivors' and Dependents' Educational Assistance – Chapter 35
If a student is the child or spouse of a Veteran or service member who has died, is captured or missing, or has disabilities, they may be able to get help paying for school or job training through the Department Education Assistance program (also called Chapter 35).

Federal Tuition Assistance (FTA)
This benefit is available to active duty service-members and drilling members of the National Guard and Reserve components. This program will pay up to $4,000 per fiscal year toward tuition expenses. In some cases, this benefit can be used in conjunction with other veteran's education benefits, with tuition assistance benefits applying prior to Pell Grant funds.

This program has a limited budget and is paid on a first come first serve basis, so it is important to apply early. This benefit is paid directly to the college. Students are required to earn a "C" and maintain a 2.0 GPA or better in classes. Failure to complete classes satisfactorily will require repayment of FTA funds by the soldier.

Current application process can be found online at https://www.stcloudstate.edu/veterans/education-benefits/tuition-federal.aspx.

State Tuition Reimbursement (STR)
To apply for State Tuition Reimbursement a student MUST contact the unit full-time representative to obligate funds as soon as they know they will be going to school. Like FTA, STR requires a "C" or better to qualify for reimbursement. Army National Guard Enlisted Soldiers must apply for Federal Tuition Assistance (FTA) in order to be eligible to apply for State Tuition Reimbursement. Students can pick up the STR paperwork in the Veterans Resource Center.
To apply, please contact the respective Unit Administrator.

Minnesota GI Bill
The Minnesota GI Bill® program was enhanced in 2013 to provide postsecondary educational assistance to eligible Minnesota veterans, non-veterans who served in the military, and eligible spouses and children. Full-time undergraduate or graduate students may be eligible to receive up to $5,000 per academic year and $15,000 lifetime.

Eligibility requirements and application details can be found online at https://www.stcloudstate.edu/veterans/education-benefits/mn-gi-bill.aspx.

Pursuant to Minnesota Statute 197.775 (Higher Education Fairness), Subdivisions 2-4, the following policies and practices are in place at St. Cloud State University in relation to military credit and tuition:

Recognition of Courses
SCSU recognizes courses and awards educational credits for courses that were part of a veteran's military training or service if the courses meet the standards of the American Council on Education or equivalent standards for awarding academic credits.

Tuition Status
SCSU treats a veteran (and/or student utilizing eligible benefit in relation to connected veteran) as a Minnesota resident for purposes of determining the undergraduate tuition rate. SCSU treats a veteran as a Minnesota resident for purposes of determining the veteran's graduate school tuition rate if the veteran was a Minnesota resident on entering military service and starts attending the state college or university graduate program within two years of completing military service.

Delayed Payment of Tuition
SCSU does not assess late fees or other late charges for veterans who are eligible to receive federal or state educational assistance, and who have applied for that assistance but not yet received it, nor does SCSU prevent these students from registering for a subsequent term because of outstanding tuition charges that arise from delayed federal or state payments. SCSU submits timely requests for the amount of tuition above expected federal and state educational assistance and may require payment of the full amount of tuition owed by the veteran within 30 days of receipt of the expected federal or state education assistance.

UNIVERSITY POLICIES

St. Cloud State University's Policy Hub can be found online at https://www5.stcloudstate.edu/Policies/SCSU/PoliciesSearch.aspx.

5 YEAR ACCELERATED DEGREE (BACHELOR'S TO MASTER'S TRACK)

RATIONALE
St. Cloud State University endeavors to provide options for students to continue their education and pursue marketable graduate degrees in less time than through a conventional path

POLICY
The Five-Year Track is an accelerated, rigorous program option available to St. Cloud State undergraduates who maintain a 3.0 GPA and who show the ability and discipline necessary to successfully complete an accelerated combination undergraduate and graduate program. The programs that offer Bachelor's to Master's degrees are governed by this policy.

• Provisionally admitted students will be coded as 5 year students using a program specific cohort code and a Degree Audit Reporting System (DARS) created to reflect the requirements of the accelerated track.
• Students will complete the bachelor's degree with 9-15 fewer required semester credits than if they chose to complete the bachelor's and master's degrees through the traditional tracks.
• Students remain in undergraduate student status through the fourth year/senior year of the program which may affect financial aid eligibility.
• Students will register for approved courses listed with the associated cohort code. Alternate courses can be requested by permission of the advisor and graduate program director by submission of the undergraduate permission to enroll form.
• Credits completed at the graduate level are used to fulfill requirements at the undergraduate level. Programs should identify which undergraduate requirements are met by completion of the 500/600 level graduate courses.
• All credits required for the graduate degree will be completed at the graduate level.
• Students may opt out early with a bachelor's degree provided certain course requirements are satisfied. Graduate level courses used to complete the undergraduate degree may not be applicable to a graduate degree program in the future. The five year accelerated students cannot be held to a higher GPA standard to earn a bachelor's degree than other students in the program.
• Students may enroll in culminating project credits, such as thesis, starred paper, or internship courses between their fourth and fifth years. Students will be encouraged to begin work on their culminating project during the summer between their fourth and fifth year.
• Five-year students are eligible for graduate assistantship funding after completion of the Bachelor's degree.
• Students must maintain at a minimum a 3.0 GPA in all 500 and 600 level courses to be eligible for full admission to the master's degree program.
• Students must meet the 2.75 minimum GPA required for graduate admission but are not held to a higher standard than other graduate admits in the same program.

PROCEDURE
Students interested in the five-year track are encouraged to make an appointment with the graduate director of the program during their

sophomore year. This will allow for correct selection of undergraduate course work. Students should apply for early provisional admission through the School of Graduate Studies online application upon successful completion of 75 undergraduate credits. Please note that programs may have additional early admission requirements such as successful completion of core courses, successful completion of prerequisites or a minimum undergraduate GPA.

ACADEMIC FORGIVENESS

RATIONALE
Academic Forgiveness allows former students, and in some cases, current graduate students to have a one-time opportunity to build a new grade point average (GPA) unencumbered by their past academic performance.

POLICY
St. Cloud State University (SCSU) will provide options for qualified students to have their GPA improved through academic forgiveness. Students who experience a less than successful start to their academic careers or graduate program may benefit from available one-time academic forgiveness options. Students requesting one-time academic forgiveness are still subject to SCSU policies about academic progress, as well as the academic and professional competencies required by the program, college, or school.

Examples of students who might benefit from this redress include individuals who left SCSU under suspension or on warning, students whose prior GPA is preventing access to their desired program of study or to other academic opportunities, or graduate students who had extenuating circumstances or may have been admitted to a program that wasn't the best fit for their knowledge or skill set.

PROCEDURE
One-Time Academic Forgiveness Qualifications
Undergraduate: Prior to the point of forgiveness, the student may not have been enrolled at St. Cloud State University (SCSU) for a minimum of three (3) consecutive years and the undergraduate student must:
• prove academic ability by completing 12 undergraduate credits within two semesters at SCSU with a minimum GPA of 2.75 for those 12 credits; OR
• transfer a completed Associate in Arts degree including the Minnesota Transfer Curriculum, or its out-of-state equivalent, and completes at least 6 credits at SCSU with a minimum GPA of 2.75 for those 6 credits.

Graduate: Prior to the point of forgiveness, the student may not have been enrolled at SCSU for a minimum of three (3) consecutive years OR may be a current admitted graduate student who demonstrated success in a graduate program different than their original program.

If a student is returning after a 3 or more consecutive year absence and is being admitted into the same graduate program they were previously enrolled in, the graduate student must:
• prove academic ability by completing 12 graduate credits within two semesters at SCSU with a minimum GPA of 3.0 for those 12 credits.

If the student is a current graduate student using the one-time program change option, or is a former student returning after a 3 or more consecutive year absence and is being admitted into a different graduate program than they were previously enrolled in, a graduate

student must:
• complete 15 new or repeated credits with a 3.25 GPA or higher in their new graduate program.

Transcripts
When the above conditions are met, the undergraduate student submits a written request to the Office of Records and Registration. Graduate students should submit a petition to the School of Graduate Studies, which if approved, will be sent to the Office of Records and Registration for transcript changes. The Office of Records and Registration will make the following adjustments on the student's transcript:
• The transcript will indicate the point of forgiveness.
• Grades will remain on the transcript.
• Calculation of the student's grade point average will not include grades received before the point of forgiveness.
• For undergraduate students, all prior credit-bearing courses (grades A, B, C, D or S) will still count as earned credit, and all non-credit-bearing courses (grades F, FN, FW, NA, U, I, or IP) will not count as earned credit.
• For graduate students, all prior credit-bearing courses (grades A, B, C, or S) will still count as earned credit and may be requested toward the degree/certificate if completed within the 7 year timeframe to complete a graduate degree or certificate and applicable to the new degree/certificate. All non-credit-bearing courses (grades C-, D, F, FN, NA, U, I, or IP) will not count as earned credit.

Note: For financial aid eligibility, credits and grades for which students have been granted academic forgiveness will continue to be included when determining the cumulative GPA, percentage of credits completed, and the maximum time frame calculations.

_____

ACADEMIC INTEGRITY

RATIONALE
St. Cloud State University expects students to fulfill academic obligations honestly and fairly without engaging in cheating, plagiarism, fabrication, collusion, scientific misconduct or other forms of academic dishonesty.

POLICY
St. Cloud State University (SCSU) expects instructors, research directors and test administrators to take reasonable measures to explain and prevent academic dishonesty. Reasonable measures include, but are not limited to, referencing this policy and procedures in a class syllabus and discussing the importance of academic integrity in alignment with the values outlined in the Husky Compact.

Students found in violation of this policy may face sanctions such as a lower or failing grade for an activity or course, and/or university actions including but not limited to suspension or dismissal from the major/program, graduate school, or the university. Findings and sanctions, if imposed, will be reported to the college or school which housed the major or program, and the Office of Student Life and Development. Student Life and Development may review for possible further action under the Student Code of Conduct, and will retain this record according to the retention for code of conduct violations. Sanctions and findings for graduate students will also be reported to the School of Graduate Studies. Students may request a review of findings and original sanction(s) and an appeal of additional major/program sanction(s) per the Academic Integrity Procedure. If a student's grade in a course is changed through the procedure that implements this policy

that grade change cannot be subject to an appeal through the SCSU Grade Appeal Policy and Procedure.

Retaliation against any party involved in the Academic Integrity procedure is strictly prohibited. Retaliation may be subject to action under appropriate student or employee policies.

PROCEDURE
Students who are given notice of an academic integrity violation should continue to attend class and participate in educational experiences without prejudice while the following procedural steps are in process and a final outcome is reached. This may not be possible when an accused student is subject to external ethical or behavioral expectations, such as when the allegation occurs in a course that involves placement at a clinic, school, or other experiential learning site. If a contract with the site or the program's published process allows for suspension or removal from placement, the site or program may suspend or remove a student from a placement location prior to or during the completion of the academic integrity procedure.

A student may withdraw from a course during this procedure, but could still be subject to sanctions. If a student withdraws from the class during this procedure, the form will still be completed and sent to the Dean of Students and/or the Dean of Graduate Studies for possible additional sanctions, if the Professor or Instructor of Record (PIR) has made a determination that is upheld by the Dean. Students may register for classes occurring in a subsequent academic term during this procedure, including a repeat of the same course or the next course in a sequence. However, if the next course in a sequence requires completion of the pre-requisite before the student can be placed for internship, clinical or experiential learning, or other applied learning opportunity, students are encouraged to not register for those subsequent courses. A student enrolled in the next course in a sequence shall be permitted to complete that subsequent course even if the outcome of the academic integrity procedure requires them to retake the pre-requisite course, except when successful completion of the pre-requisite is required before an internship, a clinical or experiential placement, or other applied learning opportunity.

All academic integrity violations, findings, and sanctions must be documented using the appropriate forms. (See Supporting Documents). Specific routing instructions are included on the forms to ensure that the appropriate parties have a record of findings and/or sanctions. Deadlines are also included on the forms. If extraordinary circumstances arise preventing the timeline from being met, either party may contact the dean of the college or school in which the course is housed. The dean may also be contacted about process or committee issues.

The student(s) may request one representative of their choosing and at their own expense, if any, to serve as a consultant at any meeting during the process. For a description of this role and sources for consultants, see the Related St. Cloud State University Policy section for a link to *Assisting Students with University Policy and Procedure*. A student's chosen consultant may be present during meetings of the academic integrity procedure, but may not appear in the place of, nor speak, write, or otherwise communicate on behalf of, the student.

Step One:
Notification of Academic Integrity Violation Allegation
The professor, instructor, research director, test administrator, or other university employee who observes a possible academic integrity violation has the initial responsibility to immediately, or as soon as possible upon discovery, and when reasonable, consult the Student

Relations Director who will place a hold on a possible Drop or Withdraw; the faculty member will then inform the student of an allegation by giving the student a copy of a completed Box 1 of the *Academic Integrity Allegation Form*. If dishonesty occurs during a class in session such as cheating on an in-class test, the student may be warned discretely and immediately about the suspected infraction, and permitted to complete the test, presentation, or other classroom activity in a manner that removes the possibility of continued dishonesty if possible. The Academic Integrity Allegation Form shall be provided at the soonest opportunity following the completion of the test, presentation, or other classroom activity. If a research director, test administrator, or other university employee is the issuer of the form and they are not the Professor or Instructor of Record (PIR), a copy will be sent to the PIR as well (See Definitions). It is acceptable to send copies of this signed form to official St. Cloud State University email addresses.

Informal Resolution: Within 10 duty days from the date the Academic Integrity Allegation Form is received with Box 1 completed, the PIR is to meet with the student to discuss the allegation(s) and whether the information and/or documentation supports the allegation(s), and determine whether to dismiss the allegation or apply sanction(s). At the discretion of the PIR, the research director, test administrator, or other university employee overseeing the course at the time of the allegation may also attend this meeting. Electronic communication (e.g., conference phone call, Zoom, Microsoft Teams, etc.) may be used in lieu of a face to face meeting. During the meeting, the student has the right to:
• Review and question the information (documents, observations, etc.) supporting the allegation.
• Respond to the concerns indicated by the instructor, research director, or test administrator, as well as question the documentation and provide additional information.
• Not participate in this meeting.

Whether or not the student participates in the meeting, the PIR shall complete Box 2 of the form. If the student chooses not to participate, the PIR will use the "preponderance of evidence" standard to make a determination as to whether academic integrity violation(s) more likely than not took place.

The student shall have 5 business days from the date of the scheduled meeting to either (a) accept the decision and any associated sanction(s); or (b) express their intent to appeal. The student shall communicate their decision by signing in Box 3 of the Academic Integrity Allegation Form and submitting it to the PIR.

Notification of final determination: If the student does not respond within 5 business days to the allegation or accepts the sanction(s), the decision is considered final. If the student does not accept the decision, and they submitted the signed Academic Integrity Allegation Form within the 5-business day deadline, they may opt to request a review. *When a review has been requested, the PIR shall withhold placing any sanctions until the review process is complete.*

Step Two (Optional):
College/School/Graduate Committee Review
Within 5 business days of receiving the completed Academic Integrity Allegation Form, a student may request that the finding(s) and/or sanction(s) be reviewed by submitting the *Academic Integrity Decision Review Form* to the dean's office of the PIR. Upon receipt of the form, the dean's office will have 6 duty days to form a College/School Academic Integrity Committee, assign a committee chair, and provide both the Academic Integrity Allegation Form and the Academic Integrity

Decision Review Form along with supporting documents to the committee chair.

The College/School Academic Integrity Committee is made up of at least three, and up to six, faculty members selected from the same pool that is used for processing student complaints concerning faculty. This pool is established annually by each dean. All members assigned by the dean from this pool must be from departments within the college or school other than that which houses the PIR and at least three members must be full time faculty. When the student is a graduate student, the Academic Integrity Committee will be comprised of graduate faculty members not affiliated with the student's graduate program.

The College/School Academic Integrity Committee will within 10 duty days of receiving the forms convene a meeting to review the original allegations, findings, and sanctions. The student and PIR will be informed prior to the meeting who the committee members will be so they can express concern to the Dean if conflicts of interest may exist. The Dean will determine whether a different member should be appointed on this basis. Attendees at the meeting shall include:
• The College/School Academic Integrity Committee.
• The Professor or Instructor of Record (PIR).
• The student and, at their choosing, one consultant.

Within 5 duty days of the review meeting, the College/School Academic Integrity Committee shall make a recommendation about the findings and sanctions to the dean. The committee may make a recommendation to:
• Dismiss the allegation because the supporting materials and information do not substantiate the accusation or it is not possible to determine if the allegation is truthful.
• Uphold the allegation finding(s) and sanction(s) of the PIR.
• Uphold the allegation finding(s), designate the academic sanction(s) as excessive, and suggest specific lesser sanction(s) to be applied by the PIR. The PIR shall remove any previous sanctions in place and apply the new sanctions.

The College/School Academic Integrity Committee chair shall submit the Academic Integrity Decision Review Form to the dean. The dean may choose to meet with any individual associated with the allegation. The dean's office may also contact Student Life and Development for information about previous academic integrity violations.

The dean shall make a determination, complete the Academic Integrity Decision Review Form and submit documentation according to the instructions on the form within 8 duty days. The decision of the dean is final. Sanctions determined by the dean shall be enacted by the PIR accordingly:
• Dismiss - The PIR shall remove any sanction(s) that have been placed and reevaluate the student's assignment(s) from which the allegation was lodged.
• Uphold - The PIR may keep the original sanctions or apply the original sanction(s) if not already in place;
• Uphold but alter - The PIR shall remove any previous sanctions in place and apply the new sanctions.

If the process is not completed until after the date a student can withdraw and the student is found not responsible, the student will be allowed to withdraw.

Expedited Procedure
It is expected that the academic integrity process will be continuous throughout the academic year. This is especially necessary for students on suspension and for students waiting to progress in their programs.

However, due to the nature of the course (i.e. an 8-week course, a pre-requisite course), scheduling issues, the contractual availability of faculty (i.e. academic calendar breaks), any summer course, or other unique situations there may be times when the student could be harmed by a prolonged integrity review process or the regular timeline is untenable.

In the event that the academic integrity process is expedited, Step 1 of the process shall be followed, except that the PIR will have 5 business days rather than 10 duty days to meet with the student to discuss the allegation and complete Box 2 of the Academic Integrity Allegation Form. The student will have 2 business days from the date of the scheduled meeting, whether they chose to attend the meeting or not, to complete Box 3 of the form indicating their decision. If the student choses to proceed to Step 2, the student will have 2 business days from the date they signed and returned the Academic Integrity Allegation Form to complete and submit the Academic Integrity Decision Review Form. The dean or supervisor will consult with the Provost or Provost's designee to determine shortened deadlines for an expedited process and will communicate those new deadlines with the chair of the ad-hoc committee.

During an expedited integrity review process, the student(s) and faculty shall be given every reasonable opportunity (including the use of electronic means of communication) to participate in the process. If deemed necessary by the Provost/Provost's designee, an extra duty day can be paid to faculty serving on an ad-hoc integrity review committee.

Additional Major or Program Sanctions/Appeals

If the student is found responsible for a violation of the academic integrity policy, the student's major or academic program (or the School of Graduate Studies) may impose additional sanctions up to and including dismissal from the program or graduate school. This sanction will be in keeping with the department's published polices, practices and standards. Additional sanctions by the program or major and any associated appeals processes are managed by the program or major outside of this policy and procedure.

Programs shall not apply additional sanctions until either the student has agreed to the sanctions at Step 1, or the dean has made a determination at Step 2 of this procedure, except in cases where a contract with a placement site or a program's published process allows for suspension or removal from a placement location. In such cases, the suspension or removal may occur before there is a final outcome in the academic integrity procedure.

Student Code of Conduct Sanctions/Appeals

If the student is found responsible for a violation of the academic integrity policy, Student Life and Development will review the documentation and may assign additional sanctions. Student Life and Development shall not apply additional sanctions for academic integrity violations until either the student has agreed to the sanctions at Step 1, or the dean has made a determination at Step 2 of this procedure. However, they may proceed with the published general procedures at any time during the academic integrity process for all other alleged violations of the Student Code of Conduct.

GUIDELINES
Resources

The Write Place is a resource for getting assistance with paper writing, including, but not limited to, help getting started, review of drafted language, understanding cultural differences in paper writing, and help with documenting sources.

Advisors can assist with degree completion plans.

Student Accessibility Services is a valuable resource for students with a disability who may benefit from an accommodation.

<u>Rights and Responsibilities</u>
Students
Regarding an allegation by a professor, instructor, research director, test administrator, or other university employee, a student has the right or responsibility to:
• receive a written notice of the allegation.
• complete an examination or other work that is in progress when the allegation arises.
• be accompanied by a consultant of their choosing to any meeting during the process.
• meet with, review documentation from, and ask questions of a professor, instructor, research director, or test administrator regarding the allegation in a timely manner.
• present supporting information and their perspectives or rationale to the Professor or Instructor of Record (PIR).
• receive a written notice of the decision regarding the allegation and resulting sanction(s) from the PIR.
• request a review of the decision about the allegation and proposed sanctions and receive a written notice of the decision regarding the allegation and resulting sanctions from the dean.
• continue attending classes and participate in the course where the allegation arose pending resolution of the allegation(s).
• continue in the major or degree program, including registration in course-sequels, pending resolution of the allegation(s).

Professors, Instructors, Research Directors, Test Administrators, and Other University Employees
Regarding allegations that a student has engaged in an academic integrity violation, a professor, instructor, research director, test administrator, or other university employee overseeing a course has the right or responsibility to:
• take reasonable measures to explain and prevent academic dishonesty from occurring.
• make a written notice to the student(s) of the allegation of academic integrity violation when information supporting the allegation appears, including any suspected deviation from testing protocol or breeches of the integrity of testing.

Professor or Instructor of Record (PIR)
Regarding allegations that a student has engaged in an academic integrity violation, the PIR has the right or responsibility to:
• decide whether academic dishonesty occurred.
• determine academic sanction(s) resulting from the academic integrity violation(s).
• notify the undergraduate academic program and the Office of Student Life and Development upon final resolution of the allegation about the student's behavior(s) (if student does not request a review).
• notify the graduate program and School of Graduate Studies for graduate students and the Office of Student Life and Development upon final resolution of the allegation about the student's behavior(s) (if student does not request a review).
• permit the student to complete an examination that is in progress when the allegation arises.
• invite the student to meet, review documentation, and ask questions about the allegation(s).
• permit the student to present their perspectives or rationale along with any supporting documentation.
• use the standard of "preponderance of evidence" (i.e. more likely than

not) to determine sanction(s).
• allow registration preferences at the end of an academic term and apply the In Progress (IP) grade until the allegation is resolved.

College/School Academic Integrity Committee
The College/School Academic Integrity Committee reviewing a decision regarding an academic integrity violation has the right or responsibility to:
• review all supporting documentation about the allegation.
• review the PIR's findings and sanction decisions.
• meet with the student and the PIR.
• make a recommendation to uphold sanction(s), dismiss sanction(s) or suggest a lessened or altered sanction to the dean.

Academic Department or Program
The student's academic department or program has the right or responsibility to:
• impose sanctions against a student found to have violated academic integrity, including removal from courses or dismissal from the major or program.
• recommend additional sanctions against a graduate student found to have violated academic integrity to the School of Graduate Studies, including probation, suspension, or dismissal from the graduate program.

Office of Student Life and Development
The Office of Student Life and Development has the right or responsibility to:
• assign additional sanctions in accordance with the Student Code of Conduct against a student found to have violated the Academic Integrity Policy.
• address other Student Code of Conduct policy violations related to, or in addition to, the academic integrity allegations.
• document the final determination of the Academic Integrity process in the student's conduct record.

School of Graduate Studies
The School of Graduate Studies has the right or responsibility to:
• request a recommendation from the program regarding additional sanctions.
• impose sanctions against a student found to have violated academic integrity, including academic warning, suspension, or dismissal from the graduate program.

DEFINITIONS
Cheating
Includes, but is not limited to: a. Use of any unauthorized assistance in taking quizzes, tests, or examinations; b. Use of resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. Acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff; d. Engagement in any behavior specifically prohibited by the instructor in the course syllabus or class discussion.

Collusion
Includes, but is not limited to: intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. The sale or sharing of academic materials (including one's own work) by any means to other students without the clear authorization of an instructor.

Fabrication
Includes, but is not limited to: intentional or unauthorized falsification or invention of any information or citation in an academic exercise or sponsored activity.

Plagiarism
Includes, but is not limited to: a. Submitting the published or unpublished work of another person as one's own, including paraphrase or direct quotation, without full and clear acknowledgement such as adequate footnotes, quotations, and other reference forms; b. Submitting the work of others as one's own with only minor changes; c. Submitting multiple versions of the same work, written or oral, for more than one course without the permission of the instructor of each class, and/or making minor revisions on work which has received credit and submitting it again as new work; d. Submitting, without acknowledgment, materials prepared by another person or agency engaged in the selling or distribution of term papers, class notes, or other academic materials without the instructor's permission; e. unauthorized distribution or sale of class notes or materials created from the faculty member's intellectual property.

Scientific Misconduct
Includes, but is not limited to: fabrication of data, falsification of data, inappropriate alterations of approved Institutional Review Board (IRB) thesis and doctoral approved procedures and methodology, inappropriate analysis of data, violation of ethical standards regarding human and animal experimentation, falsification of experimental procedures/methods, and other fraudulent actions.

PIR - Professor or Instructor of Record
The person officially assigned by the University to deliver a course.

FREQUENTLY ASKED QUESTIONS
Please refer to policy online for related FAQs.

_____

ACADEMIC PROGRAM CONCERNS AND COMPLAINTS

RATIONALE
St. Cloud State University is committed to responding to student's concerns about the quality of their educational experience. Concerns and complaints that students have should be addressed fairly and resolved promptly. This policy and the related procedure will provide a path to resolve complaints that arise outside of other university processes.

POLICY
A student has the right to seek a remedy for a dispute or disagreement, including issues of institutional or program quality such as an institution's compliance with the standards of an accrediting agency, or a claim of consumer fraud or deceptive trade practices, through an SCSU Procedure. This policy does not apply to academic grade disputes, complaints of discrimination or complaints about individual instructors. Procedures exist to seek resolution of such concerns.

No retaliation of any kind shall be taken against a student for participating, or refusing to participate, in a complaint or grievance. Retaliation may be subject to action under appropriate student or employee policies.

PROCEDURE
A student complaint should be presented to the Provost's office. If in writing, it should contain the date and time of the alleged dispute,

_____

action or concern; the reason(s) for the complaint, a summary of the complaint, a list of other persons who may provide information and any appropriate documentation. The student should state the resolution the student seeks. The complaint must be submitted no later than the end of the semester following the semester when the dispute, action or concern occurs.

A conference will take place with the student and a staff member from the Provost's office once the form has been received. The staff member will request additional information or documentation as needed to work toward resolution. The staff member may attempt to resolve the complaint by encouraging discussion between the student(s) and faculty member or staff member if appropriate, or by taking action to resolve the complaint. The complaint may be reviewed by the staff member and supervisor(s) in the line of supervision as beneficial to the process.

If informal or mutual resolution has not occurred the student will file a written Grievance using the form provided by the Provost's office and attach documents related to the complaint. The student and other persons with documentation must submit it within ten (10) business days of the date the Grievance was filed.

When possible, the final resolution or a determination that the Grievance will be 'unresolved,' will be filed in the Provost's office within fifteen (15) business days of the date the Grievance was filed by the student. If there are circumstances requiring an extension of this deadline, the staff member assigned to the Grievance will notify the parties involved.

The student may appeal a grievance decision. The individual to whom an appeal is directed should be identified by the college or university for the issue(s) in question.
• If the grievance involves a college or university rule or regulation, a student may appeal an official grievance in writing to the president. The President may seek additional information if needed and may meet with the student and/or the faculty or staff involved. The President's decision on the Grievance Appeal will be final within the university.
• If the grievance involves a board policy, the actions of a college or university president, an issue of institutional or program quality such as an institution's compliance with the standards of an accrediting or licensing agency, or a claim of consumer fraud or deceptive trade practice, a student may further appeal the college or university decision to the chancellor. The decision of the chancellor is final and binding.

DEFINITIONS
Appeal
A request for reconsideration of a decision made at St. Cloud State University pursuant to university, or Minnesota State Colleges and Universities Board of Trustees policies and procedures.

Complaint
An oral or written claim concerning a college or university issue, including but not limited to alleging improper, unfair, or arbitrary treatment or program quality, compliance with accreditation standards, consumer fraud or deceptive trade practices.

Retaliation
Any form of intimidation, reprisal or harassment against an individual because he or she made a complaint, assisted, or participated in an investigation or process. Retaliation also occurs when one associated with a person or group of persons is intimidated, harassed, or suffers reprisal. Retaliation may occur whether or not there is a power of authority differential between the individuals involved.

Student
All Persons or group of persons who:
1. Are enrolled in one or more courses, either credit or non-credit, through a college or university; or
2. Withdraw, transfer, or graduate after an alleged violation of the code of student conduct; or
3. Are not officially enrolled for a particular term but who have a continuing relationship with the college or university; or
4. Have been notified of their acceptance for admission or have initiated the process of application for admission or financial aid; or
5. Are not college or university employees and are not enrolled in the institution but live in a college or university owned or controlled residence hall.

Formal Complaint
A written claim raised by a student alleging improper, unfair, or arbitrary action by an employee involving application of a specific provision of a college or university rule/regulation or a board policy or procedure. Minnesota State Colleges and Universities defines this as a "Grievance."

_____

ACADEMIC WARNING, SUSPENSION, PROBATION, DISMISSAL

RATIONALE
The academic success of students is of paramount importance to St. Cloud State University (SCSU). Standards have been established to serve as markers of progress toward this outcome. SCSU is committed to applying early alerts, strategic interventions, and accessible resources to assist students in reaching and maintaining academic success requirements and goals.

POLICY
SCSU expects all students to maintain satisfactory academic progress as defined within this policy and procedure.
Students not meeting the requirements for satisfactory academic progress may be placed on academic warning, suspension, probation, or be dismissed. Suspensions are noted on a student's official transcript until a degree is conferred.
University email is the official means of communication concerning academic standing. Students should check their University email account regularly to be aware of notices regarding academic standing or status. Standing is also posted in e-services. The student is responsible for checking these resources and taking appropriate steps.
Students receiving financial aid must also be familiar with the Financial Aid Satisfactory Academic Progress policy and procedure since issues associated with academic status can affect financial aid eligibility.
There are two criteria for determining satisfactory academic progress. **Both** criteria must be met to be in good academic standing. Undergraduate and graduate criteria are different.

Program Specific Criteria
Each program may establish specific terms by which a student's progress is measured for continuation. These criteria may include a higher GPA or other requirements outside of the minimums outlined in this policy and procedure. Students will be held to the requirements of their program and should refer to program policy, handbooks, guidelines, webpages, or syllabi for detailed regulations, obligations, resources for assistance, and consequences.
Professional Standards
Departments, programs, or majors that have professional standards or disposition expectations shall have established written procedures for

_____

addressing failure to meet those standards. Standards or expectations of this nature shall not deprive students of equal opportunity and students who have been determined not to meet professional standards or dispositions will be provided with counseling, coaching, and support to meet the written improvement plan developed for such students.

PROCEDURE
Communication of Program Specific Expectations
When a program establishes specific terms by which a student's progress for continuation is measured that differs from the criteria outlined in this policy and procedure. These criteria will be referenced in program policy, handbooks, guidelines, webpages, or syllabi. Details such as a higher GPA or other requirements, regulations, and obligations, should be provided for all impacted students to access. For complete information on degree progress standards, academic performance standards, and the procedures used to monitor these standards or for questions about requirements, resources for assistance and consequences students should consult with the program advisor, coordinator, chairperson, or graduate director.

Disclosure of Professional Standards
Departments, programs, or majors that have professional standards or disposition requirements based on the attributes valued by the field or profession. For example, the expectation is that a nurse will be caring and have attention to detail, a teacher will have good communication skills and a great deal of patience, or a counselor will be able to establish trust with a client and maintain confidentiality. Those departments, programs, or majors shall establish written procedures for addressing failure to meet those standards and will be responsible for communicating these standards and expectations to students. Failure to meet standards or expectations of this nature shall not deprive students of equal opportunity and students who have been determined not to meet professional standards or dispositions will be provided with counseling, coaching, and support to meet the written improvement plan developed for such students.

Departments or programs may reserve the right to take actions to address the deficiencies. If an undergraduate student is still unable to achieve established professional standards or does not display the disposition needed to be successful in careers in their chosen field, the department may recommend dismissal to the Dean, who will make the final determination. If a graduate student is subject to a recommendation for dismissal for failure to meet professional standards or dispositions the dismissal process is outlined in the Graduate Dismissal section of this procedure.

Undergraduate Students
Undergraduate Criteria
Criterion 1: Grade point averages (GPA) - An undergraduate student must have the following minimum cumulative GPA based on credits in courses attempted at SCSU, including developmental courses.
• 0-44 credits: 1.75 GPA
• 45 or more credits or post-baccalaureate undergraduate: 2.0 GPA

Criterion 2: Credit Completion Rate - Successful completion of 2/3 (66.67%) of all credits attempted at SCSU or accepted in transfer including developmental courses.
Successful completion of credits means earning a passing grade (A+ through D- or S) in a course. Grades of I (Incomplete), IP (In progress), Z (No grade reported), W (Withdrawal), F (Failure), FN (Failure for Non-attendance), NA (Never Attended), or U (Unsatisfactory) in a course count as non-completed credits.

A student repeating courses will have the course credits count only once towards graduation and GPA, with the highest grade counting toward the GPA. However, each time a course is repeated, all attempts are included in the computation of the student's completion percentage.
1. The highest grade earned will be the student's official grade for the course.
2. No courses or grades will be removed from the transcript.
3. The university or program may limit the number of times a student may repeat a course.

Undergraduate Insufficient Academic Progress
Undergraduate Warning
A student whose cumulative grade point average, credit completion average, or both fall below the minimum at the completion of any semester or summer term will be placed on academic warning. An academic warning will remain in place for the next enrollment period, semester or summer. A student placed on academic warning is required to make an appointment with Advising and Student Transitions or the Business Advising Center to discuss academic progress. A student who does not meet with an advisor may lose the right to appeal any subsequent suspension.
A student on academic warning may register for the next semester or summer term, but the enrollment will be administratively canceled if the student is suspended.

Undergraduate Suspension
A student on academic warning who fails to raise both the cumulative grade point average and the cumulative credit completion rate to the minimum during the warning or probationary semester or summer term will be suspended from the university through the next semester. Summer sessions cannot count as a suspension term. This academic suspension will result in the cancellation of all course pre-registration. A student who serves their suspension and returns to the university will be placed on academic probation.
Suspensions may be appealed. The student should follow the instructions and deadlines provided in the notification email. An appeal, including supporting documentation and a personal success plan, must be submitted to the Office of Academic Appeals and Probation by the date written in the notice. Students who receive an approved and/or administrative appeal will be required to meet with the Academic Appeals and Probation Advisor to create a customized success plan for the upcoming semester. Students will be unable to add courses or adjust their schedules until this is completed. Students who fail to complete and/or follow the success plan may not be able to appeal subsequent suspensions. A student whose appeal is approved will be placed on academic probation. Students who are suspended after the spring semester and receive an approved appeal or administrative appeal will be eligible to enroll again in the upcoming fall semester.

Undergraduate Probation
A student will remain on academic probation until they are in good academic standing. In many cases, this takes more than one semester. To remain on probation until good standing is achieved, students must demonstrate continued academic improvement during their probation semesters, in accordance with guidelines stated in official communications. Students who do not demonstrate continued academic improvement and do not achieve good standing may be suspended again for up to 2 additional times.
A second or third suspension will be for one full academic year, which includes two semesters and summer. Students suspended for a full year may apply for early readmission after sitting out one full semester and

are eligible to return the upcoming fall or spring semester (not summer). Whether returning after one or two semesters, the student will need to complete a success plan with the academic appeals and probation advisor or an advisor in Advising and Student Transitions or the Business Advising Center.

Undergraduate Dismissal
There is a set number of suspensions a student can serve or successfully appeal before academic dismissal. A student who has completed or successfully appealed the third suspension will be reinstated into probation status. The student must maintain a minimum GPA of 2.3 and 100% credit completion in each semester upon reinstatement until the criteria for good academic standing have been met.
Failure to achieve a GPA of 2.3 and 100% credit completion per semester after their third suspension until good academic standing is met will result in academic dismissal. Generally, dismissal is permanent. Exceptions may be considered by the Academic Appeals and Probation Office if the student reapplies after three or more years and can establish good cause for reinstatement including evidence indicating changes made since the dismissal that would lead to academic success.

Graduate Students
Graduate Criteria
Criterion 1: Grade point average (GPA) - a graduate student, whether in a degree, certificate, or licensure program, must maintain a minimum cumulative GPA of 3.0.

Criterion 2: Credit Completion Rate - Successful completion of 2/3 (66.67%) of all graduate credits attempted at SCSU.
A student repeating a course will have the course credits count only once toward graduation and GPA, with the highest grade counting towards GPA. However, each time a course is repeated, all attempts are included in the computation of the student's completion percentage. A student who does not achieve a satisfactory grade in the first course of a course sequence or a program sequence or a prerequisite course cannot take the subsequent courses in that sequence until the course has been completed with a passing grade of C or better.
For candidates in all graduate programs and courses, successful completion of credits means earning a passing letter grade (A+ though C). Letter grades (C- through D-) and grades of I (Incomplete), IP (In progress), Z (No grade reported), W (Withdrawal), F (Failure), FN (Failure for Non-attendance), NA (Never Attended) or U (Unsatisfactory) received will be treated as credits attempted but not successfully completed and will not be accepted toward program completion. Grades of R (Registered) or RC (Research Continued) are considered satisfactory and not used in computing GPA or completion rate.

Graduate Insufficient Academic Progress
Graduate Warning
Graduate students with an undergraduate GPA of 2.74 or lower are conditionally admitted on warning status and must achieve a 3.00 in their first 9 graduate credits.
Regularly admitted graduate students who have a cumulative GPA between 2.0 and 2.99 following the completion of 9 graduate credits are placed on academic warning and a registration hold is added. Students in warning status may register for a maximum of 9 additional new or repeated graduate credits to bring their cumulative grade point average into compliance. If a hold is placed prior to registration for the upcoming term, you must contact Graduate Studies to temporarily lift the hold. The hold will remain in place until a 3.00 is achieved or a dismissal is initiated.

Graduate students who have completed 18 or more graduate credits with a GPA of 2.5 or higher can be placed on or remain in academic warning status and a registration hold is added or continued. Students in warning status after attempting 18 credits may petition to register for a maximum of 9 additional new or repeated graduate credits to bring their cumulative grade point average into compliance. Petitions can be found online at the Graduate Studies forms page.
Petitions must provide a rationale for continued registration and outline a clear plan for academic improvement approved by the graduate program director. For full-time students, the plan for improvement must be completed during the next intended term of registration (summer, fall, spring). For part-time students, the credits may be completed over a maximum of three terms of registration.
Academic improvement plans must be uploaded with the petition to lift the registration hold. The plan must include text or bullet points that specify what you will do to improve your GPA in the upcoming term. Consult with your advisor or program director if you need guidance in this area.
Students with approved petitions will remain in academic warning status and the registration hold will remain until the 3.00 has been achieved. Holds will be lifted after the submission of grades at the end of the term.

Graduate Dismissal
Graduate students with an undergraduate GPA of 2.74 or lower who are conditionally admitted on warning status, and who do not earn a 3.00 GPA in their first 9 graduate credits, are automatically dismissed.
Graduate students who have attempted at least 9 graduate credits and have a GPA of 1.99 or lower will be dismissed.
Graduate students who have been on academic warning for two or more semesters or have attempted 18 or more graduate credits, and have a GPA of 2.49 or lower will be dismissed.
Students dismissed based on the grade point average can petition the graduate dean for reinstatement. Petitions must include a detailed remediation plan listing the credits to be repeated and the grades to be earned. Failure to follow the remediation plan submitted and achieve the 3.00 in the time indicated will result in dismissal.
Students dismissed as a result of a low GPA can reapply for admission after 3 years and if readmitted, should be directed to the Academic Forgiveness Policy.

When a graduate student is unable to demonstrate the required dispositions or competencies as outlined. Dismissal is also a possible outcome.

Graduate program dismissal review steps
1. Graduate program faculty members (maybe all graduate faculty associated with a program, a representative group familiar with the student, or a culminating project committee comprised of 3 or more graduate faculty members) meet to determine which professional dispositions/competencies (see Professional Standards or Dispositions section) and/or stated academic requirements have not been met. These criteria will serve as the basis of the dismissal/termination of graduate student status.
2. The student must be notified in writing that graduate faculty members associated with a graduate program have identified academic or professional deficiencies that could lead to dismissal from the program. The student must be provided an opportunity to respond in person or in writing to the specific concerns identified.
3. The program will schedule a meeting for the student with the graduate program coordinator/director, graduate faculty committee, or

_____

another representative committee of the graduate program faculty. The student may bring an advocate to a meeting. Advocates must conform to the policy on Assisting Students with University Procedures (See the Related St. Cloud State University Policies section below). Alternatively, a student may elect to respond to the concerns in writing and the program must consider the written response to the allegations in making a final recommendation.

4. Following the meeting, the graduate program faculty or designated faculty committee will make a determination to retract the notification, provide a plan of remediation, or move forward with the recommendation of dismissal/termination of graduate student status.

5. If the decision is to allow the student to remain in a program, the program will notify the student in writing of the steps to achieve good standing with regard to the dispositions/competencies/academic requirements.

6. If the decision is to recommend dismissal, the program coordinator/director will send a memo to the School of Graduate Studies on behalf of the graduate program. The recommendation to the Dean of Graduate Studies must be accompanied by the documentation from the program and the student considered in making the recommendation.

7. The Dean of Graduate Studies will review all documentation submitted by the student and graduate program, and make the final determination, and notify the student.

8. The student may appeal the dismissal to the Provost/Office of Academic Affairs within 60 days of notification in the following circumstances: procedural error on the part of the institution, failure of the faculty to hear an appeal and render a decision, or new or newly discovered information of a character that may have substantially affected the outcome.

_____

ADDITIONAL MAJORS, MASTERS AND DUAL DEGREES

RATIONALE

St. Cloud State University endeavors to provide options for students to continue their education and pursue marketable degrees.

POLICY

St. Cloud State University allows for the completion of a double major or second major within one graduate degree program. However, a second major is not allowed in special studies if the first major was already in special studies. It is also possible to complete an additional master's degree by completing a minimum of 30 new credits beyond those earned for the previous master's degree (see credit requirements for desired program). *Dual degree* programs that have been established through the University curriculum process or requested by a student and approved by the graduate programs and the School of Graduate Studies are also a degree option. To receive a dual degree the student must complete the total number of credits required for both degrees. There are a limited number of credits that can be applied to both degrees (typically 9-15 graduate credits).

For a description of each degree type, see the definitions section. Before planning or undertaking any of these options, a student must work with program advisors and the graduate school to ensure such a program is acceptable and possible.

Once a degree has been awarded none of the credits used to earn that degree can be applied to another degree except as part of an approved dual degree or accelerated 5-year program. Students seeking an additional degree must take into account the impact of University policy on satisfactory progress and financial aid eligibility.

PROCEDURE

Double/Second Majors: If a student wishes to complete a major in a second field, the following requirements must be satisfied:

• The student must apply and be admitted to the School of Graduate Studies and the additional graduate program or major of interest through the online application. Admission to previous graduate degrees does not guarantee admission to a new program or major.

• For a double major, the student must submit an approved program of study which meets the core requirements of the second program.

• For a second major, the student must submit an approved program of study which meets all the requirements of the degree program. Courses taken as part of a current or previous master's degree may be applied to these requirements. Completion of the core courses or core courses plus research, may be required as part of the program of study. At least 10 additional credits must be earned at SCSU. No additional degree will be awarded by St. Cloud State University.

• The student must satisfactorily complete a culminating project or experience in the major field in which the double major/second major is being pursued.

• The student must satisfy all other requirements as specified at the time of acceptance into the program, or as described in graduate policies.

Dual Degrees: If a student wishes to complete a dual degree, the following requirements must be satisfied:

• The student must apply and be admitted to the School of Graduate Studies and to both graduate programs through the online application. Currently admitted graduate students seeking to complete a dual degree must apply for admission to the second degree program prior to completion of 21 graduate credits to ensure eligibility for shared credits.

• Faculty/departments may establish dual degree programs through the University curriculum process and must specify the total number of required, elective, and joint credits for each degree. The student should familiarize themselves with the credit requirements before applying for a dual degree.

• If the existing portfolio of dual program options does not meet a student's needs, they may design or suggest a dual program via the dual-degree program of study. Students seeking to design a dual degree will want to consult with the School of Graduate Studies and both programs prior to applying for admission to a second degree program.

• The student must satisfactorily complete a culminating project or experience that meets the completion requirements for each degree. A joint culminating project or culminating experience must be sufficient to meet the completion requirements for each degree.

_____

ALCOHOL AND OTHER DRUGS

RATIONALE

Excessive alcohol and/or other drug use is potentially associated with death, sexual assault, violence, injury, property damage, and a host of other negative consequences that affect St. Cloud State University and the surrounding communities. The misuse and abuse of alcohol and other drugs poses a serious threat to individuals and the University's ability to fulfill its educational mission.

POLICY

This policy applies to all employees, students, registered student

organizations, visitors, and guests on or in University owned or operated property. It also applies to employees, students, and persons representing the University who are engaged in on-campus and off-campus university activities such as officially sanctioned field trips or registered student organization sponsored activities. Students and student organizations on travel status may be subject to further restrictions or allowances.

While the policy applies to all employees, some have a greater responsibility in supporting compliance, including but not limited to, student leaders, registered student organization advisors, community advisors, public safety officers, coaches, faculty, and those traveling with or leading students in off-campus events and activities.

University employees are expected to:
• Hold students and others accountable for behavior that violates the Minnesota State Board of Trustees (hereinafter Board) Policy 5.18 (Alcoholic Beverages or Controlled Substances on Campus), the SCSU alcohol and other drugs annual notification, and/or student code of conduct, including referring incidents to University and/or law enforcement officials as appropriate.
• Support students' and others' efforts to achieve healthy and productive lives by referring them to appropriate services, programs and activities. St. Cloud State University will fulfill this commitment by assuring that 5% of the net proceeds the University generates from the service of alcohol at events on campus support alcohol and other drug education and prevention programming at St. Cloud State University.

Prohibitions
Except as allowable in Board policy 5.18 and as authorized by Minnesota statutes in accord with the exceptions section below, this policy prohibits the illegal or disruptive use, possession, production, manufacture, distribution, promotion, advertising, sale, or even being in the presence of alcohol, other drugs and controlled substances, and drug paraphernalia on property owned or operated by St. Cloud State University. Some conduct outlined under this section is also prohibited for students off campus.

Disruptive use of alcohol and other drugs is prohibited. Disruptive use of alcohol and other drugs, regardless of where consumed or ingested, includes behavior that disrupts the University community, endangers the health or safety of self or others, results in damage to University or personal property, or requires the intervention of University or community resources. Examples of disruptive use include, but are not limited to, disorderly conduct, excessive noise, violence, threats, vandalism, or intoxication (regardless of age), that leads to intervention by University personnel, law enforcement personnel or medical personnel.

Although the Minnesota medical cannabis law and program allows seriously ill Minnesotans to use medical marijuana to treat certain conditions, the possession and use of marijuana remains illegal under federal law, including the drug-free schools and communities act, the controlled substances act, the campus security Act, and Board Policy 5.18. Therefore, the use, possession, production, manufacture, and/or distribution of marijuana continues to be prohibited while a student is on University owned or controlled property or at any event authorized or controlled by the University.

Display, Promotion, and Advertising
Except as allowable in Board policy 5.18 and as authorized by Minnesota statutes in accord with the exceptions section below, the public display of advertising or promotion of alcoholic beverages or illegal drugs, in University buildings or any other University owned or controlled area including all University-owned or controlled housing areas is prohibited. This includes, but is not limited to displaying alcohol or illegal drug related containers, banners, "trophies," lighted signs, large inflatable advertising, or devices intended for rapid consumption of alcohol on University property. Possessing or displaying any of these materials may be considered evidence of use, consumption, or distribution.

It is also a violation of this policy to:
• Use alcoholic beverages as awards or prizes, or provide promotional items such as cups, clothing, keychains, and frisbees which advertise alcohol or illegal drugs at University sponsored student events.
• Advertise alcohol and/or illegal drugs in University controlled or affiliated publications, or on University premises, including University-affiliated websites.
• Advertise brand names, logos, prices, visual images or phrases that refer to consumption of alcoholic beverages and/or use of illegal drugs.
• Use alcohol for recruiting and student organization fund-raising activities and events.
• Purchase alcohol and other drugs with University or organization funds, including student activities fee allocations.
• Consume or transport alcohol and other drugs in University vehicles.

Violations
Violations or apparent violations of this policy, local ordinances or state or federal laws may subject student(s) and/or student organizations to disciplinary action under the student code of conduct whether the violation occurs on or off campus. Based on the nature of the alleged violation a student, registered student organization, or club may also be charged with a violation of a local ordinance, state, or federal law. Proceedings under the student code of conduct may be carried out prior to, simultaneously with, or following civil or criminal proceedings at the discretion of the University.

Determinations made or educational sanctions imposed shall not be subject to change because civil or criminal charges arising from the same facts were dismissed, reduced, or resolved in favor of or against the student, registered student organization, or club.

SCSU employees are expected to follow Minnesota statutes and board policies and procedures about employee conduct and ethics, as well as their respective collective bargaining agreements, and are subject to disciplinary action as outlined therein.

Exceptions
Instructional Exception: Alcohol may be used for instructional purposes in the classroom or laboratory in accordance with Board Policy 5.18.

Special Event Approval Exception: The chancellor or the Chancellor's Office, or the president of St. Cloud State University and the president's designee may approve the use of on-site wine and malt beverages at specific University special events either on or off campus consistent with this policy, MN H.F. No. 2749 and other board and SCSU policies and procedures.
While some events may be approved for alcohol use by the Minnesota

state chancellor, the Chancellor's Office, or the SCSU president or designee, disruptive use of alcohol and other drugs is always prohibited.

Advertising Exception:
Generally, public display of advertising or promotion of alcoholic beverages in University buildings or at University events is prohibited as outlined in this policy and in the annual alcohol and other drugs notification. However, limited promotions and advertising may be permitted if an advertising plan is submitted and approval is granted on the alcohol exception application. The form to request exceptions is found in the supporting document section of this policy.
The University may permit limited advertising of alcoholic beverages in conjunction with approved events only when the primary audience of the associated program or activity is non-students and when the primary focus of the event is not the distribution or sales of alcohol. When permitted, the content of any alcoholic beverage advertisement must not appear to encourage the misuse of such beverages, must include specific warnings against abusive or unsafe use of alcohol, and/or must directly and conspicuously promote responsible use of alcohol. Advertising must be submitted to University Communications or designee for review and approval prior to acceptance.

Good Samaritan Exception: A "good samaritan" exception for code of conduct violations will be recognized and honored when a person in violation of this policy comes to the aid of another in seeking professional help or in reporting the occurrence of a crime or more serious code of conduct violation; that person will not be held accountable for the violation.

PROCEDURE
For students, the procedures set out in the student handbook will be followed. For employees, board procedures and collective bargaining agreements will be followed. Students, employees, or other violators of this policy may be held accountable by University officials, St. Cloud Police, or others in accordance with other university policies, local ordinances, and state law.

Procedures for applying for an exception are included in the alcohol exception application and the alcohol exception process flow chart found in the supporting documents section of this policy.

_____

ANIMALS ON CAMPUS

RATIONALE
St. Cloud State University recognizes that animals may provide distinctive value or specific services to students, faculty, staff, and members of the community. This policy and procedure are established to clearly define regulations about animals on University property in consideration of health and safety principles.

POLICY
To maintain the security and well-being of campus constituents, St. Cloud State University (SCSU) regulates animals on university property. There are four basic types of animals that may be found on campus grounds, but not all are permitted within University facilities; service, emotional support, work, and companion.

Service Animals: Service animals are defined by the American's with Disabilities Act (ADA) as any dog, or in rare cases, a miniature horse, that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animals are permitted to accompany a person with a disability in all areas where members of the public are permitted such as, but not limited to, offices, classrooms, dining halls, residence halls, conference rooms, and sports stadiums.

It is not always apparent whether a dog is a service dog, but the ADA regulates what types of inquiries can be made regarding service animals. The ADA permits individuals to ask if the dog is a service animal because of a disability and what work or task the dog has been trained to perform. It is not permissible to inquire about the person's disability or medical documentation, nor is it acceptable to require proof of the dog's certification or ask that the dog execute the trained task.

Emotional Support Animals: Emotional Support Animals (ESAs) are also referred to as assistance animals, comfort animals, or therapy animals. They are not considered service animals because they are not required to have special training or perform a specific task. ESAs are often used to provide therapeutic benefit to those dealing with depression, anxiety, phobias, or other conditions in which contact with an animal may improve physical, social, emotional, or cognitive functioning.

ESAs are not protected under the ADA, and are not permitted in indoor public areas such as classrooms, residence hall community spaces, dining halls, computer labs, offices, or other non-residential campus facilities. They are permitted in residential hall rooms, apartments, or other campus housing to include a route through a community space in compliance with the fair housing act and section 504 of the rehabilitation act of 1973.

Work Animals: Work animals are those brought onto university property for educational or research purposes or to perform a service, such as animals brought in for therapeutic stress relief during finals week. Work animals might also include animals brought onto university property by a third party to perform a task such as an animal used in pest control or a police dog used in law enforcement efforts. Animals used for education or research are governed by the research involving animal subjects policy. Animals brought to campus for therapeutic purposes may be arranged by various SCSU departments including Counseling and Psychological Services, but will only utilize animals that are trained as therapy animals and registered with a reputable animal therapy organization such as Pet Partners.

Companion Animals: Companion animals are those animals that are generally referred to as pets and are kept for companionship or leisure time activities. They may not be trained to perform any specific kind of task and they are not owned specifically to assist with a mental or physical impairment or disability. Pets or companion animals are prohibited from indoor public areas such as, but not limited to, classrooms, offices, dining halls, and meeting areas. This prohibition extends to residence halls or other campus housing with the exception of fish, which are limited to a tank no larger than 10 gallons.

Denying Access or Animal Removal
Per ADA regulations, SCSU reserves the right to deny access to campus properties or require an owner or handler to remove their animal from campus properties if the animal behaves in an unacceptable way. Unacceptable behavior may include, but is not limited to:

• Uncontrolled barking, whining, growling or making other distracting noises.
• Uncontrolled jumping on, nudging, lunging at, sniffing, or licking other people.
• Regularly escaping from handler or overpowering the handler.
• Regularly begging for or taking food not freely offered by others.
• Destroying university property or the property of others on campus.
• Urinating or defecating indoors or in inappropriate areas.
• Behaviors that pose a direct threat to health or safety of others.

SCSU may also deny access or require an owner or handler to remove their animal if the owner or handler has failed to care properly for their animal and the lack of care becomes a distraction to the point of interfering with normal business or academic activities. For example, if an owner allows their animal to become unclean and the odor prevents the professor or other students from being able to focus on the lesson.

When a service animal is denied access or removed pursuant to this policy, SCSU will make efforts to reasonably accommodate the owner or handler such that they may continue to participate in the program or activity without the service animal present.

Emergency Situations
In emergency or evacuation situations, SCSU and/or emergency responders will make every effort to keep the service or therapy animal with its owner or handler. However, priority will be given to the safety of the owner and may necessitate leaving the animal behind in certain emergency situations.

PROCEDURE
Students with disabilities who use service animals are encouraged to connect with Student Disability Services (SDS) to learn about what other services may be available. Residence students who would like to request an Emotional Support Animal must contact SDS at (320) 308-4080 or by email at sds@stcloudstate.edu. Residential students are required to have the ESA Form completed by a licensed practitioner (physician, psychiatrist, social worker, or mental health worker) and shall work with SDS to complete an ESA packet to determine eligibility for animal admittance to University housing.

Employees should follow normal ADA procedures as found on the policies & procedures page of the Human Resources website to request reasonable accommodation including a service animal.

Occasionally, individuals are adversely affected by animals, such as having extreme fear of animals or animal borne illnesses, religious restrictions about proximity to certain animals, heightened sensitivity to animal sounds or odors, or severe allergies to animal dander. Residential students with non-medical concerns about animals with in residential locations should contact their Residence Hall Director for assistance. Any students with medical concerns, or with general concerns about animals in non-residential locations should contact Student Disability Services so that the needs of both individuals can be evaluated and solutions considered. Employees with concerns about service animals in the workplace should contact Human Resources.

Animal Control:
Service and ESA animals permitted on campus must not be left unattended in an office, meeting room, study room, class room, residential commons or lounge area, or other public area of the university. All animals in such environments must be under the control of their owner or handler using a harness, leash, or tether unless, in the case of a service animal, these devices interfere with the animal's work or the disability prevents the owner from utilizing such devices. When control devices cannot be applied, the owner or handler must maintain control by vocal or audio command, visual signal, or some other effective control mechanism.

Service animals utilized in classroom, study, dining, or other campus facilities should be trained to have minimal or no behaviors such as barking, whining, growling, sniffing, begging for food, or any other disruptive behavior. They should also not block aisles, passageways, or exit routes.

Owners are expected to understand their animal's temperament and control situations where contact is made with other people or animals. Owners must also ensure their animal does not damage university property or the property of campus constituents. It is required that owners promptly remove and properly dispose of animal waste. For more information about animal regulation and etiquette, refer to the supporting URLs section in the online policy.

Animal Care:
Service or emotional support animal owners or handlers must provide proper care for their animal. This includes, but is not limited to the following:
• Bathing and grooming as needed.
• Flea, tick, or other pest prevention and control.
• Up to date vaccinations and veterinary care.
• Daily food and water.
• Providing city license, vaccine tags, and any other required identification.
• Provide training sufficient to meet recognized service or therapy standards.
• Not confining the animal for excessive amounts of time.
• House breaking and offering regular opportunities for the animal to relieve itself outdoors.

Complaints
When complaints arise about animal care or behavior involving a student owner or handler, informal resolution may be sought by contacting Student Disability Services, Student Life and Development, or Residential Life as appropriate. Representatives from these offices may address complaints through education about city ordinances, this policy and procedure, and other regulations and expectations related to animal ownership. If a complaint is particularly egregious it may progress directly to a formal complaint process through the student code of conduct. If problems persist after informal resolution efforts, and an animal owner or handler continues to violate the animals on campus policy and procedure, or does not follow their ESA agreements, these complaints may also progress to the student code of conduct process.

When complaints arise about animal care or behavior involving an employee owner or handler, St. Cloud State University Human Resources shall be contacted.

When the presence of an animal on campus poses an immediate health or safety risk Public Safety may be contacted. A concern about an

owner or handler who is not an SCSU student or employee should be directed to Public Safety.

Appeals

Students have the right to appeal when they been notified by Student Disability Services that their ESA documentation or specific requested accommodation has been rejected or denied. The appeal should be made in writing to the vice president for Student Life and Development describing the decision being appealed and the rationale for the appeal.

Employees have the right to appeal when they have been notified by Human Resources about an ADA request using the appeal form found on the Human Resources website.

_____

ASSISTING STUDENTS WITH UNIVERSITY POLICY AND PROCEDURE

RATIONALE

St. Cloud State University has policies, procedures, and processes to provide accountability of faculty and staff toward students as well as between and among students. These processes are published but may not be easily understood by students. Students may find it helpful to engage a trusted and knowledgeable individual to assist them in understanding and working through these policies, procedures, and processes.

POLICY

All SCSU students are entitled to equitable treatment and access to educational opportunity. Those administering policies and procedures affecting students should work with students in the spirit of equity. Students have the right to have an individual present who may act in an advisory capacity, whether called consultants, process advisors, or support persons. Students may seek support from others not participating in the process, such as parents or legal counsel. Individuals employed by SCSU are permitted to assist students in this role following the principles described herein.

PROCEDURE

The role is designed to provide education and support to assist the student to develop self-advocacy skills; not take the student's place in the process. The role is created to consult, advise, offer support, and provide a resource to the student. There is no provision for the employee in this role to participate actively in any questioning, hearings, or investigations.
1. If a student needs assistance identifying someone from the University to serve as a process advisor/consultant, they can contact the Dean of Students. If a student needs assistance identifying someone from the University to serve as a process advisor/consultant in relation to a Title IX, 1B.1 or sexual misconduct concern, they may contact the Office of Equity and Access for assistance. In all other cases, students can contact the Dean of Students or the Office of Academic Affairs for assistance with identifying a process advisor/consultant. Individuals, including SCSU employees, who are serving as a process advisor, consultant or resource for a student will be treated respectfully and with consideration and likewise will treat colleagues and students with respect and consideration. Concerns about the actions of an SCSU employee fulfilling this role will be directed to their supervisor whether or not the role is directly connected to the employee's daily responsibilities.
2. The role of the process advisor/consultant/resource shall be to

provide the student with support, guidance and advice. Any process advisor/consultant/resource who does not follow these guidelines or who exhibits disruptive behavior may be dismissed for the remainder of the meeting and may be barred from participation.
3. If a student selects an attorney as their consultant/advisor, the University reserves the right to request legal representation be present as well. If a student will have an attorney participate as their consultant/advisor in meetings or hearings the University must have advance notice and may reschedule to arrange for our legal counsel to participate as well.
4. Official communications addressed or directed to the student may be shared by that student at their discretion. However, official communications will not be directly sent to a student's process advisor, consultant or support/resource person.

From time to time opportunities will be made available to those who would like to understand SCSU procedures and processes to enable them to serve effectively in this role.

Guidelines
An effective consultant, process advisor, support or resource person will be knowledgeable about SCSU processes and assist or provide guidance to the student in:
1. Understanding University processes, policies, and procedures
2. Preparing for meetings
3. Gathering documentation
4. Reflecting on the available options
5. Completing a process or steps of a procedure
The role is designed to provide education and support to assist the student to develop self-advocacy skills. A consultant is a resource but may not speak or provide other communications on the student's behalf.

_____

BACKGROUND CHECKS – VERIFICATION OF QUALIFICATIONS

RATIONALE

Review of candidate qualifications, to include background checks, are conducted to support workplace productivity, and safety and security by ensuring applicant backgrounds and qualifications are suitable for the position being considered and the public trust inherent in public university employment.

POLICY

It is the policy of St. Cloud State University (SCSU), as part of its hiring procedures, to review completed application material of all candidates. Qualifications of the successful candidate for each position within St. Cloud State University will be verified.

Position descriptions will be reviewed by the hiring supervisor and Human Resources to determine what, if any, job-related basis exists to require criminal background check(s) for a particular position based on the following:
• job duties and nature of the work including whether there will be access to minors and/or vulnerable adults;
• job relatedness and business necessity; and
• consistency with positions performing comparable job duties with comparable work conditions.

Employment offers will generally be made after successful completion of applicable review of qualifications. In every case when a criminal background check will be performed, an offer of employment shall be

contingent upon successful completion of the check(s). Candidates may be rejected if they provide inaccurate, untruthful information, don't fully participate in a required background check, or don't sign or complete a required release or other form, or when criminal history negatively affects qualification for the position. This will be determined in consultation with Human Resources and Minnesota State Labor Relations.

Employees will be terminated from their position if holding a license is a minimum job requirement and the license is revoked or no longer valid. Employees have the responsibility to inform supervisors of any change in license status.

PROCEDURE
Required Verification of Qualifications:
The verification process may include, but is not limited to, an analysis of public and private documents; contact with former employers; verification with educational institutions or licensing/credentialing boards; information from criminal background check providers; contact with professional references; and other pertinent information and resources.

St. Cloud State University will conduct the verification of qualifications listed within this section on successful candidates for all positions.
1. Hiring official will verify all job-related information to include assuring that advertised minimum qualifications and any licenses and certifications required as a minimum qualification for the position, are possessed by the candidate.
2. Hiring official will assure that admission materials are reviewed or verified.
3. Hiring official will assure that the applicant's current/former supervisors are contacted to conduct a reference check for the past ten years.
4. The employing department will be responsible for any fees associated with any of the components of the background check process.
5. Hiring official will work with Human Resources to complete the process including obtaining signed authorization forms and paperwork needed to charge back to the department.
6. Hiring official will assure that all university-specific statutorily required background checks have been conducted. It is the responsibility of the hiring official to specify these in the notice of vacancy. Examples are criminal background checks required by the Kari Koskinen statute and checks required for licensed counselors and psychologists.
7. Driver's license checks will be performed on the successful candidates for all positions determined to be covered by the statewide policy on driver's license and record checks.

Required Criminal Background Checks:
Positions will be evaluated by Human Resources and the hiring supervisor prior to posting or recruitment to determine whether a job-related basis exists, given the nature of the work and the job duties, to require additional background checks.

Job-related criteria include:
1. job duties and nature of the work including whether there is access to minors and/or vulnerable adults, funds or protected data and systems;
2. job relatedness and business necessity; and
3. consistency with positions performing comparable job duties with comparable work conditions.

In all cases requiring criminal history check, these background checks shall not be initiated until an applicant is selected for an interview. Background checks will be performed either prior to an offer of employment or immediately after acceptance of the conditional offer of employment. The individual is required to complete the data privacy notice and consent form [formerly called the "Tennessen" form] and provide their legal name, date of birth, and social security number. These data will be provided to the authorized entity or vendor performing the background check. Time is of the essence in performing checks and arrangements must be in place to accomplish the goal of a one-day completion from submission to return check.

The offer of employment must be withdrawn if the individual fails to complete the consent form.

Criminal Background Check Outcomes:
If the criminal history check indicates that there are no convictions, the vendor will inform the initiator of the request who in turn will inform the applicant that the employment offer is confirmed.

If the criminal history check indicates that there are convictions, the vendor will inform the Human Resource office. Arrests will not be considered. Human Resources will provide a copy of the report to the individual. All related information is private under Minn. Stat. 13, available to the candidate and to St. Cloud State University employees who require access to the data to perform their work for SCSU.

Human Resources in consultation with Minnesota State Labor Relations Staff, will evaluate each conviction, including any additional information that the individual provides, before the offer of employment is confirmed or withdrawn. The existence of a conviction does not automatically disqualify an individual from employment. Relevant considerations may include, but are not limited to, the nature and number of the convictions, their dates, and the relationship that a conviction has to the duties and responsibilities of the position. Any decision to accept or reject an individual with a conviction is solely at the discretion of St. Cloud State University. Human Resources will ensure that this determination complies with FCRA, M.S. 364 and all other relevant laws and considerations.

In the event that the results of the background check influence a decision to withdraw an employment offer or separate employment, the campus Human Resource office will inform the hiring department and the individual and ensure that adverse and pre-adverse action notification requirements of the *Fair Credit Reporting Act (FCRA)* and the notification and evidence of rehabilitation requirements of M.S. 364 are met.

All results of criminal convictions or failure to comply with offender registration requirements are considered private and will be maintained by Human Resources until destroyed according to the record retention schedule for the Human Resources office. If records are required to be held at the specific work site of the employee for auditing purposes they will be maintained there in a secure manner.

If a vendor was used to conduct the criminal history background check, then the pre-adverse action and adverse action notice provisions of the Fair Credit Reporting Act (FCRA) apply.

_____

BIAS RESPONSE

RATIONALE

St. Cloud State University (SCSU) is committed to creating an inclusive and safe campus environment for all members of the community. Our campus is intended to be a place where all students, faculty, staff, and visitors can feel welcome, safe, valued, and free to express their hopes, dreams, and ideas while fully engaging in the processes of learning, teaching, and research. SCSU's bias incident response process has been established in concert with federal and state laws, as well as Minnesota State and SCSU policies with the intent of ensuring we address hateful and biased conduct that may occur that does not rise to the level of prohibited discrimination or harassment or cannot be addressed through those policies. Such conduct is antithetical to the university's values of equitable access to educational opportunities.

POLICY

This policy establishes the Bias Incident Response Team and the expectation that the University will provide a strategic and comprehensive approach to reviewing and addressing bias incidents. The role of the Bias Incident Response Team is to establish support systems, direct community members to available resources, and communicate to the extended University community about incident-related concerns. The Bias Incident Response Team does not have a role in determining if campus policy has been violated and/or imposing disciplinary action, referrals may be made to other campus and community entities for review.

Members of the university community are encouraged to report bias incidents to birt@stcloudstate.edu or to The Office of Institutional Equity and Access, suite 121, Administrative Services Building. Bias incident reports may be filed anonymously, however, our ability to respond will be limited. The availability of detailed information related to the incident will help the team provide the best response possible. Names, phone numbers, email addresses, dates, times, and locations may be requested as part of the response.

SCSU is committed to protecting the rights of all University community members including, but not limited to free expression and academic freedom.

Retaliation against individuals who report or are involved in the bias response process is prohibited. Acts of reprisal or intimidation are unacceptable forms of conduct that will be addressed through appropriate policies and procedures.

PROCEDURE

All members of the SCSU community are encouraged to report bias-motivated/related incidents to birt@stcloudstate.edu or the Office of Institutional Equity and Access. When an incident is reported, or SCSU becomes aware of an incident after the Office of Institutional Equity and Access reviews, the Bias Incident Response Team will be assembled if no other institutional process or referral is warranted.

The Bias Incident Response Team will consist of key university partners representing a variety of offices and disciplines including, but not limited to the Office of the President, University Communications, Office of Institutional Equity and Access, Division of Student Affairs, Strategic Enrollment Management, Human Resources and Workplace Experience, Public Safety, Academic Affairs, Athletics, Student Government

Association, and other university community partners who can provide content area expertise or insight.

Bias Incident Response Team members will meet regularly to prepare for and respond to bias incidents when they occur.
_____

CAMPUS BUILDING ACCESS AND HOURS

RATIONALE

St. Cloud State University establishes official building hours and regulates access to increase security for students, employees, and campus visitors.

POLICY

University buildings will have established business hours when most facilities are available to the general public. Full access and limited access hours (see chart below) will be listed on the University's website and may be posted at building entrances. University buildings exist to fulfill the purposes of the university and restrictions may be imposed to assure that university objectives can be achieved.

Building hours may be adjusted for federal holidays, significant campus events, academic or summer schedules, or for unexpected university delays or cancellations, such as in response to inclement weather. A building may be closed for any number of reasons including, but not limited to, extensive repairs, remodel, safety reasons, planned demolition, budget savings, or because of a closure decision made by the University president. A limited number of employees will have access to closed buildings due to the nature of their work. If the campus is closed due to an emergency or by decision of the president or president's designee, all buildings except for Garvey and residential halls are considered in "building closed (not off Line)" status and should only be accessed as absolutely necessary to maintain operations and protect and serve people and property. For example, if the campus is closed by decision of the president because of weather, students and certain employees would still access residence halls and the dining hall for the necessities of shelter and food, but should not be accessing facilities such as classrooms, practice rooms, athletics facilities, or the library.

Individuals who are allowed access to specialized areas in university buildings must follow established safety guidelines for those areas. Specialized areas are understood to include science labs (research and teaching), computer labs, art and theatre production areas, machine shops, studios, practice rooms/rehearsal spaces and other areas where specialized equipment or materials are kept. Department heads are responsible for making sure that rules and/or safety guidelines are clearly posted in specialized areas of their building(s), or that individuals with access have been given information about specific rules or safety protocols prior to entering these areas. Department heads who are unsure about signage or safety information must contact SCSU's safety and health administrator for assistance.

Any person with access to university buildings after full access (business) hours shall not prop open doors or allow unauthorized persons into the facility. Individuals authorized to be in university buildings after hours are authorized only for specifically designated areas and are not allowed free access to all areas of the building.

Building access types and descriptions can be found in the online policy.

PROCEDURE

Certain types of access require a key or electronic key card. Employees, enrolled students, and affiliated persons may be granted access to buildings by following the procedures found in the key and electronic key card policy (see related St. Cloud State University policies).

Requests for access or changes to building hours
Full access hours and limited access hours - Requests for permanent changes to full access hours and limited access hours shall be submitted to the director of emergency preparedness & transportation services. The request will then be reviewed by the division of finance and administration, to include human resources and facilities management.

Requests for temporary exceptions to full access hours and/or limited access hours shall be submitted to the director of emergency preparedness & transportation services. Special events, weekend classes or other such events that occur outside these hours may be allowed, provided they have been approved. The request will be reviewed by finance and administration, and if approved the public safety department will communicate in advance to facilities management (to ensure proper heating, cooling, ventilation and the appropriate schedule for locking/unlocking the facility).

Restricted access – Requests for restricted building access must be submitted on the key card access request & agreement or the key card contractor request & agreement (see supporting documents).

Students (both undergraduate and graduate) and volunteers cannot be in a building after hours unless they have been granted restricted access or are under the direct supervision of a faculty or staff member with restricted access who is actively monitoring the student's work or activities.

Building closed access – Buildings are put in closed status for very specific reasons, often involving safety and security. Whenever possible, employees who know they will need access when buildings are closed (e.g. someone with oversight of a research lab), should work with their dean or supervisor to make arrangements with public safety in advance. Requests for access may be sent to public safety utilizing the key card access request form (see supporting documents). For emergency requests, please contact public safety directly at the Public Safety Communications Center at 320-308-3333.

Exceptions
Certain locations have business needs requiring that they regularly have varying access hours depending on work or events conducted or scheduled in the building. The Welcome Center, Minnesota Highway Safety and Research Center, Atwood Memorial Center, Halenbeck Hall, Herb Brooks National Hockey Center, and St. Cloud State at Plymouth are examples of buildings that will have variable hours of operation and will not have to consistently seek exceptions to building hours. Buildings with consistently varying hours of operation will have a building manager or designated employee who must make decisions concerning hours of operation and provide SCSU Public Safety and the director of facilities with their general hours and their 24/7 contact information. These buildings are subject to all other aspects of this policy and procedure.

Violations
Students in violation of this policy will be held accountable through the student code of conduct.

Employees in violation of this policy will be held accountable through the disciplinary practices found in employee contracts.
_____

CAMPUS FOOD MANAGEMENT

RATIONALE

St. Cloud State University (SCSU) clarifies regulations, restrictions, and expectations related to food and beverage to honor contractual obligations, abide by other SCSU and Minnesota State policies and procedures, and minimize risk associated with improper food and beverage preparation, handling, storage and service.

POLICY

All University and public events on University grounds that include food, regardless of funding source, service location, food source, sponsorship, event type, food service provider or contractual agreement are required to comply with standard food safety guidelines for the preparation, delivery, storage, and serving of the food as determined by the various local, state, and federal government regulations. A wealth of information about food safety can be found on the Minnesota Department of Health website. Additional inquiries about food safety or food service standards can be directed to the executive director of the Atwood Memorial Center.

Whenever applicable, food service contractual exclusivity guidelines and financial guidelines for purchasing food must be followed.

PROCEDURE

Food for personal consumption, tailgating, and potlucks
Faculty, staff, students, and others may bring food items to campus for personal consumption. Individuals may also bring food for personal consumption at tailgating events. Rules and designated areas for tailgating can be found in the tailgating policy (see related policies), or on the SCSU athletics webpage. Organizations, departments, or other groups holding potluck events may bring outside food/beverages that are not commercially prepared. If your organization/group is interested in hosting a potluck it must meet the following criteria:
• Potlucks are for internal SCSU group members only (external parties are not allowed with the exception of community member attendance at potlucks hosted by and held at the SCSU community garden).
• There is no profit involved.
• Potlucks held in buildings that are **not** subject to exclusivity rules may be held in rooms that can be reserved, or in office or department controlled areas such as a break room, conference room, or community room. Potlucks held in locations that **are** subject to exclusivity rules may only be held in office or department controlled areas and my not be held in reserved rooms (see food service exclusive spaces section).

Bake sales
Officially registered student organizations are authorized to hold bake sales of non-potentially hazardous foods on the St. Cloud State University campus only in specific approved locations reserved through the Atwood scheduling office or via the online EMS scheduling system.

_____

Following are the required general food safety practices for bake sales:
• Sound sanitation practices, such as using clean equipment, must be followed when preparing, packaging, serving, transporting, displaying, and selling bake sale items.
• Baked goods that must be kept at a certain temperature (hot or cold) must not be sold. For example, avoid foods with dairy fillings or frostings, etc. that need to be kept cold.
• Avoid all nut-based baked goods due to high number of nut-based allergies and/or sensitivities with potential life-threatening effects.
• Food handlers who are preparing, packaging, transporting, displaying, or selling bake sale items must be free of communicable diseases. Their hands and arms must be free of wounds, cuts, and sores. Food service glove, tongs, or food tissue use is required for any handling of the baked goods.
• Those (food handlers) contributing to or participating in the event must wash their hands with soap before working and after each break (rest room, smoking, etc.).
• The food handlers should not handle the money exchange; a separate organization member should serve that role.
• Organizers should maintain a list of everyone contributing food items to the sale or event. The list should include each contributor's name and contact information.
• A list of all ingredients for the baked items offered should be displayed, but if that is not possible, a disclaimer should be displayed indicating "Ingredients information is not available so if you have a food allergy or sensitivity, please make a safe purchase decision."
• All food ingredients used must be obtained from a licensed and approved food source (grocery store, etc.).
• All food items and plates or containers they are transported in, served on, and displayed in should be completely wrapped (plastic wrap, tin foil, container lid, etc.). It is encouraged that serving/selling portions are individually wrapped.
• Any eating utensils provided should be single use and disposable, and wrapped to prevent contamination.

Food service exclusive spaces
The campus contracted food service provider (SCSU food services) shall hold exclusive rights for contract board, retail dining, convenience store, catering, and concession services. Except for individual consumption, tailgating, potlucks and bake sales as defined in this policy, food/beverages for groups using the SCSU facilities identified below must be supplied from SCSU food services. Organizations interested in holding events where food/beverages will be served must request catering and reserve the location through the Atwood scheduling office or via the online EMS scheduling system. Requests for exceptions must be submitted to the SCSU food service contract administrator (Atwood executive director).
• Atwood Memorial Center (all catering with a retail price over $100)
• Garvey Commons
• Herb Brooks National Hockey Center Multipurpose Room and Husky Den

Beverages
Any beverages, served, donated or displayed, must comply with the exclusivity guidelines of the University's beverage contract. Events involving alcoholic beverages must also follow SCSU's Alcohol and Other Drug Policy. For questions about beverage regulations, contact the Office of the Vice President for Finance and Administration.

Cultural Events - Use of Kitchen Facilities
Food Services kitchen facilities (Atwood and Garvey) are only available

for Saturday/Sunday events being held in Atwood Memorial Center. Student organizations that wish to host cultural food events, with priority given to "cultural night" events, must adhere to the following steps:
• Approval of the request for space will be based on availability of Atwood Memorial Center banquet space as well as availability of the kitchen facilities.
• Only one SCSU student event that involves use of kitchen facilities will be allowed per weekend, limited to Friday through Sunday.
• Each student organization may only apply for one event using kitchen facilities per academic year.
• Two weeks prior to food orders being placed groups must complete in full the student organization food application form with the advisor's signature to the catering office.
• Before groups can use the kitchen production areas, they will need to have completed the Atwood food service/event planning session with training related to food safety and sanitation issues.
• The student organization will be assessed all costs for the events including cost of food supplies, paper costs, staffing (supervisor is required at all times when the kitchen is in use) as well as for any cleanup costs.
• It is the responsibility of the group to clean the facilities according to SCSU food services standards. If satisfactory cleaning does not occur, SCSU food services shall assess a fee. Substantial cleaning by SCSU food services may result in the loss of the group's rights to reserve facilities for one academic year.
• Student organizations are expected to pay their bill to SCSU food services within 30 days of the event. Groups that fail to pay in full within 90 days of the event will forfeit their rights to use the kitchen for the following academic year.

_____

CAREER INFORMATION

RATIONALE
St. Cloud State University (SCSU) is committed to preparing students for meaningful employment and assisting with career development both pre and post graduation. To this end, SCSU provides career information, advising, support, services, and opportunities to make connections that are mutually beneficial to our students, alumni, and potential employers.

POLICY
SCSU provides career exploration, experiential learning (i.e. internships) and job opportunity information to potential students, enrolled students, and alumni. Additionally, there are specific University programs when information is shared with students including, but not limited to, admissions programs, advising and registration days, leadership in diversity and other leadership programs, job and career fairs, and orientation programs. Information is shared when students and alumni interact with the career center, University departments, and faculty and staff in the academic colleges and schools. Resources such as the career center website and social media platforms are made available to students, prospective students, and graduates year round. Students are given notice about the availability of these resources each academic term. Information and resources include notice of job fairs, experiential learning (i.e. internship opportunities), student employment opportunities and resources for resume writing and interviewing, job postings, career advice videos, post-graduation outcomes data and other valuable career exploration and job

_____

opportunity data. Hard copy, emails, and websites are the primary media for transmitting such information to all SCSU students.

_____

CHALKING

RATIONALE
St. Cloud State University recognizes chalking as a creative and effective means of event promotion.

POLICY
Sidewalk chalk (chalking) is prohibited on university property except by a St. Cloud State University organization, department, or program (sponsor) that has provided prior e-mail notice to the Office of Student Life and Development.

Chalking is a temporary communication medium that can be used to promote University activities and events while fostering our commitment to a welcoming and diverse environment. Chalking shall only be applied by a St. Cloud State University sponsor in accordance with the chalking procedure.

Chalking is exposed to the public, thus the university cannot assure that messages will remain as created or not be altered. St. Cloud State University reserves the right to remove any and all chalking on university property that is not compliant with the law, this policy and associated procedure, SCSU codes of conduct, or other university policies.

PROCEDURE
St. Cloud State University organizations, departments, or programs (sponsor) that wishes to use chalk as a communication medium to promote university activities shall provide prior notice via e-mail to the Office of Student Life and Development at the following email address: studentlife@stcloudstate.edu. Notification should be made preferably 7 business days prior to the application of chalk to SCSU property. Sponsors shall provide the following information when making notification to the Office of Student Life and Development:
1. Sponsor (SCSU) organization, department, or program
2. Contact person name
3. Contact person e-mail address
4. Contact person phone number
5. Description of the event
6. Date and time of the event
7. Preferred/requested chalking location(s)

By submitting notification to the Office of Student Life and Development sponsor acknowledges they understand SCSU'S Chalking Policy and Procedure and that violation of the policy/procedure may subject the sponsor to University conduct or disciplinary processes.

The following procedures apply:
1. All chalking must pertain to the particular event or activity submitted via e-mail to the Office of Student Life and Development.
2. The chalked text must include the time, date, and place of the event and shall not be applied more than 7 days in advance of the event.
3. The chalked text or artwork must identify the sponsor either by recognized name, acronym, or symbol.
4. The chalked text or artwork must not be obscene, threatening, or slanderous.
5. Chalking may only be applied using non-toxic, water-soluble sidewalk chalk. Paint, spray chalk, charcoal, or any other material that does not easily wash off is strictly prohibited.
6. Chalk cannot be applied to buildings, installed art, decorative walkways, signs, or other structures, and must be limited to main concrete sidewalk areas exposed to the weather.
7. Chalk cannot be applied within the canopy, overhang, or apron at covered entrances and must be at least 20 feet from any non-covered entrance.
8.Chalk shall not be applied over another posted event.

_____

CLASS SCHEDULE / COURSE REGISTRATION

POLICY
Students are responsible for the management of their class/course schedule. To empower and facilitate students in this role St. Cloud State University will develop, establish and maintain a catalog of courses. Students are permitted access to the catalog using the *e-services system.* The University offers a number of new courses on an experimental basis each semester which are not listed in the course catalog. These courses are listed in semester class schedules. The e-service system can be utilized by students to select, register, drop, exchange, and withdraw from class within parameters established and published by SCSU. Late withdrawal is considered only for extenuating circumstances and requires approval.

Completion of prerequisites for a course may be required and must occur before a student can start that course, unless the student obtains permission from the department offering the course to waive the prerequisites. Failure to complete prerequisites can result in cancellation of registration for the course.

SCSU reserves the right at its own discretion and at any time to cancel classes or sections of classes which do not have sufficient enrollment.

SCSU requires all students attend classes in which they are enrolled. A student who does not attend or stops attending without officially dropping or withdrawing will be held responsible for payment and receive the earned grade for the class(es). Class attendance may be used to determine a student's grade.

Unauthorized use, misuse, tampering with or attempting to tamper with the registration system is prohibited and may result in criminal prosecution or other disciplinary action, including but not limited to revocation of e-service system access.

SCSU will comply with MN statute 192.502 for any student who is ordered to active military service and is unable to complete the semester.

In order to meet educational or career-related goals, SCSU provides the option for a non-degree seeking (special) student to enroll in credit-based courses. Undergraduate majors and graduate programs may restrict access.

Classes are available through the common market-student exchange program with other Minnesota State Universities.

_____

PROCEDURE
Registration
Prior to Start of Class
Semester credit hours completed are used to determine priority or eligibility to access the e-services system during advance registration. "Completed" is defined as graded or transfer credits officially posted to your SCSU academic record. This does **NOT** include current enrollment.

Priority registration is granted for the following groups:
• Students with disabilities
• Students who have earned a baccalaureate degree from SCSU
• Students admitted to graduate level programs
• Student athletes
• Student veterans
• Students admitted to the honors program in good standing
• Students with dependents (effective starting with Spring 2019 registration period)

Students in the above groups may register at the time indicated on the registration schedule or anytime thereafter.

Students may change their class registrations prior to the start of classes. These changes will not be recorded on the student's record.

Students should only register for classes that they wish to attend. Registering for the same class in multiple sections may result in reduction in registration privileges, deletion of registered courses and disciplinary action.

After Start of Class
Students may add courses using the e-service system through the first five days of the fall/spring semesters.

Students may drop courses using the e-service system through the first five days of the fall/spring semesters.

Late Add: Permission is required from the department. If the term has ended a *registration petition (pdf)* form is required.

*Alternate arrangement courses (e.g., late start, weekend, short session) add/drop/withdrawal dates are available through the e-services system.

**Summer session course add/drop/withdrawal dates are only available through the e-services system.

Withdrawal
Withdrawal may impact academic standing. A student should consult an advisor. Following the fifth day and until 80% of the semester has elapsed a student may withdraw from a full-term class and receive a grade of 'W'. Specific course deadlines are available through the e-services system.

A student who withdraws from all classes may be eligible to receive a refund or partial refund of tuition and fees paid for that semester. Details of dates and percentages are available from *Business Services.* Withdrawal can impact student financial aid and may result in students being required to repay awards (contact Business Services prior to withdrawal to avoid problems). Short courses (less than five (5)

weeks duration) are not eligible for reduction in charges after the course has begun.

Late Withdrawal (after 80% of a course has elapsed)
If there are significant circumstances beyond the student's control which affected both the ability to complete the course and the ability to withdraw by the published deadline, a student may petition for a late withdrawal. The circumstances must be documented. Requests without appropriate documentation or without extenuating circumstances will not be considered.

Late withdrawal requires completion of a registration petition form (see supporting documents in online policy).

Requests for late withdrawals should be submitted no later than one calendar year from the last day of the semester of occurrence, and preferably in the same semester.

If permission for a late withdrawal is not granted, the earned grade will appear on the transcript. If permission is granted, a "W" will appear on the transcript.

All federal and state policies and procedures regarding financial aid eligibility will be enforced. Students with financial aid in the form of scholarships, grants or loans may be required to repay the award if they withdraw or change course load. Students are advised to contact the Business Services Office (Administrative Services Building ("AS"), room 123) and the Financial Aid Office (AS 106) before withdrawing from any course.

Requests for refund/credit must be submitted by the student to the Business Services Office (AS 123) no later than 45 days after the end of the term or by September 25th for summer terms.

Withdrawal for Military Service
Students who are members of any branch of the U.S. military reserves or National Guard and who are unable to complete a semester due to having been called to active duty and veterans with a service connected disability; who are students and whose service connected medical condition or medical treatment requirements reasonably prevent the person's attendance or progress in higher education, shall to the extent possible be provided one of the following options:
• The student may withdraw from one or more courses for which tuition and fees have been paid and be given a full refund of tuition. The tuition and fees must be credited to the individual's account at the post-secondary institution. Any refunds are subject to state and federal financial aid requirements. *A student receiving financial aid may be liable for required repayment of funds*. A student selecting this option must not receive credit for the courses and must not receive a failing grade, an incomplete, or any other negative annotation on the academic record. A student's grade point average must not be altered or affected in any manner.
• The student may be given a grade of incomplete in a course and complete it upon release from active duty or upon sufficient medical recovery. The course may be completed by an independent study or by retaking the course without payment of tuition. If retaken, the course will not be counted in student enrollment load for financial aid calculation.
• The student may continue and complete the course for full credit. Class sessions missed due to performance of active military duty or

medical treatment must be counted as an excused absence and must not be used to negatively impact the student's grade or standing in the class. Any student who selects this option is not automatically excused from completing assignments due during the period of active duty, medical treatment, or recovery.

A letter grade or a grade of "satisfactory" must only be awarded if, in the opinion of the faculty member teaching the course, the student has completed sufficient work and has demonstrated sufficient progress toward meeting course requirements to justify a grade. The student may be given credit for completing the course when in, the instructor's judgment, the student has completed sufficient course work to earn a grade of "C" or better.

A student should contact the Office of Records and Registration to complete the necessary forms *(Minnesota State Board Policy 5.12)*
• Students must provide copies of their military orders, including notification of date of departure.
• The provisions of this policy do not apply to 14-day annual active duty training requirements.
• See *Minnesota Statutes 2012, Chapter 192.502* for current statutory provisions.

Prerequisite Classes
Certain courses may be required to provide the necessary foundation to subsequent courses. When prerequisite courses are required, they must be completed prior to the start of the subsequent course unless the student obtains permission from the department offering the course to waive the prerequisite. Failure to complete the prerequisite can result in cancelation of registration for the subsequent course.

Credit Load
Credit load is the number of credits in which a student would generally enroll. Credit load is used to determine student status as a full-time or part-time student. An undergraduate student enrolled for 12 credits or more per semester is considered a full-time student for academic purposes.
• The recommended normal load in a semester is 15-16 credits.
• The maximum allowable load without special approval is 18 credits.
• The recommended normal load during summer (the combined total for Intersession, Summer Session I, and Summer Session II) is 15 credits.
• The recommended maximum load in any summer term is two courses.
• The maximum load for the summer terms combined without special approval is 18 credits.
• Load includes the total credits of all courses carried, including on-campus, off- campus, on-line, and any other college courses taken concurrently with those at St. Cloud State University.
• Courses offered during summer have the same content compressed into a shorter time compared to courses offered during a regular semester.
• A student who wishes to enroll for more than the established maximum must obtain approvals from their advisor and college dean.
• Applications for overload are available in the Office of Records and Registration and on the registrar's web site.
• An advisor would not normally approve an overload for a student with a cumulative GPA below 2.75.

Non-Degree (Special) Students
• Undergraduate special students are limited to a cumulative total of 30 undergraduate semester credits. A hold will be placed on the student record to prevent registration beyond 30 credits. Undergraduate students who want to register for more than 30 semester credits should apply for admission as degree seeking.
• Graduate special students are restricted to registering for a maximum of 9 graduate semester credits per term. Normally, there is a limit of 6 graduate credits earned at SCSU prior to formal acceptance to the graduate program, or the credits completed in the first semester of registration (whichever is greater) will be permitted to apply toward completion of a student's graduate program.
• Registration is on a space-available basis and, in some cases, may require departmental approval.
• Special students are subject to the same tuition and fees as degree seeking students and special students are subject to SCSU academic regulations and policies.
• Students who enroll as special students (non-degree seeking) are not eligible for federal or state financial aid and may not be eligible for scholarships offered by SCSU.
• Students must be formally admitted as a degree seeking student to be eligible to earn a degree or certificate. Students should visit the admissions webpage to discover more information about earning a degree or certificate at SCSU.

To register as a non-degree seeking student complete the non-degree seeking student application form. Confirmation and registration instructions will be provided by email after the application is processed.

Correspondence, Extension, Workshop or Field Trip Credit
Correspondence credits to be applied toward the baccalaureate degree routinely are accepted in transfer from institutions holding regional accreditation.
• Credits from non-regionally accredited institutions will be evaluated for transfer, but additional documentation may be required.
• No more than 6 credits in either workshop or field trips (tours) may be applied to a major, no more than 3 credits to a minor, and no more than 12 credits overall toward graduation.
• These 12 credits cannot be earned exclusively in either workshop or field trips.

Auditing of Classes
A student who wishes to attend the class sessions of a course but who does not wish to receive credit for it must register as an auditor.
• The same registration procedure is followed and the same fees charged as for credit courses.
• Auditors must attend class but the taking of quizzes and examinations is optional.
• Auditors who fail to meet the attendance requirements may receive a mark of "U" (unsatisfactory) rather than a mark of "AU" (auditor).
• Courses audited cannot be counted toward graduation requirements.
• Courses audited are counted as part of the student load.
• The audit option must be designated at the time of registration for the course.
• To change a grading method in a course to audit after the 5th instructional day of the term, written permission from the college dean must be obtained.

_____

COPYRIGHT

RATIONALE
St. Cloud State University is dedicated to informing faculty, staff, and

_____

students about the importance of adhering to laws related to copyright and intellectual property.

POLICY

St. Cloud State University follows the policies, procedures and guidance on copyright and intellectual property established by the Minnesota State System and approved by its Board of Trustees.

St. Cloud State University provides notice to students about copyright policies and potential consequences for copyright infringement. St. Cloud State University also provides additional resources and information about fair use, the TEACH Act, and other copyright related material to assist faculty.

The Intellectual Property Coordinator has the responsibility for implementation of this policy and the Minnesota State System policies and procedures on copyright and intellectual property. At St. Cloud State University, the Intellectual Property Coordinator is the Associate Provost for Research or any interim employee fulfilling the duties of that role.

GUIDELINES

Copyright Infringement Policies and Sanction Notice

Downloading or distributing copyrighted material, including through peer-to-peer file sharing, without the permission of the copyright owner is against the law. Illegal downloading or distribution of copyrighted materials can result in you being prosecuted in criminal court and/or sued for damages in civil court. Criminal penalties for first-time offenders can be as high as five years in prison and $250,000 in fines. If sued in civil court, you may be responsible for monetary damages, attorneys' fees and civil penalties up to $150,000 per work distributed. Use of St. Cloud State University resources for unauthorized distribution of copyrighted materials is forbidden.

St. Cloud State University prohibits illegal copyright infringement through its acceptable use policies as well as student conduct code. Disciplinary action, including loss of use of the University information technology systems up to and including expulsion from the University, could result from violations of this policy.

FREQUENTLY ASKED QUESTIONS

Please refer to policy online for related FAQs.

_____

COURSE SYLLABI AND COURSE OUTLINE CONTENT AND DISSEMINATION

RATIONALE

This policy and procedure implements the Minnesota State Colleges and Universities Policy 3.22 regarding the purpose, content, and dissemination of course syllabi and course outlines, inclusive of course outcomes. The policy and procedure will provide essential information for students, potential students, accreditors, and advisors.

POLICY

Each faculty member will provide a course syllabus no later than the first-class meeting. Minor changes may be made after the first class with adequate notice to students. Each faculty member shall, upon request, provide a copy of the current course syllabus to the office of the dean for the college or school where the course is listed. Course outlines, once approved by the University curriculum committee, will be available on the University's website for all courses offered. These outlines,

inclusive of course outcomes, shall be the official document used to determine course equivalencies for student transfers.

PROCEDURE

St. Cloud State University will provide a learning management system shell for every course and expect each faculty member to load the syllabus no later than the first-class meeting. An acceptable but not preferred alternative is to send the syllabi to each class member via SCSU e-mail or provide each student a paper copy. Nothing in this procedure shall be interpreted to expand, diminish, or alter the academic freedom or intellectual property rights provided under board policy and system collective bargaining agreements.

DEFINITIONS

Course Outline

The course outline is the document approved by the college or university committee to communicate information about system college and university courses. Course outcomes are included within course outlines.

Course Syllabus

The course syllabus is a document that contains the elements of the corresponding course outline, standards for evaluation of student learning, and additional information which reflects the creative work of the faculty member.

_____

DATA PRACTICES

RATIONALE

As part of SCSU's compliance to the government data practices act (Minnesota Statutes, Chapter 13), this policy and associated procedure are designed to inform about the rights, regulations, and processes involved in accessing data.

POLICY

Each individual, as a data subject, has certain rights related to the collection and retrieval of government data about them. Each member of the public also has rights to retrieving information that is not about them but is considered public government data. These data include recorded information including paper, email, DVDs, photographs, etc. Data is classified by state law as public, private, or confidential. The government data practices act presumes that all government data are public unless a state or federal law dictates otherwise.

• **Public data:** We must give public data to anyone who asks; it does not matter who is asking for the data or why. An example of public data would be directory information such as a student's name or major. State employee salary would also be considered public data.

• **Private data:** We cannot give private data to the general public, but you have access when the data are about you. We can share your private data with you, with someone who has your permission, with staff who need the data to do their work, and as permitted by law or court order. A social security number or what life insurance coverage an employee selected for their benefits package would be examples of private data.

• **Confidential data:** Confidential data have the most protection. Neither the public nor you can get access even when the confidential data is about you. We can only share confidential data about you with staff who need the data to do their work and to others as permitted by law or court order. We cannot give you access to confidential data. Revealing the identity of the subject of an active criminal investigation, for example, would be prohibited under this protection.

SCSU must keep all government data in a way that is easy to access and may only collect and keep those data that are needed for administering and managing programs that are permitted by law.

Data Subject
If the data or information identifies you or is about you, then you are the data subject. Data subjects have the right to:
• **Access your data:** You have the right to be informed about what types of data we keep about you and be given access to look at and/or be provided with copies of these data upon request. You may also request that the information be provided to someone else by using the data release consent form. If you are a student attending SCSU, even if still a minor, you must sign a data release consent form if you wish for your parent or legal guardian to access your data. If you are under the age of 18 and not attending SCSU, a parent or legally appointed guardian may look at or get copies of these data without consent. Charges for copies may apply.
• **Be given notice:** When you are asked to provide data about yourself that is not public you will be provided with a notice that is sometimes called a Tennessen warning. This notice controls how we can use and release the data you provide. We will obtain your written informed consent if the data needs to be used or released in a different way, or if you wish for us to release the data to another person.
• **Have your data safeguarded:** SCSU has established appropriate safeguards to ensure that your data are safe. In the unfortunate event that we determine a security breach has occurred and an unauthorized person has gained access to your data, we will notify you as required by law.
• **Challenge your public and private data:** You may challenge data that you believe is incorrect or incomplete and have the right to appeal decisions that we have made about your data.

Member of the Public
If the data or information is not about you, then you have the right to:
• **Access public data:** A member of the public may look at or request copies of any public data. SCSU has, however, designated student email addresses, mailing addresses, and telephone numbers as limited directory data as allowed by FERPA, and will only release this information to the SCSU foundation and/or to parties contractually affiliated with SCSU. Charges for research and copies may apply.
• **Request summary data:** Summary data are statistical records or reports that are prepared by removing all identifiers from private or confidential data on individuals. The preparation of summary data is not a means to gain access to private or confidential data. We will prepare summary data if you make your request in writing and prepay for the cost of researching and creating the summary data.

PROCEDURE
How to make a data request:
To look at data, or request copies of data that St. Cloud State University keeps, you must make a written request. Refer to the data practices contacts document to determine to whom you will send a written inquiry. You may make your written request using the preferred method of completing the data request form.

If you choose not to use the data request form, your written request should:
1. State whether you are a member of the public requesting general public data, or whether you are the data subject and the data is about you (or a minor child);
• **Data Subject:** If requesting information on yourself, you must provide

proof of your identity before we can respond to your request for data. If you are requesting data about your minor child, you must show proof that you are the minor's parent. If you are a guardian, you must show legal documentation of your guardianship, (see identity verification guide; or if you are unable to present the identity verification in person, see the notary identity verification guide). If your minor child is attending SCSU as a student, then you must also get their consent using the data release consent form before SCSU can release the information.
• **Member of the Public:** You do not need to identify who you are or explain the reason for your data request. However, depending on how you want us to process your request (if, for example, you want us to mail you copies of data), we may need some information about you. If you choose not to give us any identifying information, we will provide you with contact information so you may check on the status of your request. In addition, please keep in mind that if we do not understand your request and have no way to contact you, we will not be able to begin processing your request.

2. State that you are making a request, under the data practices act (Minnesota Statues, Chapter 13).
3. State whether you would like to inspect the data, have copies of the data, or both; and
4. Include a clear description of the data you would like to inspect or have copied.

Costs:
SCSU may charge fees as authorized under statute sections 13.03 and 13.04. If it is determined that a fee is due, you will be informed of the estimated amount prior to data being presented or delivered. The fee must be paid in advance of receiving the requested materials. SCSU does not charge if the total fee is less than $10.00. A request shall not be broken into smaller individual requests in an attempt to avoid charges. Multiple requests that are received consecutively and are connected will be considered as one request when determining costs.

Data Subject:
If you are requesting information that is about you, you may view the materials free of charge, but we may charge for the following:
• the actual cost of the copies.
• actual cost for a data subject included,
• employee time to make the copies;
• the cost of the materials onto which the copies are made (paper, CD, DVD, etc.);
• mailing costs (if any); and
• for data that we cannot reproduce ourselves, such as photographs, the actual cost we must pay an outside vendor for the copies.

Member of the Public: If you are requesting public information that is not about you, you may view the materials free of charge, but we may charge for the following:
• Cost to research, retrieve, and transmit information via email or other electronic transmittal.
• 100 or fewer pages of black and white, letter or legal paper copies at a flat rate of $.25 for single sided or $.50 for double sided copies. This flat rate includes paper and mailing costs.
• The actual cost for all other requests including those for more than 100 pages of copies, color copies, or copies of data stored on another medium such as photograph, CD, flash drive, email, etc. Actual costs for a member of the public include:
  • Employee time to research the data, retrieve the data, and/or copy the data. The hourly wage of the lowest paid employee who has the

authority to search, access, and prepare the data will be used to calculate this charge;

   • the cost of the materials onto which the copies are made (paper, CD, DVD, etc.);

   • mailing costs (if any); and

   • for data that we cannot reproduce ourselves, such as photographs, the actual cost we must pay an outside vendor for the copies.

How SCSU will respond to a data request:

SCSU is not required under the government data practices act to respond to questions that are not specific requests for data. For all written requests that are specifically for data:

• If we do not have the data, we will notify you in writing.

• If we have the data, but you are not permitted to access the data, our data practices act compliance officer will notify you and state which specific law(s) applies.

• If we have the data, and you are permitted to access the data we will:

   • arrange a date, time, and place for you to inspect data, for free, if your request is to look at the data, or

   • provide copies, if your request is for copies. We will notify you of any costs involved.

   • When possible, we will provide electronic copies by email or secure sharing site. If you specifically request paper or another medium, you may choose to pick up your data, or have it mailed or faxed to you.

Communications or notices provided in writing may be done by email. For requests by the data subject, we will respond within ten (10) business days. After we have provided you with access to your data, we do not have to show you the data again for six (6) months unless there is a dispute or we gain new data about you. For requests by members of the public, we will respond as soon as reasonably possible.

If you do not understand some of the data (technical terminology, abbreviations, or acronyms), please let us know. We will give you an explanation if you ask.

The government data practices act does not require us to create or collect new data in response to a data request if we do not already have the data, or to provide data in a specific form or arrangement if we do not keep the data in that form or arrangement. For example, if the data you request are on paper only, we are not required to create electronic documents to respond to your request. If we agree to create data in response to your request, we will work with you on the details of your request, including cost and response time.

GUIDELINES

Questions regarding this policy should be directed to SCSU's Data Practices Compliance Official (DPCO).

_____

DIGITAL BADGES

RATIONALE

St. Cloud State University (SCSU) aims to offer varied pathways to education for our learning community, both on and off campus, including both traditional and adult learners. Digital Badges provide a representation of a skill, competency, learning achievement, or experience that result in industry-recognized, employment-focused credentials that validate professional skill attainment but are not directly awarded university credit. They complement classes, certificates, and degrees and do not replace them.

Digital Badges support learning that happens in new ways, in new spaces beyond the traditional classroom, from online courses to training programs to work and life experiences. This motivates learning and validates achievement across communities, the workforce, and institutions. These can then be communicated to potential employers, educational organizations, and communities electronically.

POLICY

The following policy establishes the process and procedure for the creation, approval, and awarding of Digital Badges through SCSU.

SCSU's Professional and Continuing Education (PACE) will be the central administrative office with oversight of Digital Badges. This includes the final review, approval, implementation, marketing, awarding, and if necessary revocation of all SCSU Digital Badges. Digital Badges contain metadata; verifiable data that illustrate the criteria established for earning the badge including, but not limited to, standards, duration of the activity, context, evidence, and issue date. Digital Badges will not appear on the academic transcript but on a digital badging platform. PACE will maintain a library of available Digital Badges and a record of Digital Badges awarded. Student achievement will be permanently maintained.

SCSU will offer the following Digital Badge Categories:

Student Non-Credit: Non-credit badge issued for a non-credited experience (professional certification, training, extracurricular or cocurricular experience, etc.).

Community Member Non-Credit: Non-degree seeking individual seeking non-credit badge issued for a non-credited experience (professional certification, training, extracurricular experience, professional development activity, etc.).

Faculty/Staff Professional Development: A badge issued for a professional development activity or experience (professional certification, training, professional experience, or activity).

This policy does not limit or exclude the use of non-shareable digital badges in SCSU learning management software for internal use to motivate, reward, or recognize student progress.

PROCEDURE

All Digital Badge proposals will follow the established SCSU procedures and use the digital badge templates as established by PACE.

1. Complete the Digital Badge Proposal and Approval form: including title, description, earning criteria, skill or achievement type (experience, learning, validation, certification), time commitment, cost, and industry standards (if applicable). Submit to PACE.

2. Consult with PACE: regarding market research, marketing plan, financial model, pricing strategy, instructional design, registration, delivery, and/or assessment/evaluation. For SCSU units and community businesses partnering with PACE to deliver of any of these services related to the Digital Badge, pricing will be included.

3. PACE will oversee the creation of the elements of the metadata which include:

   a. Name: This is the name of the Digital Badge

   b. Description: A 500-character or less description of the outcomes of this achievement.

   c. Skills: Concise (1-3 word) keyword phrases that describe general skills represented in this credential. Skills tags can link to labor market data.

   d. Criteria: Brief description and visual representation of what the

earner did to earn the Digital Badge. These criteria describe the steps required for an individual wanting to pursue this credential.

  e. Attributes:

  i. Category (Student Non-Credit, Community Non-Credit, Faculty/Staff Professional Development)

  ii. Type (Experience, Learning, Validation, Certification)

  iii. Level (Foundational, Intermediate, Advanced)

  iv. Time (Hours, Days, Weeks, Months, Years)

  v. Cost (Free, Paid)

  f. Standard: Supports multiple entries that indicate alignment to 3rd party standards related to this achievement (for example, ISO/ANSI standards, educational standards, company policies and standards, institutional commitments, or value statements)

  g. Recommendation: This field allows for suggestions of next steps for earners to keep them engaged with learning pathways.

_____

DISPLAY AND DISTRIBUTION OF INFORMATION

RATIONALE

St. Cloud State University recognizes the importance of providing information about events and opportunities that support the University's mission and are of value to the University's students, faculty, staff, visitors, and guests. This policy is intended to provide direction for groups or individuals who wish to display or distribute information in University facilities or on campus grounds.

POLICY

Informative materials may only be posted or distributed in and on property owned or controlled by SCSU if they conform to this policy. For the purposes of this policy and procedure, "informative materials" will include: posters, easels, exhibits, digital monitors, flyers, handouts, bulletins, notices, sandwich boards, or any other type of sign or display format used for the purpose of advertising, announcing, sharing or marketing information.

Informative materials shall not:

• Be posted, displayed, carried or distributed in a manner that impedes access to University buildings or grounds or causes obstruction, blockage, or interference with the regular flow of motor vehicle or pedestrian traffic.

• Be posted, displayed, carried or distributed in a manner that causes obstruction to programs, interferes with accessibility, blocks access to fire extinguishers or other safety equipment, or presents a safety hazard.

• Be posted on trees, sculptures, historical markers, vehicle windshields, stairwells (except evacuation information), railings, building entry/exit doors (except for emergency notices, security, or building hour notices), or any other locations not outlined for promotional purposes per this policy and procedure.

• Be posted, displayed, carried, or distributed in a manner that results in excessive litter or interferes with campus beautification or grounds maintenance efforts. This includes flyers placed under windshield wipers, strewn about the grounds, left behind in stacks on university property, or deposited in locations not intended for such use.

• Be posted or removed in such a manner as to cause damage to the display location.

• Be distributed in a manner that is harassing to passersby. Proffered materials can be refused at any time.

• Be posted, displayed, carried or distributed by employees via broadcast email or other broad distribution methods for personal profit or non-university fundraising. This does not prohibit employees from posting on public use bulletin boards or from limited personal use of University resources in communicating about such opportunities with smaller groups of personal contacts.

• Be distributed in a manner that disrupts work, class, or University operations. Non-disruptive distribution with the approval of a dean or supervisor managing the space or faculty member managing their reserved or assigned classroom is permissible.

• Be posted, displayed, carried or distributed if the message promotes or advertises alcohol, other drugs, controlled substances and drug paraphernalia in violation of Board Policy 5.18 or SCSU's alcohol and other drug compliance program.

• Be posted by covering up or otherwise interfering with already posted materials.

St. Cloud State University reserves the right to remove and dispose of informative materials if they do not meet the criteria in this policy and procedure, are expired or outdated, are damaged, or are placed in areas inconsistent with the intended use of that space. Items may also be temporarily removed or promotional space reservations changed by SCSU staff to accommodate posting or distribution of information about specific needs or issues related to the campus community.

Certain departments, such as Residential Life, University Library, Atwood Memorial Center, or Kiehle Hall Art Department, may have approved exceptions or additional guidelines related to posting, solicitation, or distribution of materials due to the unique aspects or mission of that department.

SCSU is not responsible for content errors, false information, or copyright/trademark infringement on informative materials created or published by non-SCSU entities.

SCSU does not permit commercial advertising messages except for those managed through a written agreement with the University, displayed at a reserved or rented kiosk or promotional space, restricted to a free speech zone, or posted on bulletin boards designated for use by the general public. Companies, persons, or other entities are prohibited from attempting to sell to, or offer employment to, our staff, faculty, or students by going door to door in office or classroom settings. Employment or internship opportunities for students should be managed through the SCSU Career Center. Commercial advertising may be further restricted by contracts the University has with exclusive vendors, or other university or Minnesota State policies. Fundraisers and membership drives that support University activities are not commercial.

Informative materials must not be posted, displayed, carried or distributed in violation of state or federal law, local ordinance, or Minnesota State or SCSU policy, procedure, or codes of conduct. Violations of this policy and procedure may result in removal of posted materials, loss of posting or distribution privileges, or other action.

PROCEDURE

A variety of locations are available for display and distribution of informative materials. Some locations are restricted to specific users and some require a reservation and/or payment of a fee prior to use. Some may have size or time restrictions, while others may not. Due to these variations, close attention should be paid to the specific

procedures relevant to each type of informative material and display location.

For reservable spaces and/or display equipment that are not restricted to specific users or purposes, priority on reservation requests goes first to registered student organizations, then to University departments, and lastly to non-university organizations and businesses, as policy regarding time, place and manner permit.

All materials physically distributed on campus such as handouts or flyers, or materials posted in reserved spaces such as display cases, easels, or non-public bulletin boards must clearly identify and provide contact information (at minimum a name and email or phone) for the department, program, student organization, company or other entity responsible for the content being distributed or displayed. Contact information should be for a department, program, registered organization, or other office, rather than an individual. Prior to displaying or distributing informative materials, all registered student organizations must consult with and seek advice from their advisor(s) about the intended informative materials.

Unless otherwise outlined in this procedure, materials should not be posted any sooner than three weeks before tickets go on sale or the start date of the event. Materials should be removed the first-class day after completion of the program or event by persons who originally posted the information. Repeated failure to remove informative materials by the persons who originally posted may result in loss of posting privileges. If materials are not removed and they become outdated or expired, the materials may be removed and disposed by SCSU staff or any person needing use of the space. Informative materials that do not have date specific information may be removed, as needed, for materials promoting current events.

Walkways
The only walkway where posting is permitted is the Atwood/Centennial walkway. Posters for the walkway space must be professionally computer generated and be 72" x 42" in dimension. Atwood's Copies Plus can produce posters that meet these specifications. Posters must be dropped off at Atwood's information desk prior to, or on the day of, the first date of the reserved period and will be hung by Atwood staff. Removed posters will be held 1 week for pick up before being discarded/recycled.

There are 6 windows within the walkway permitted for use. Two spaces are designated for SCSU student government, two for University programming board, and two for general use by SCSU registered student organizations or University departments to promote an event, program, or service. These window spaces are scheduled via the on-campus event management system (EMS) for a maximum of two weeks. If the general use spaces are unavailable, student organizations or University departments may seek approval to use the student government designated window spaces. This approval must be in either a written or electronic correspondence from the student government president or vice president and must be dropped off at Atwood's information desk prior to, or on the day of, the first date of the reserved period.

Exterior Walls and Structures
With the exception of the coexist banner on the exterior of the Atwood Memorial Center, banners or large signs designed for exterior walls are

generally temporary in nature, designated for a University event or promotional purpose, and approved by a vice president. These banners will be displayed prior to and during the University event or promotion, be professionally made with no hand lettering, be of durable quality, follow SCSU and Minnesota State policy, and be no larger than 200 square feet. Exterior wall hangings may contain no commercial advertising outside of a sponsorship or partnership with the University. Exterior banners and/or signs shall be hung by University facilities management staff in a manner that is safe and does not obstruct visibility. Individuals interested in requesting exterior signage or requesting an exception should contact facilities management.

Interior Walls/Railings
Postings are not permitted on interior walls, doors, windows, railings or other building structures. All postings must be on bulletin boards, sandwich boards, and other permitted posting areas as outlined in this procedure. Exceptions are made for emergency, security, or building hour notices. Departments and student organizations may request exceptions for posting on permanent fixtures by contacting facilities management.

Lawn Signs
Lawn signs include any sign or post that must be pushed or driven into the ground to stand on its own, including flags and yard sale style signs. Lawn signs are highly discouraged in order to prevent damage to underground utilities, including sprinkler systems and control wires. Organizations are encouraged to use free-standing signs as outlined under "sandwich boards" elsewhere in this policy. When used, lawn signs are restricted to predesignated areas which are outlined on the lawn sign map (see supporting documents). Yard signs must have posts of less than ¼" diameter, and may not be placed any closer than 2 feet from a sidewalk. Departments may request exceptions by contacting facilities management.

Bulletin Boards, Tack Strips, and Towers
Informative materials posted on bulletin boards, tack strips or towers shall adhere to the regulations posted on the board. If a board does not have a regulations placard or is not otherwise labeled, then the default shall be that the board is available for use by the general public and informative materials may not exceed 14 x 22 inches. Materials must be mounted with thumb tacks or push pins. Only one announcement per program or event may be affixed to each site. Some boards may be designated for a specific purpose, or for use by a specific department, group, or program. These boards will be labeled accordingly or will include such details on the regulations placard. For questions about posting, contact the owner listed on the regulations placard. If no placard can be found on the board, contact facilities management.

Interior Doors and Windows
Offices, departments, and programs that have been assigned space within University buildings are expected to maintain an attractive, safe, and uncluttered appearance. Posting on doors and windows is not open to the public. Posting on interior doors and windows by departments and programs in their assigned areas should be very limited. Stickers, strong adhesives, or other materials that cause damage to surfaces are prohibited. Information on postings must pertain to St. Cloud State University programs, activities, partnerships, courses, opportunities or services. The department director, department office manager, or office incumbent is responsible to see that this policy is followed or that a bulletin board or tack strip is requested if needed.

Display Cases
St. Cloud State University has multiple display cases in a variety of campus locations. Weapons may be displayed in these cases in accordance with the violence and weapons policy and procedure. Some cases, such as the Born of Hunger (1995 Hunger Strike) display case in Atwood have a designated purpose and are not available for reservation and use. Display cases that are available to the public or campus community members will have a regulations placard with instructions about what is permitted and who to contact for inquiries.

Brochure Racks
St. Cloud State University has multiple brochure racks in a variety of campus locations. Most of these racks have a designated purpose and are not available for public use. Brochure racks that are available to the public or campus community members will have a regulations placard with instructions about what is permitted and who to contact for inquiries.

Easels
Easels are available for the bottom of each side of the main level staircase and/or the entrance to the theater lounge in Atwood to promote events taking place in those areas and only for the day(s) of the event. Posting clips near each meeting room entrance may reduce the need for easels. Atwood Memorial Center easels may not be removed from the building. Other easels may be owned by various departments, organizations, or centers on campus. Reservation of these easels is at the discretion of the owners.

Sandwich Boards
When using sandwich boards to display informative materials, the posting party must monitor them and occasionally set back up if affected by windy or adverse weather conditions. They may not be posted where they restrict or obstruct people, or hide signage or other displays. They may not be used in streets or skyways. If not secured they must be removed each night. They may be secured to prevent theft or being blown by the wind, but should not be affixed to handrails, door handles, other building exterior apparatus, artwork, historical markers, or in any manner prohibited by this policy. Contact facilities management for the proper way to secure sandwich boards to light posts and other real property assets. Repair of damage to real property assets will be charged back to the department responsible for the sandwich board. Sandwich boards must be removed upon completion of the event and must also be removed prior to snowfall to prevent damage to or from snow removal equipment. Sandwich boards are owned by various departments and may be used by others at the discretion of the office that purchased the sandwich board.

Table Tents
Table tents may be placed on food service area tables for a maximum of two weeks by SCSU registered student organizations and campus departments. Non-university table tents are not permitted. Table tents must promote events on campus, be open to all students and be made of sturdy recyclable or recycled paper. Only one table tent per event is permitted on each table. Table tents for most food service tables must be approved by the Atwood Administration Office room 110 prior to placement. Garvey table tents require approval by Residential Life. For guidelines about placing table tents in Miller Center, including in the coffee shop, refer to their guidelines for displays and exhibits.

Table tents may be placed by various offices, departments, or centers in the spaces they occupy or manage. Use of these spaces by others is at the discretion of the office, department, or center occupying or managing the space. Individuals or groups wishing to place table tents in non-food service areas or in areas they do not occupy or manage must contact the appropriate administrative office that manages the area for approval prior to placing any materials.

Tables, Kiosks, Gripper Strips, Wire Clips, and Reserved Spaces
Information about tables, kiosks, poster grip strips/wire clips, and promotional spaces can be found on the Atwood reservations/promotional space websites. For information about table and other reservations in Miller Center, refer to guidelines for displays and exhibits in the Miller Center

FREQUENTLY ASKED QUESTIONS
Please refer to policy online for related FAQs.

_____

EMAIL

RATIONALE
Email expedites and reduces the cost of communications, helps to ensure timely receipt of announcements and notifications, and allows for verification of message delivery. Use of email is intended to meet the academic and administrative needs of the campus community.

POLICY
St. Cloud State University (SCSU) recognizes email as an efficient means of gathering and disseminating information. SCSU students and employees will be able to access their SCSU email account once they activate their Star ID. Activation information can be found in the Technology Accounts policy (See the Related St. Cloud State University Policies section). This assigned SCSU email address will be listed as the individual's designated contact email in Minnesota State, State of Minnesota or St. Cloud State University enterprise and records systems and shall remain active until deactivated according to system, state or university policy and procedure.

All SCSU email users are required to utilize email in accordance with all approved federal, state, Minnesota State, and SCSU statutes, policies, procedures, and use guidelines. Conduct which involves the use of information resources to violate a university policy or regulation or state or federal law, or to violate another's rights, is a serious abuse that may result in limitation of privileges, as well as appropriate disciplinary and/or legal action.

Email is recognized as a valuable communication tool available to all employees and shall be the official means of communication with students. Employees who are on-duty or on-assignment and students are expected to receive, read, and if appropriate, act expeditiously upon communications distributed through SCSU email. Since email is the official means of communication to students, failure by a student to read their emails does not release them from being held accountable to or complying with the content of those emails. Employees and students will not be held responsible for failure to adhere to these expectations if they are prevented from doing so because of downtime or other problems with the St. Cloud State email system or servers. When communication is necessary with an employee who is not scheduled for a work assignment or is on-assignment at a location with no email

access, or when another means of communication is specified in a bargaining agreement; other means of communication will be used in addition to or in lieu of email.

Privacy and Right of University Access
SCSU does not routinely monitor all messages, however, it does have the authority, at any time, to inspect the contents of any University equipment, files, or mail on its system for any legitimate business, legal or disciplinary purpose. Reasons for review include, but are not limited to: reasonable suspicion of a violation of law or University policy; investigation into systems issues; litigation or anticipated litigation; or a need to perform work when an employee is not available. Access by university personnel for university purposes does not alter intellectual property rights of employees or students.

Email users must understand that not all data is private or protected and SCSU must comply with laws governing the release of data. Much of the data created, received, or backed up on SCSU systems may be considered public, including some email communications, even those containing opinions or personal remarks. (See Related St. Cloud State University Policies)

Data Protection
Caution should always be used when emailing sensitive or confidential information.
• Senders must ensure that the email is properly addressed to the intended recipient email(s).
  • Use care in selecting "reply" or "reply all."
  • Utilize "Bcc" feature when recipients should not be aware of others receiving the email message, or when the email addresses of recipients should be protected from disclosure.
• If there is uncertainty about the risk of data going to email addresses outside of the SCSU email system, users may consider using the Minnesota State secure file sharing system.
• Users should be aware of the signs of potential email tampering or fraud such as hacking or phishing schemes. Such malicious activity on SCSU systems should be reported immediately to the IT Security Coordinator or forwarded to phishing@stcloudstate.edu.
• Users must keep their account and password information private.
• Users must lock work devices to avoid unauthorized access to email and other systems.
• Employees must only disclose non-public data to persons who are legally entitled to access such data. Breaches or suspected breaches must be reported immediately.
• Data, including official emails, should be maintained, archived, or destroyed per established retention schedules, record transfer procedures, and secure record destruction guidelines.

Appropriate Use
SCSU expects appropriate use of e-mail to enhance productivity through the efficient exchange of information in education, research, public service and the expression of ideas. Messages sent as electronic mail should meet the same standards for distribution or display as if they were tangible documents or instruments. It is unacceptable to use the University's system to engage in wasteful, disruptive, or unprofessional practices, such as creating or sending chain letters, "flaming" (hostile, bullying, threatening or harassing) email transmissions, non-SCSU sanctioned mass messaging or marketing practices, or otherwise engaging in email practices that might unnecessarily burden or even overload SCSU servers or systems.

SCSU provides two university email distribution lists (SCSU-Announce and SCSU-Discuss), and an electronic bulletin board, for use by faculty, staff, and administrators. Users may subscribe and unsubscribe from these distribution lists at any time using the link provided on the Information Technology Services webpage. Users can also find details about the purpose for each list and the bulletin board, as well as the guidelines users are expected to follow when using these optional services.

Bulk Emails and Mailing Lists
This policy does not apply to email marketing efforts that may be included in a vendor contract, but rather is about informational or data gathering broadcast emails. The ability to regularly send non-marketing, non-commercial bulk email messages, whether to existing or newly created mailing lists, or to large or pre-defined target groups on campus is limited to specific departments and/or authorized employees. This limitation is in place to restrict the number of bulk emails and the creation of mailing lists outside of secure systems, and to safeguard the value of email as a communication tool. It is also designed to ensure compliance with system and institutional policies and procedures, the University's mission and vision, and desired communications strategies or best practices.

The ability to send research related broadcast emails is determined on a case by case basis. The use of email to initiate contact with potential participants in research may not be sent without prior approval of the research protocol by St. Cloud State University's Institutional Review Board (IRB). Campus members who are not authorized to send bulk emails on a regular basis may make requests for both non-research and research bulk email distribution through the procedures outlined in this policy.

PROCEDURE
Bulk Email Criteria
Requests for all bulk email messaging must meet these criteria for consideration:
• The message must comply with FERPA, Minnesota State policies and procedures, and St. Cloud State policies and procedures, CAN-SPAM Act, and any other applicable state or federal laws.
• The message must comply with SCSU Brand Guidelines.
• The message must come from a valid St. Cloud State University email address.
• The sender must provide contact information in, or at the end of, the body text of the message.
• The message must be succinct and clear, and be targeted as much as possible to the individuals who need to receive the message.
• The message should provide an essential communication related to the University or a University department, unit or program. Examples include, but are not limited to, information about university missions, operations, budgets, academics, health/safety, required notices or training, awards/accomplishments, and important news or events.
• For messages including a survey, the survey instrument shall be created using a University contracted survey software provider or software that has been vetted and approved by the Minnesota State System Office of the General Counsel. Survey data may not reside in the body of the email, but shall be accessed via a link in the body of the email.

Bulk Research Email Additional Criteria
These additional rules apply to mass email use in research:
• Student email addresses are considered limited directory data at St.

Cloud State University. They can be provided to conduct research for University purposes, including cooperative or collaborative research with other entities, but shall not be released to other entities for independent research not involving SCSU.
• Researchers may only be provided mass email distribution lists for an IRB approved faculty or staff led research project, undergraduate research project, honors thesis, master's thesis, or doctoral dissertation. The researcher shall not be given a distribution list unless approval by the Institutional Review Board (IRB) has been provided.
• Individual email addresses will not be provided directly to the researcher. A list of email addresses will be selected based on the research protocol and a random sampling will be used. This distribution list will have a single address for the entire list while keeping the individual email addresses secure. The researcher will be given only the single address for the distribution list, and email recipients will only see that single address when the email is received.
• The broadcast email must contain a statement about the University purpose of the email such that it is clear the researcher is abiding by the St. Cloud State University limited directory statement.
• The researcher must use their St. Cloud State University email address to send the broadcast email.
• Emails must include the IRB approved Implied Consent language in the body of the email.

Bulk Email Requests
Bulk email Authorizing Units are listed in the Bulk Email Approval Table below. These authorizing units have the ability to regularly send bulk email for university purposes. Occasionally someone outside of the Authorizing Units may need to issue a non-marketing, non-commercial broadcast messages designed to convey information to large groups on campus, such as all students or all employees. Such requests for broadcast email messages should be for a legitimate SCSU purpose and can be made by email to the appropriate Authorizing Unit who will consider the message for compliance with system and institutional policies and procedures. If a survey will be included with the message, the survey contents must be included in the request to the Authorizing Unit. The Authorizing Unit shall notify the requestor via email if the broadcast may be sent, or they may provide additional guidance to the requestor about their message or suggest another communication method.

If a person wishes to send a message to a target group that does not already have an established mailing list they must first complete the data request form found on the Analytics and Institutional Research (AIR) website. The Director of Analytics and Business Intelligence or other AIR employee shall seek permissions from the most appropriate Authorizing Unit based on the data requested. Upon approval, the AIR division will submit an online request form to the ITS Help Desk to establish a bulk email address for the requested target group. The ITS Help Desk will provide a single bulk email address (a ListServ) to the requestor.

Bulk Email Approval Table information can be found in the online policy.

Research Bulk Email Requests
The type of research that this section refers to is the type of research that requires Institutional Review Board (IRB) approval. Research for bulk email in this section refers to the use of email for a systematic inquiry designed to develop or contribute to generalizable knowledge. Members of the IRB can provide guidance on whether a survey or research email requires the following procedures.

To request bulk email for research:
1. Complete an IRB Application/Protocol and submit for review.
2. Include details on the application about the participants for the bulk email.
3. When applicable, seek a signed letter of cooperation from the external research site or cooperating organization or agency to document: 1) the cooperating partner's understanding of the nature of the researcher's work; 2) their commitment towards the project; and 3) their approval of the project as it relates to their involvement.
4. Include a "script" of the Subject and Body of the email as well as the content of the survey.
5. Upon IRB approval, a request for the required mailing list can be made by completing the data request form found on the Analytics and Institutional Research (AIR) website.
6. Email the Director of Analytics and Business Intelligence and cc. the IRB Administrator to notify that a research related request was submitted online. Attach the IRB approvals to this email so that the AIR team will know they have the proper permissions to gather the data and work with IT to create a single email address for the mailing.
7. Review and comply with all criteria for bulk email and research bulk email.
8. Review and comply with the Rules for Surveys if a survey will be included in the mailing.

Assistance
For questions, concerns or complaints about:
• Data privacy, email security, or ListServ guidance contact the Data Practices Compliance Official or IT Security.
• Possible violations related to employee ethics contact Human Resources.
• Possible violations related to student code of conduct contact Student Life and Development.
• Possible violations related to email threats, harassment, or discrimination contact the Office for Institutional Equity and Access.
• Possible violations related to email use in research contact the Institutional Review Board.
• All other general email transactions or potential violations contact the Director of Information Systems or the Deputy Chief Information Officer.

GUIDELINES
Best Practices
In addition to becoming familiar with the policies and procedures linked in the Supporting URLs and Related St. Cloud State University Policies sections online, email users might also benefit by following these best practices:
• Keep email organized, and clear email that is no longer needed, to ensure ease of email search and sufficient space for incoming messages.
• Keep subject lines and messages simple and direct to achieve a clear communication goal.
• Refrain from making statements that you would not say to someone if you were face to face, or that you would not want to be made public.
• Try not to read between the lines or jump to conclusions since it can be difficult to express and interpret emotion in text. Avoid using ALL CAPS or excessive punctuation that might be viewed as the email equivalent of shouting.
• Understand that not everyone checks their email constantly throughout the day or is able to respond instantly. Be respectful of others' time commitments and consider other communications methods for matters that need immediate response.
• Use caution with humor – what you find funny, someone else might

_____

find offensive.
• Use caution with slang, jargon, and acronyms that the intended recipient might not be familiar with or understand.
• When attaching documents, use common file formats such as .doc, .xls, and .pdf that most recipients will have software, or can easily obtain software, to open.
• Double check your entire email including the recipients before hitting the send button.

_____

ENSURING SAFETY OF NON-PUBLIC DATA

RATIONALE
The adoption of this policy by St. Cloud State University satisfies the requirement in *Minnesota Statutes, section 13.05, subd. 5*, to establish procedures ensuring appropriate access to not public data. By incorporating employee access to not public data in SCSU's Data Inventory (required by *Minnesota Statutes, section 13.025, subd. 1*), in the individual employee's position description, or both, SCSU's policy limits access to not public data to employees whose work assignment reasonably requires access.

Many federal and state laws regulate the collection, handling and disclosure of University data, including the *Family Rights to Privacy Act (FERPA)*, the *Health Insurance Portability and Accountability Act (HIPAA)*, *the Gramm-Leach-Bliley Act, the Minnesota Government Data Practices Act, and Payment Card Industry regulations.* Exposure of confidential data through improper disclosure or security risk is a violation of these laws, and can result in the institution's incurring legal liability, financial liability, loss of reputation, and loss of trust. In addition, Minnesota law requires all state entities to notify individuals if there is a security breach involving their protected data.

The use of mobile computing devices (e.g., laptops, PDAs, cell phones, USB drives) increases the vulnerability of university electronic data to theft and unauthorized disclosure and mandates additional requirements for securing non-public data as set forth in *Minnesota State Policy 5.22 and 5.23* and associated procedures and guidelines.

POLICY
This policy defines the data management environment and assigned roles and responsibilities for protecting St. Cloud State University's non-public information from unauthorized access, disclosure, or misuse. It is the responsibility of every University employee who accesses non-public data and information to secure and protect that data. It is the responsibility of every University employee who is responsible for potential data breach to cooperate with the Data Practice Compliance Official to notify individuals whose data may have been exposed.

PROCEDURE
Data Inventory
Under the requirement in Minnesota Statutes, section 13.025, subd. 1, SCSU has prepared a Data Inventory which identifies and describes all not public data on individuals maintained by SCSU. To comply with the requirement in section 13.05, subd. 5, SCSU has also modified its Data Inventory to identify the employees who have access to not public data.

In the event of a temporary duty as assigned by a manager or supervisor, an employee may access certain not public data, for as long as the work is assigned to the employee.

In addition to the employees listed in SCSU's Data Inventory, the Responsible Authority, the Data Practices Compliance Official (DPCO), SCSU Administrators, and Minnesota State staff to include the General Counsel and Attorney General, may have access to all not public data maintained by SCSU if necessary for specified duties. Any access to not public data will be strictly limited to the data necessary to complete the work assignment.

Employee Position Descriptions
Position descriptions may contain provisions identifying any not public data accessible to the employee when a work assignment reasonably requires access.

Data Sharing with Authorized Entities or Individuals
State or federal law may authorize the sharing of not public data in specific circumstances. Not public data may be shared with another entity if a federal or state law allows or mandates it. Individuals will have notice of any sharing in applicable Tennessen warnings (see Minnesota Statutes, section 13.04) or SCSU will obtain the individual's informed consent. Any sharing of not public data will be strictly limited to the data necessary or required to comply with the applicable law.

Ensuring That Not Public Data Are Not Accessed Without a Work Assignment

Within SCSU, divisions may assign tasks by employee or by job classification. If a division maintains not public data and not all employees within its division have a work assignment allowing access to the data, the division will ensure that the not public data are secure. This policy also applies to divisions that share workspaces with other divisions within SCSU where not public data are maintained.

Recommended actions for ensuring appropriate access include:
• Assigning appropriate security roles, limiting access to appropriate shared network drives, and implementing password protections for not public electronic data.
• Password protecting employee computers and locking computers before leaving workstations.
• Securing not public data within locked work spaces and in locked file cabinets.
• Shredding not public documents before disposing of them.

Penalties for unlawfully accessing non-public data
SCSU will utilize the penalties for unlawful access to not public data as provided for in Minnesota Statutes, section 13.09, if necessary. Penalties include suspension, dismissal, or referring the matter to the appropriate prosecutorial authority who may pursue a criminal misdemeanor charge.

GUIDELINES

Questions regarding this policy should be directed to SCSU's Data Practices Compliance Official (DPCO).

_____

FIRST YEAR RESIDENCY REQUIREMENT

RATIONALE
St. Cloud State University recognizes that living on campus during the first year provides a significant advantage that contributes towards overall student success. Campus residency provides opportunities to be part of a supportive community where connections with other students, faculty, and staff can more easily be made. Living on campus also connects students to resources and services that help with the transition to college life. Research has consistently shown that engagement, academic achievement, social connectedness, and other developmental factors are positively impacted by on-campus residency. (For more information about research data see the FAQ section.)

POLICY
All students admitted as New Entering Freshman (NEF), regardless of transfer credit standing, are required to live on campus and select a residential meal plan for two semesters (not including summer sessions). New Entering Freshman is defined as a student attending any institution for the first time at the undergraduate level. This includes any student who entered with advanced standing (college credits earned through PSEO or Advanced Placement programs). For the inaugural year in which this policy is made effective, NEF will also include any student enrolled in the fall 2019 term who attended college for the first time in spring 2019 or summer 2019 unless an exemption applies.

Standard Exemption Criteria
Students may qualify for an exemption to this policy for one or more of the following criteria:
• Students who will be commuting from the permanent home of a parent or legal guardian within a 35 mile radius of SCSU main campus. Proof of residency will be required.
• Students enrolled in 6 or fewer credits during both the fall and spring semesters.
  • *Should a student with fewer than 6 credit hours add a class making him/her a full-time student, the student will be expected to move on campus or apply for an exemption under a different category.*
• Students with custody of a minor child or other dependent. Proof will be required.
• Students who are married or in a domestic partnership/civil union. Proof will be required.
• Students who are Veterans or with current active military status (Certificate of Release and Discharge from Active Duty or written proof of current active military duty).
• Students who are under the age of 16 or who are 21 years or older on the first day of classes of their entering term.

Other Extenuating Circumstances for Exemption
Students may also qualify for an exemption to this policy for other extenuating circumstances outside of the standard exemption criteria. Examples include but are not limited to:
• Severe medical condition or disability that cannot be reasonably accommodated in a residence hall facility.
  • Prior to requesting an exemption, students must first contact Student Accessibility Services to request an accommodation. The written recommendation from Student Accessibility Services will be considered when making a decision about the exemption request.
• Demonstrated financial hardship.
  • The following are examples of reasons for financial hardship that may be granted (documentation required): loss of primary provider's income due to death, catastrophic health issues, natural disasters, or bankruptcy.
  • Prior to requesting an exemption, domestic students must apply for financial aid.
• Other circumstances that may be considered include, but are not limited to, serious illness of parent, academic requirements such as student teaching, study abroad, etc.

PROCEDURE
Admitted students will receive instructions on how to complete their Housing and Dining Agreement as well as information about the on-campus living experience and living learning community options.

Exemption Requests, Decisions, and Appeals
Students who believe they qualify for an exemption based on one or more reasons must submit the Housing Exemption Request form to Residential Life. The completed form must be received by Residential Life no later than 30 days prior to the first day of classes. Decisions about exemptions that meet the criteria or extenuating circumstances will be made by the Executive Director of Residential Life or designee. Residential Life will provide the decision by SCSU email.

Within five (5) business days of receiving the decision letter from Residential Life, a student may appeal the decision in writing (email is acceptable) to the Associate Director of Residential Life. The written appeal and any supporting documentation provided by the student will be reviewed by the Housing Appeals Committee to make the final determination. The Housing Appeals Committee will consult with other campus representatives to assess extenuating circumstances such as the ability to accommodate medical conditions and disabilities, financial hardship, and special needs. If the student wishes to meet with the Housing Appeals Committee, this request should be included in the written appeal documentation.

Providing false information to St. Cloud State University is a violation of the University Student Code of Conduct; individuals may be subject to conduct action. Students who are found to have provided false information will be required to move into an on-campus residence hall.

FREQUENTLY ASKED QUESTIONS
Please refer to policy online for related FAQs.

_____

FORGERIES

RATIONALE
The university considers forged signatures and fraudulent information on official documents to be a very serious matter.

POLICY
Official transcripts, diplomas, certificates, and other official academic or university documentation shall only be produced by authority of SCSU. Any person who forges or alters official university documentation may be subject to legal or other actions as permitted. A person who forges a signature or records fraudulent information on an official university document will have nullified the document and may face disciplinary action as applicable under the Student Code of Conduct, the Academic Integrity policy and procedure, published department, program, or University policies, and professional expectations as determined by university officials. Disciplinary action may include the addition of a notice of possible fraudulent use being placed on the official transcript.

GENERAL STUDENT CONCERNS AND COMPLAINTS

RATIONALE
Student concerns and complaints should be addressed fairly and resolved promptly. St. Cloud State University is committed to establishing effective processes for responding to students' concerns and complaints.

POLICY
This policy applies to general complaints, or disputes and disagreements between a student and a university official or employee, when another university policy does not exist or apply. This policy is applicable for complaints, such as but not limited to:
• poor advising,
• fraud,
• consumer protection,
• difficult navigation on our website,
• security or grounds concerns,
• not enough lighting,
• non-ergonomic classroom furniture,
• not enough lactation rooms.

This policy does not apply to complaints that may be brought under existing university policies and procedures, such as but not limited to:
• academic grade disputes,
• complaints of discrimination,
• complaints concerning sexual violence or misconduct,
• complaints about individual instructors, related to instruction or advising,
• complaints about the outcome of another procedure or appeal process, or
• complaints about program quality such as compliance with accreditation standards.

No retaliatory action of any kind shall be taken against a student for participating or refusing to participate, in a complaint process. Retaliation may lead to discipline under applicable student or employee policies.

PROCEDURE
Informal resolution is encouraged for concerns or complaints that are processed under this policy and procedure. When informal resolution cannot be reached directly between the student and the party or parties associated with the concern or complaint, or a student feels unable to attempt informal resolution, an official general concern or complaint may be processed via the following steps:

1. Reporting the Concern or Complaint
A complaint must be reported in writing to the Special Advisor to the President (the special advisor). The complaint should include documentation regarding the concern. The written complaint should contain a detailed description of the circumstances and facts of the complaint, an explanation of the alleged damages to the complainant's interests, and the solution the complainant seeks. The complaint must be submitted no later than one year following the date on which the dispute, action or concern occurred.

2. Complaint Processing and Assistance with Resolution
Once the written complaint has been received, the special advisor will notify the student of the staff member who will be appointed to meet with the student and assist with possible informal resolution. The

student may express concerns or possible conflicts of interest. The special advisor will determine whether a different staff member should be appointed on this basis. The special advisor will ask the staff member to serve in this role, and if they agree, they may request additional information or documentation as needed. They may attempt to resolve the complaint by facilitating discussion between the student(s) and the university official(s) or employee(s) if appropriate, or by seeking to negotiate a resolution in separate conversations to resolve the complaint. The complaint may only be shared and discussed with faculty, staff, and administrators at St. Cloud State University as well as with relevant external entities as warranted by the nature of the complaint. The staff member will have two weeks to complete this step. If an extension is needed, the staff member shall get written approval for the extension from the special advisor. If granted, the extended deadline shall be communicated in writing to the student complainant and other involved parties (if any).

3. Outcome of Resolution Efforts
If informal or mutual resolution occurs at step 2, the staff member will notify the special advisor of the resolution in writing. The special advisor will send an acknowledgement to the parties and retain the documentation for two years.
If informal or mutual resolution has not occurred within two weeks of the initial filing (or the extension deadline if one is sought and granted), the staff member must notify the special advisor in writing, that informal resolution will not occur. The staff member will include any documentation provided, along with a report of efforts made in step 2 to seek resolution. The student must be copied on this written notification. If the student wishes to continue with the complaint and efforts to seek resolution, the process proceeds to step 4.

4. Continuation of Complaint Process
Within ten (10) business days of the notification that no informal resolution could be reached, the student must express, in writing to the special advisor, their intent to continue the complaint process and attach any additional documentation or information that was not included in step 2. Once received, the process follows:
• The special advisor will appoint, within five business days, a different staff member to assist with resolving the complaint. The student will again be notified and given the opportunity to voice concerns or possible conflicts of interest. Once a staff member is appointed, the special advisor will provide them with the original documentation and any new documentation received in step 4.
• The appointed staff member will review the records and attempt to resolve the complaint.
• The appointed staff member will create a report describing either the final resolution or a determination that the complaint will be 'unresolved.' The final resolution or determination must state which university employee to contact if the student wishes to appeal.
• The appointed staff member will provide the written report to the special advisor within fifteen (15) business days from the date they were appointed. Copies shall be provided to the student, other involved parties (if any), and the employee assigned to process the appeal if one is submitted. If an extension is needed, the staff member shall get written approval for the extension from the special advisor. If granted, the extended deadline shall be communicated in writing to the student complainant and other involved parties (if any).

Only the student may appeal the resolution or determination decision. However, the student must be advised that university officials, faculty or staff members may have recourse, through the Student Code

of Conduct disciplinary process, against a student acting in bad faith.

To appeal the student forwards all documents related to the complaint, prior attempts to resolve, and final resolution report to the individual identified in step 4.4. If the appeal is denied the student may only appeal up to the president or chancellor when the following criteria are met:
• If the complaint involves a college or university rule or regulation, a student may appeal an official complaint in writing to the president of the university. The president may seek additional information if needed and may meet with the student and/or the faculty/staff involved. The president's decision on the complaint appeal will be final.
• If the complaint involves a board policy, the actions of a college or university president, or a claim of consumer fraud or deceptive trade practice, a student may further appeal the college or university decision to the chancellor. The decision of the chancellor is final and binding.

FREQUENTLY ASKED QUESTIONS
Please refer to policy online for related FAQs.

_____

GRADE APPEAL

RATIONALE
St. Cloud State University is committed to addressing student grading concerns fairly and expeditiously. Grade appeals can often be based upon misunderstandings between students and faculty. Thus, whenever possible, it is best to resolve them informally. It is important that anyone involved in a student complaint understands that the procedure is neither a judicial nor a disciplinary process.

POLICY
Students have an expectation that their grades are determined fairly and honestly. Students also have right to question the procedure by which their grade was determined. Grade concerns and appeals should be addressed in a timely manner. Students will notify instructors as soon as possible, but within ten business (duty) days of the start of the next regular semester.

Throughout this policy and procedure the term *Student* refers to a student who is appealing a final course grade and the term *Faculty* refers to the instructor of record whose grade is being contested. This policy does not apply to grades that were changed as the result of the Academic Integrity procedure. This policy also does not apply to grades received as a result of discrimination. Students who believe their grade was the product of discrimination should contact the Office for Institutional Equity & Access.

PROCEDURE
If a student's grade in a course is changed through the Academic Integrity policy and procedure, that grade is not subject to an appeal through this policy and procedure. If a student's grade is not the outcome of an Academic Integrity process, and the student considers a grade to have been determined improperly, they must arrange a meeting with the chair of the department/program in which the course is taught. If the grade appeal involves the chair of the department/program, someone else will be designated by the department to act in this capacity. The student should contact the Dean's Office to determine who has been designated by the department for this role. The purpose of the meeting is to explain the steps, including the timeline involved in making a grade appeal. Every effort

will be made to complete the grade appeal process, from the formal initiation to resolution at Step 2, within 30 business days, or within 45 business days if an appeal at Step 3 is also pursued.

Step 1. Informal Consultation with the Faculty Member
Within ten business days of the first day of instruction of the next fall or spring semester the student will communicate with the instructor via e-mail, telephone, or by arranging a meeting with the faculty member to fully explain their concern about their grade. If the instructor is not available for consultation because the instructor of the course is no longer employed by the university, this consultation must occur with the chair of the department. The faculty member may elect to respond to the student immediately or at a later time; however, the student must receive the faculty member's written response within five duty days of the consultation about the complaint. If the faculty member's response is either not satisfactory to the student or is not made within the required time, the student has five business day to proceed to Step 2 and file all documents required to initiate a formal grade appeal if they choose.

Step 2. Formal Grade Appeal
If the matter is not resolved through informal consultation, the student may file a Formal Grade Appeal by submitting a Grade Appeal Form to the Chair of the department/program in which the course is offered *(download the form, See Supporting Documents).* The Formal Grade Appeal Form must be accompanied by all documentation that will serve as the basis of the grade appeal and must be submitted in electronic or paper format. At this time, the complaint is formally initiated and the 30-business day timeline to resolution is active. The Department Chair will have three duty days to verify that the student has consulted or attempted to consult the faculty member as required by Step 1, will sign, date and forward the Student Grade Appeal Form to the person(s) responsible for coordinating grade appeals within the department, or someone designated by the department (Grade Appeal Coordinator). If the grade appeal concerns the Grade Appeal Coordinator, the Chair of the department will act as the responsible party for coordinating the grade appeal.

The Grade Appeal Coordinator will have three duty days to inform the faculty member against whom the grade appeal has been brought and will provide a copy of the Grade Appeal Form and a copy of all documentation to the faculty member. The faculty member in question will have five duty days to submit supporting documents or any other written response to the Grade Appeal Coordinator. This may be done by email or in paper format.

Within 8 duty days of receiving the faculty member's response, the Grade Appeal Coordinator will arrange and conduct, along with the departmental faculty grade appeal committee, separate meetings with the student and faculty member. If the instructor in question is a member of the departmental faculty grade appeal committee, the instructor will withdraw from the committee and the remaining members may choose another member as a replacement. The intent of the separate meetings is to review the complaint and supporting documents, and to gather additional information to make a grade determination. Following the two meetings, the Grade Appeal Coordinator will work with the departmental faculty grade appeal committee to reach an outcome.
1. If the contested grade is an "F" or a "U," the committee may let it stand or change it to "W," "U," or "S."
2. If the contested grade is a passing grade, the committee may let it

stand or change it to "S," meaning that the course would be counted toward graduation requirements but not be computed in the student's grade point average. To assign a grade of S during this process, the grade appeal committee must determine that the student's work in the course is equivalent to a grade of C or better. They may also change it to a "W".

Within three duty days after the date of the second meeting, the Grade Appeal Coordinator will provide a copy of the Grade Appeal Form to both the student and faculty member that is signed by the members of the departmental grade appeal committee indicating the outcome of the appeal. A copy of the Grade Appeal Form must also be sent to the Registrar's office if a grade change is determined. The Grade Appeal Coordinator will then follow the instructions for final routing and retention as indicated on the Grade Appeal Form.

It is the student's responsibility to monitor the timelines related to the processing of their complaint. If the departmental grade appeal committee fails to hear the grade appeal within the required time limits, the student may notify the Provost's office. The Provost (or designee) may extend the deadline for action and notify the student, faculty member and dean/director of the appropriate college/school to monitor the process to see that it occurs within the extended time limits.

Step 3. Request for Review of Formal Grade Appeal Decision
A request for a Formal Grade Appeal Review may be made only for the following reasons:
1. a procedural error which substantially affected the outcome;
2. failure of the departmental grade appeal committee to hear the appeal or to render a decision; or
3. new or newly discovered information of a character which may have substantially affected the outcome.

If one or more of the above criteria are met, a student may request a review of the departmental grade appeal decision by completing Step 3 of the Grade Appeal Form and submitting it to the Provost (or designee) within 5 business days of the original departmental grade appeal decision. Within 5 business days of receiving the Step 3 Grade Appeal Form, the Provost (or designee) will make a determination about whether the request is valid. If there is not sufficient reason for further review, the decision of the departmental grade appeal committee is final and not appealable. The Provost (designee) will notify the student in writing of that determination.

If, however, such circumstances are found by the Provost (or designee) to exist, they will forward the request (Step 3 on the Grade Appeal Form) for a Formal Grade Appeal Review to the Faculty Association Academic Affairs Committee (FAAAC). A committee consisting of at least three members of the FAAAC will conduct a meeting to review the appeal. No member conducting the review shall be from the department of the grade appeal that is being reviewed. At the meeting with the FAAAC, both the student and faculty member may be accompanied by any consultant of their choosing. The participation of such persons shall be consistent with the process outlined in the Assisting Students with University Policy and Procedure (see Related SCSU Policies section). These consultants may not speak during the grade appeal review and are only present to provide support. Lawyers or legal representatives may not serve as consultants because this is not a legal proceeding.

The Provost (or designee) shall convene the committee and observe the proceedings. A member of the FAAAC shall chair the meeting. The meeting and report of the outcome of the appeal review will be concluded within 10 duty days of receiving the Step 3 Grade Appeal Form from the Provost (or designee).

Upon conclusion of the review, the chair of the FAAAC review group shall complete the Summary of the Committee Review on the Grade Appeal Form and shall notify the student and faculty member of the outcome, and in cases where a grade change is warranted, the Registrar's office within 3 duty days. The FAAAC Chair will then follow the instructions for final routing and retention as indicated on the Grade Appeal Form.
1. If the contested grade is an "F" or a "U," the FAAAC may let it stand or change it to "W," "U," or "S."
2. If the contested grade is a passing grade, the FAAAC may let it stand or change it to "S," meaning that the course would be counted toward graduation requirements but not be computed in the student's grade point average. To assign a grade of S during this process, the FAAAC must determine that the student's work in the course is equivalent to a grade of C or better. They may also change it to a "W".

The decision to the FAAAC is final, and is not appealable unless there is evidence that the review decision was arbitrary, capricious or improper. In such a case, the student or faculty member may provide written concerns to the Provost to address the matter. If the Provost (or designee) finds that the FAAAC's decision was arbitrary, capricious or improper, they shall provide specific requirements to the FAAAC to address the concerns.

The assignment of grades is the exclusive prerogative of the faculty. Only the faculty member who assigned the grade, the departmental faculty committee, or the FAAAC as described in this process has the authority to change a grade.

Under extraordinary circumstances, the administration finds it necessary to change a grade directly (under the limits imposed in the procedure) because of the failure of the departmental grade appeal committee or the FAAAC to act, a written justification for such an action will be given to the faculty member, the chair of the department of the affected faculty member, the chair of the FAAAC and the President of the Faculty Association. Annually, all grades changed by the administration must be communicated to the Faculty Association through Meet and Confer.

Expedited Appeals and Reviews
Grade Appeals during summer sessions can have a significant impact on student progress. Additionally there may be other time constraints or restrictions that would warrant an expedited process. Faculty and students should make every effort to resolve issues at Step One, including the use of electronic media. If the faculty member for the class in question is unavailable a committee formed in collaboration with the colleagues within the school or department will collect information and attempt to resolve the grading concern at Steps One and Step Two. For grade appeals that move to Step Three the Faculty Association shall select at least three members of the FAAAC to meet and hear grade appeals following the usual practices of committee convening and selection.

Where possible electronic communication (e.g., conference phone calls, Skype, Adobe Connect, etc.) should be used to make sure the student and faculty member have every opportunity to work together to resolve the disputed grade. If deemed necessary by the Provost, a duty day can be paid to faculty who are not under contract to meet with the departmental or FAAAC committees. Resolution of the Grade Appeal should be within 7 business days. Any request to review the appeal at Step 3 shall also be processed within 7 business days.

GUIDELINES

Rights and Responsibilities
Throughout this procedure, the following processes, rights and responsibilities apply:

Student
• The student has the responsibility to notify the instructor of the student's concern regarding a final grade. Notification may be face to face, by telephone, by email, by mail, or as facilitated by the department chair (see Department section below).
• The student has the responsibility to present documentation and complete required forms.
• The student has the right to contact the Student Government Association Academic Affairs Committee to receive assistance and coaching in the grade appeal process.
• The student has the right to be accompanied by any consultant of their choosing to any meeting of the Grade Appeal Policy process, including the student's initial notification of the instructor.
• The student has the right to speak to and to present evidence to the committee reviewing the grade appeal.
• The student has the right to receive the committee's written recommendation.

Instructor
• The instructor has the responsibility to present documentation and evidence to the student during the grade appeal process. The instructor must be available for a meeting during office hours, or a mutually agreed upon time. The instructor will explain the grading process and the grade given to the student. The grading process must be explicitly stated in the course syllabus that was made available at the start of the course.
• If invited by the committee, the instructor will meet with the committee. The instructor will explain the grades and grading process in question to the committee. The instructor has the responsibility to present documentation and provide evidence to the committee.
• The instructor has the right to speak to and to present evidence to the committee regarding the grade appeal.
• The instructor has the right to receive the committee's written recommendation.
• The instructor has the right to change the student's grade at any point in this process, based on a review of the student's performance or to correct clerical errors.
• The instructor has the responsibility to maintain confidentiality.

Department
• The department and/or chair has the right and responsibility to assist the student and instructor in reaching an informal resolution. To this end, the department or department chair may assist the student in notifying the instructor of the student's concern. The chair may refer the student to the Student Government Association Academic Affairs Committee to receive assistance and coaching on the grade appeal process.

• Early each fall semester, each department has the responsibility to establish a grade appeals committee and may adopt a departmental procedure for grade appeals that is within the general guidelines of this policy. A written copy of the departmental procedure will be given to any student who files a grade appeal. The departmental information sheet given to students will set forth the steps of a student grade appeals process.
• The department has the responsibility to maintain confidentiality.

Committee
• If the department has a separate procedure, the committee has the responsibility to follow both the guidelines/procedures of this policy and the department procedure. Departmental procedures cannot be in conflict with university policy and procedure.
• The committee has the responsibility to generate a written response, with copies given to all involved persons and filed according to this policy and department policy.
• The committee has the responsibility to maintain confidentiality.

_____

GRADING SYSTEM

RATIONALE
Students have the right to have their academic performance assessed and determined fairly, honestly, and in a timely manner. A standard grading system provides a common understanding of the meaning of grades and promotes uniformity in their use. Defining grades and their meaning allows for comparison, calculation of grade point averages, and analysis of academic progress.

POLICY
St. Cloud State University (SCSU) will use a letter grading system to measure and differentiate student performance. When course design permits, a pass/fail (satisfactory/unsatisfactory) grading system may be used but must be selected by the student at registration.

All grades are to be based on the quality of the academic work submitted. The grades should accurately reflect the degree to which stated outcomes are met. Final grades must be submitted using the procedure prescribed by the Registrar no later than four business days following the last day of the course (**Note**: for accelerated, short-format or non-semester long courses, this deadline may not coincide with the end of the semester).

Certificate of Scholastic Achievement - Dean's List
The University recognizes outstanding scholastic achievement by awarding certificates each term, with the exception of summer term, to students who earn a grade point average of 3.75 or better. An undergraduate student must be a degree seeking enrolled student, and must complete at least nine credits of ABCDF graded courses to be eligible for the award.

PROCEDURE
The grading system at St. Cloud State University includes the following grades as described in this section (A, B, C, D, F, S, U, NA, AU, I, IP, R/RC, W):
St. Cloud State University employs an A – F grading system to measure student achievement:

A - Excellent
B - Above Average
C - Average
D - Below Average
F - Fail

These grades, with the exception of F, may include a "+" or "–" for further differentiation of achievement. If the grade of A+ is assigned, it does not provide for assignment of a higher value on the four point scale used to calculate grade point average; 4.0 remains the highest assigned value.

The university also records the following grades when permitted in course design. (Students must select grading system A – F or S/U at registration):

S – Satisfactory
U – Unsatisfactory

NA - Non-attendance (entered as FN prior to 2017). Entry of a grade of NA occurs automatically when an instructor enters information that a student has never attended class or participated in class-related activities (Effective Summer term 2017).

AU – Audit. Students may register for courses as auditors, meaning their performance in the course is not evaluated for a grade. Upon completion of courses students registering as auditors receive the grade of AU. An instructor may assign a grade of U to a student who registers to audit a course and then fails to meet the attendance requirement established by the instructor.

I – Incomplete. Instructors may assign the grade of I to students who are doing satisfactory work in a course but due to extenuating circumstances are unable to complete all course requirements during the term. A student and instructor must have a recorded understanding, such as an exchange of e-mails, that the assigned grade for the course is I. Completion of course requirements must occur by the end of the following semester unless the instructor sets a shorter time limit. For courses in spring semester the following semester is fall. A grade of I automatically changes to F or U at the end of that following semester if no other grade has been assigned.

IP – In progress. Instructors may assign the grade of IP to students whose work at the end of a term is still in progress because the course, by design or by arrangement prior to registration, requires more than one term to complete all assignments. Examples of such courses include field work and internship assignments, contract-based courses, and courses which must be taken in a series before any grade is earned. Completion of course requirements must occur within one year. IP automatically changes to F or U at the end of one year.

R - Registered. The grade of R is applied only to the following graduate continued enrollment courses, 691 and 891. This is considered a final grade and is not used to compute GPA or completion rate.

RC - Research Continued. The mark of RC is used for graduate courses when the completion of dissertations, master's theses, creative works, or field studies is projected to extend beyond two terms. RC will remain on the transcript until such time as the work is completed. The RC is considered an appropriate grade for a culminating project extending beyond two terms and is not used to compute GPA or completion rate.

When a student has completed all of the requirements for a master's thesis, creative work, a specialist degree field study, or doctoral dissertation, the adviser submits the appropriate mark to replace the RC. A student may not graduate with a mark of RC on their transcript. An RC remaining on a student transcript beyond the seven year time period allowed to earn a graduate degree will be administratively changed to a U.

W – Withdraw. Withdrawal from a course is initiated by students. Faculty do not enter a W except as the result of a grade appeal.

Z – Appears on student transcript as soon as a student registers for a course. The Z is replaced with entry of a grade. In the absence of a grade Z automatically changes to F (fail) or U (unsatisfactory) after one semester.

After the published last date to withdraw from courses the transcript will indicate the grade submitted by the instructor. If extenuating circumstances warrant other considerations, an appeal may be made through the Office of Records and Registration (AS-118).

Computing Grade Point Average (GPA)
A student's grade point average is a numerical ratio of the total credits attempted and the total grade points received. The method of computing GPA is to multiply the credit hours a class is worth (4-credit class, 3-credit class, 2-credit class, 1-credit class) by the GPA (honor) points for the grade received.

Please review policy language online for break-down of GPA points earned for a respective grade, found at https://www5.stcloudstate.edu/Policies/SCSU/Viewer.aspx?id=35.

Only courses taken at St. Cloud State University or courses taken through an approved off-campus program are used in computing a student's SCSU grade point average.

Courses in which a mark of C-, D, F, NA or U was earned are not applicable to a graduate degree/certificate and may not be included on the program of study.

Repeating Courses
Repeating courses at St. Cloud State University is permitted, however, the university may limit the number of times a student repeats a course. No courses or grades are removed from the transcript when a student repeats a course. Graduate students must receive written permission from their advisor and approval from the School of Graduate Studies prior to repeating a course and may only retake a course if their original grade was C-, D, F, NA, or U or W. Repeating courses can affect:
• Credit completion percentage
• Graduation credit requirements
• Grade point average

Credit Completion Percentage: Credit completion refers to the percentage of courses attempted that resulted in a passing grade. Every time a course is taken, it counts toward completion percentage. Students are expected to successfully complete at least 2/3 or 66.67% of all attempted credits to remain in good academic standing.

Graduation Credit Requirements: Course credits may only be counted one time toward graduation requirements unless the course is specified as repeatable for additional credit in the course description. Coursework completed as part of a graduate certificate program may be counted toward a graduate degree program.

Grade Point Average: An undergraduate student repeating a course in an effort to improve the grade will have either the original grade or the repeat grade count towards grade point average, whichever is highest. If a graduate student repeats a course, the grade from the repeated course will be averaged with the grade assigned after the first attempt to compute grade point average.

Entering/Recording Grades
Final grades are submitted by the instructor of record to the office of Records and Registration using the process and instructions found online. Grades must be submitted within four business days of the recorded end of the course. For accelerated, short-format or non-semester long courses this date may not coincide with the end of a semester. Timely submission of final grades is essential for the retention and progress of students toward academic program completion. Grading is also important for academic advising, calculation of completion percentage, maintaining satisfactory academic progress, and the provision of academic interventions and support when necessary.

Grade Appeals
Grading issues or concerns can often be the result of a misunderstanding or miscommunication between faculty and students. SCSU encourages the resolution of grading issues or concerns informally whenever possible. If informal resolution has not been attempted independently it will be required as the first step in the formal grade appeal process.

_____

HOSTING INTERNATIONAL VISITORS AND GUESTS

RATIONALE
St. Cloud State University (SCSU) works to fulfill its learning commitment to enhance global and cultural understanding. This involves receiving international visitors. Due to the complexities involved in facilitating legal entrance into the United States, determining payment types allowable to persons in various visa classifications, completion of income tax and/or tax treaty documents, procedures for obtaining taxpayer identification numbers, among other procedures; the *Center for International Studies (CIS)* coordinates the invitation, welcome, and maintenance of records for all international visitors to SCSU.

POLICY
Certain payments and services provided to international guests and visitors may result in U.S. tax consequences for the beneficiary. In order to comply with Minnesota State Procedures and Guidelines and the Internal Revenue Service, documentation must be provided on the SCSU International Visitor Worksheet along with copies of supporting documents to CIS.

In advance of offering contracts or paying expenses in support of international guests, data required by the SCSU International Visitor Worksheet must be provided to Minnesota State Finance Division, Tax Services, for a determination of whether any tax withholding is required. This applies to expenditures for honoraria, stipends, and all compensation, and may apply to transportation, lodging, and meals. All planned payments to, or in support of, international visitors to SCSU, or other locations on SCSU's behalf, should be reviewed by Minnesota State Finance Division, Tax Services. Compensation and expenditures cannot be processed by SCSU Business Services until this review has occurred and documentation is attached. This includes payments from one office to another within the university.

Changes in the international visitor's activity during the visit that will result in any compensation by SCSU, or enhanced support through SCSU, must be reviewed by CIS following the same process as the original plan for the visit and prior to payment.

PROCEDURE
An international visitor is any person who is not a citizen or permanent resident of the United States of America. Any international visitor who desires a visit to SCSU and any person/group interested in inviting an international visitor(s) to campus should notify, in writing, the Associate Vice President for International Studies. The Center for International Studies staff will then:
• Determine whether the visit is subject to this procedure.
• Assist appropriate University staff in establishing a workable budget.
• Correspond with the international visitor(s) to obtain demographic information needed to process immigration and tax filing.
• Determine which visa type is most appropriate for the international visitor.
• Produce immigration documents that will enable the visitor to apply for a U.S. visa and legally enter the United States.
• Prepare and send an invitation packet that includes:
  • Dates of the visit.
  • An overview of the activities that will take place during the visit and/or a detailed itinerary.
  • A detailed explanation of funding, including honorarium, travel reimbursement, and/or meal allowances.
  • Guidance on completing IRS paperwork, including application for Individual taxpayer Number, W-7, W-9, W-8 BEN, and/or 8233 along with instructions on returning the forms to CIS.
  • Guidance on obtaining an appropriate non-immigrant visa allowing entry into the United States, and a detailed explanation of immigration forms produced by CIS.
  • CIS contact information should the invited scholar have questions regarding payment, tax reporting, or immigration.
• Send a copy of the Invitation Letter to SCSU's Provost and President.
• Establish a file for each international visitor.
• Process immigration, insurance and tax forms.
• Convey documents needed to assure tax withholding to Minnesota State Finance, Tax Division.
• Convey documents needed to support appropriate payments by Business Services to provide compensation, reimbursement or support as approved.
• Welcome the international visitor(s) to campus with a brief orientation program that verifies legal entrance into the United States pursuant to visa classification.

Campus Visit
During the visit, the visitor will maintain direct contact with the proposal originator and follow the schedule of planned activities. Any changes from the original plan that result in additional compensation or financial support on behalf of the visitor require the assistance of the CIS to assure compliance with visa and tax requirements.

KEYS AND ELECTRONIC KEY CARDS

RATIONALE
St. Cloud State University aims to provide an open and welcoming, yet safe and secure environment. Providing policy and procedure for key/card holders, along with limiting access in specific areas contributes toward safety and security by minimizing risks and maximizing protection.

POLICY
The Public Safety Department will maintain oversight of all lock systems including hard key and electronic card access within all University owned or leased spaces, including academic, research, athletic, administrative, and student life areas. Access to all residence halls and apartments shall remain with the Residential Life Department and be subject to Student Affairs approved policies. The Public Safety Department will work with individual departments to create a satisfactory access system for department needs within the framework of the related policy and security constraints.

Access to the University's facilities is determined and assigned based on the distinct needs and requirements of the University and the user in the interest of safety and security. Key/card holders may only use keys in their official University or contracted capacity and for the purpose and time frame for which they are authorized.

Key/card holders are responsible for the appropriate use, care, and control of all keys assigned for their use. All persons with building access rights shall not grant access to others, prop doors open, or purposefully leave spaces unlocked. Transferring or passing keys to others is not permitted. Individuals who give keys to others, or who loan or duplicate keys, will immediately lose key/card holder privileges and appropriate administrative action will be taken. Violations of this policy may result in disciplinary actions up to and including termination for employees. Violations by students are managed through the Student Code of Conduct process. Students who fail to return university issued keys/cards may be charged for replacement or re-keying with the charges applied to the student's account.

Work to duplicate keys shall only be performed by SCSU locksmiths. If lock repining/replacement, or other work or repairs are required due to loss, theft, failure to return, or policy and procedure violations, the key/card holder or their associated company, department or school may be charged for the costs related to this work.

PROCEDURE
The entire St. Cloud State University community has a shared responsibility for campus safety and security both in terms of personal safety and protection of material assets and private data. This includes adhering to the following building access procedures and other related policies and procedures (see Related St. Cloud State University Policies).

Key/Card Management
Public Safety is responsible for issuing keys and maintaining records for all university key/card systems. Key/Card holders and/or supervisors (or designee), may be called upon to assist with periodic key audits to verify and update key control records. Audit findings may result in the initiation of key/card return procedures, or in some cases, sanctions or disciplinary procedures.

Key/Card Procurement
For Residence Hall key needs, students shall follow the guidelines of the Student Handbook. Other key requests, including for contractors, shall be made using the Key/Card Access Request and Agreement.

The following procedures apply:
• Employees may complete the Key/Card Access Request and Agreement or it may be completed by another employee, such as an Office Administrative Specialist or Office Manager, on the key requestor's behalf.
• Students may not request their own keys. They must have an SCSU employee complete the form on their behalf.
• Contractors may request key/card access for only the location(s) and duration necessary to complete the contracted work. Public Safety will verify the status of the purchase order and contractor agreement prior to issuing keys to a contractor. Contractors shall work with their SCSU contact (supervisor) to determine if keys should be returned daily or assigned for a period of time.
• Approval by key/card requestor's supervisor is required. The supervisor may assign a designee as an approver by granting the authorization in writing to the Public Safety Department. Further approval may be required depending upon the type of key or access requested (see Guidelines for Key Types and Access Chart).

Key/card requestors will be notified by Public Safety when their keys/cards are available for pick-up. Key/Card requestors must present photo identification and sign an agreement holding them responsible for all keys/cards received.

Lost or Stolen Keys/Cards
Keys/Cards that are lost or stolen shall be immediately reported to a supervisor, if applicable, or issuing department. Lost or stolen electronic key cards shall be reported to the Campus Card Office, or if after hours, to the Public Safety Department. Lost or stolen physical keys shall be reported to Public Safety.

Re-Keying Requests
Any lock hardware or re-keying request must be submitted to Public Safety by a dean, director, department head, or vice president and shall include a justification for the requested work.

Key/Card Return
A key/card holder, their supervisor, or designee, may need to initiate key/card return for:
• Assignment or contract completion;
• a change in office or position;
• a leave of absence (greater than 4 weeks);
• a termination, retirement, or resignation;
• a sanction or trespass; or
• any other event that would require a change in key/card or building access rights.

A supervisor should contact Public Safety for an up-to-date list of the individual's keys and cards, retrieve the keys/cards from the individual, provide a key return receipt, complete the Key Return & Access Deactivation Form, and return the keys/cards along with the form in person to the Public Safety Center within 2 business days. This will serve as notification to Public Safety to take any necessary electronic deactivation or other security measures. In the case of employee leave,

_____

the supervisor shall coordinate with Public Safety to retrieve and/or reactivate keys/cards when the employee returns.

_____

LATE REGISTRATION CHANGE

RATIONALE
St. Cloud State University desires to maintain the integrity of academic records and student information. To produce an accurate transcript the office of Records and Registration will implement strategies to record changes in the status of student registration.

POLICY
A student may always change his/her registration using the online registration system established by the Minnesota State Colleges and Universities system (Minnesota State). Deadlines for all registration transactions are provided within the online registration system. Documentation of extenuating circumstances must accompany the Late Change in Registration form. Petitions must be submitted within one (1) year from the end of the term the class was taken.

PROCEDURE
A change in registration usually results in a change in the student's transcript (e.g. late withdrawals and late drops). Due to partial term and summer classes that fall outside of the regular class schedule, it is imperative that students be aware of appropriate change of registration dates. The guidelines below are regarding requests for changes in registration that occur subsequent to the timeline deadlines.

Late Withdrawal
Late Withdrawal: A change in registration that happens when a student attempts the course but is unable to complete the course or change his/her enrollment status in a timely manner (i.e. more than 80% of the class has been completed) will be considered a "Late Withdrawal" and a "W" will be reflected on the transcript.
• The student is encouraged to first seek the recommendation of the instructor, research director, or test administrator as well as gather input from academic advisors. In most instances it is expected that the student communicate with the instructor, research director, or test administrator in an attempt to complete the course rather than petition for a change in registration.
• Requests for a grade of "Incomplete" should be given priority by instructors, research directors, test administrators, and programs.
• A consultative process should be used for each request to modify an academic record. Examples of those to be included in the consultative process include, but are not limited to: instructor(s), advisor(s), financial aid specialists, student relations directors, health care providers and community support provider(s).
• A late withdrawal is not intended as a means for a student to substitute a "W" for a poor grade on his/her transcript. Discerning the intent of the petition to change registration is ultimately left to the Dean in the respective college/department/school.
• Examples of rationale to determine approval of a request for a late change in registration beyond the respective deadline(s) include(s), but is/are not limited to: Significant issues, an emergency, and circumstances beyond the control of the student.
• In the event there are emergencies or circumstances that are beyond the control of the student it is expected that ample documentation will be provided to support the claims being made while being sensitive to confidentiality expectations.
• If a student has completed a course, a "late withdrawal" will not be approved because the class is completed and the grade has been earned. Exceptions can only be made if there are extenuating circumstances supported by newly available documentation.

Late Drop
Late Drop: A change in registration that happens when a student attempts the course but is unable to use the electronic registration system to drop enrollment by the published deadline or there are extenuating circumstances beyond the control of the student will be considered a "Late Drop" and will be removed from the transcript.
• The student is required to first seek the instructor, research director, or test administrator's recommendation as well as gather input from academic advisors. In most instances it is expected that the student communicate with the instructor, research director, or test administrator in an attempt to complete the course rather than petition for a change in registration status.
• Requests for a grade of "Incomplete" should be given priority by instructors, research directors, test administrators, and programs.
• A consultative process is to be used for each request to modify an academic record. Examples of those to be included in the consultative process include, but are not limited to: instructor(s), advisor(s), financial aid specialists, student relations directors, health care providers and community support provider(s).
• A drop is not intended as a means for a student remove a poor grade on his/her transcript. Discerning the intent of the petition to change registration is ultimately left to the Dean in the respective college/department/school.
• Examples of rationale to determine approval of a request for a late change in registration include, but are not limited to: Significant issues/an emergency/circumstances beyond the control of the student.
• In the event there are emergencies or circumstances that are beyond the control of the student it is expected that ample documentation will be provided to support the claim(s) being made while being sensitive to confidentiality expectations.
• If a student has completed a course, a "late drop" will only be approved if some event or circumstance outside of the student's control inhibited the student's performance, (e.g., repeated medical emergencies). Exceptions can only be made if there are extenuating circumstances supported by newly available documentation.
• Petitioner should be able to explain the reason(s) it was impossible to drop prior the drop deadline. Examples include but are not limited to:
  • the course did not convene prior to the drop deadline; or
  • the student was unable to drop due to an error outside the control of the student; or
  • there were errors of omission or commission by the university.

Students are directed to the Business Services Office for information on tuition refund requests.

Students who have never attended or attempted a course may contact the Office of Records and Registration.

_____

MEMORIALS ON CAMPUS

RATIONALE
St. Cloud State University and its Foundation recognize that individuals may wish to offer a memorial or other tribute through a monetary donation or the installation of a physical object or marker on the St. Cloud State University campus.

_____

POLICY

The St. Cloud State University Foundation will accept gifts made in memory of or in tribute to an individual(s) to existing Foundation funds. At certain times, engraved bricks or pavers may be available if physical memorials on campus are desired. Existing campus memorials will be maintained per previous arrangements as long as the structure is safe, viable and cost effective to repair.

This policy does not prohibit the University from providing its donors with recognition in accord with the St. Cloud State University policy on Naming Building, Sites and Common Areas.

Individuals or families inquiring about memorials on campus should be referred to the St. Cloud State University Foundation Office.

PROCEDURE

Non-physical Memorials

Scholarships: St. Cloud State University recognizes that making a gift to an established scholarship is the primary and recommended form of memorial tribute on campus. Scholarships serve to honor or memorialize someone by making it possible for others to succeed. For donors wishing to create a new scholarship to honor the memory of a loved one, a "named" annual scholarships can be made by a donation of at least $5,000 ($1000 per year over 5 years). An endowed scholarship to serve SCSU students for generations to come requires a $25,000 minimum gift investment.
• *"Named" Annual Scholarship:* A "named" annual scholarship at SCSU is one in which the entire balance of the fund is available for immediate use. Once the balance is exhausted, the fund is closed.
• *Endowed Scholarship:* The intention of an endowed fund is that it continues providing support in perpetuity. Once endowed, these funds make annual distributions for scholarships at a rate determined annually by the St. Cloud State University Board of Directors. Endowed funds are intended to provide long-term financial support.

Individuals wishing to inquire about or set up a scholarship should contact the St. Cloud State University Foundation.

Monetary Gifts: Individuals and families wishing to honor or memorialize a loved one may make gifts in the name of their loved one to the St. Cloud State University Foundation, and designate that gift to the fund of their choosing. Donors will be issued a gift receipt for tax purposes and the Foundation will issue a letter to the decedent's family notifying them that a gift has been made in honor of their loved one. Individuals and families wishing to establish a permanent endowment in honor or memory of a loved one should contact the St. Cloud State University Foundation.

Physical Memorials

From time to time, St. Cloud State University and the St. Cloud State University Foundation may be engaged in initiatives or campaigns that could offer various means to honor or memorialize a loved one or student, or commemorate an event.

Husky Plaza Paving Stones

The current initiative offered by the St. Cloud State University Foundation is a Husky Plaza brick memorial program. Memorial bricks (4"x8" or 8"x8") will be placed in Husky Plaza - interspersed with other purchased and engraved bricks. A specific memorial section is not planned, but the entire plaza will be a welcoming gathering place that

will honor memorials, tributes, history, and inclusiveness while still allowing for diversity in ideas and expression.

_____

MISSING STUDENT

RATIONALE

This policy and procedure are established to provide consistent operational protocol for the University's response to reports of a missing student and to meet the requirements of the Higher Education Opportunity Act of 2008.

POLICY

A student may be considered to be a "missing student" if the person's absence is contrary to his/her usual pattern of behavior and unusual circumstances may have caused the absence. Such circumstances could include a reasonable/reliable report or suspicion that the missing student may be endangered. Examples include, but are not limited to, possible victim of foul play, expression of suicidal thoughts, alcohol or other drug abuse, a life-threatening situation, or recent contact with persons who may endanger the student's welfare.

Understanding that timing is critical in missing persons situations, anyone who has information or suspects that a student may be missing must notify the Public Safety Department as soon as possible.

The Department of Residential Life maintains emergency contact information that will be treated as confidential and accessible only to authorized campus officials. It may be disclosed to law enforcement personnel and others if a determination has been made that the health or safety of a student is at risk.

PROCEDURE

Designation of Emergency Contact Information

Residential Students will be given the opportunity upon check-in to a University owned or operated residence hall/apartment, to designate an individual or individuals to be contacted by the University in the event of an emergency. The designation will remain in effect until changed or revoked by the student.

The University is required to notify the custodial parent or guardian if a student determined to be missing is under the age of 18 and not emancipated.

Notification will be made not more than 24 hours after a student is determined to be missing in accordance with this procedure and associated policy.

Official Notification

Any individual who has information that a student may be missing must notify the SCSU Public Safety Department (Public Safety) as soon as possible.

To avoid jurisdictional conflict, Public Safety will immediately notify local law enforcement authorities. If it is apparent immediately that the student may be endangered (i.e. witnessed abduction), a missing person report will be made and local law enforcement will take charge of the investigation. The Public Safety Department will assist external authorities with the investigation as requested.

_____

In the event that local law enforcement does not immediately take charge of an investigation, Public Safety will work with campus offices, the reporting person(s), and student acquaintances to gather all essential information about the missing student including, but not limited to: physical description, clothes last worn, last known location/activities, who student was with, vehicle description, information about the student's physical, emotional, and mental wellbeing, a current photograph, and class schedule.

Appropriate campus staff will be notified to aid in the search process.

If this investigation process is unsuccessful in locating the student within 24 hours, Public Safety will re-contact local law enforcement to make a missing person report and local law enforcement will take charge of the investigation. The Public Safety Department will assist external authorities with the investigation as requested.

No later than 24 hours after determining a student is missing the Vice President for Student Life and Development, or designee, will notify the designated emergency contact(s) or the custodial parent/guardian.

For students who did not designate an emergency contact, notification will be made in accordance with FERPA and Minnesota Government Data Privacy guidelines.

Communications
Law enforcement personnel are trained to provide information in a manner designed to elicit public assistance. All communications regarding missing students will be made under the direction of law enforcement, who may consult with the University Communication Office. All inquiries or information received regarding a missing student should be directed to or referred to Public Safety, who will refer to law enforcement authorities.

Prior to publicly releasing information about a missing student, the University Communication Office shall consult with Public Safety, law enforcement authorities and the Office of Student Life and Development to ensure communications comply with FERPA and Minnesota Government Data Privacy Guidelines and do not hinder the investigation.

_____

MULTIMEDIA CAPTIONING

RATIONALE
St. Cloud State University is committed to promoting an inclusive community of faculty, staff, students, and visitors by providing accessible opportunities for engagement in university sponsored teaching and learning, research, creative endeavors, scholarship, service, recreation, and civic involvement. The commitment to providing opportunities that are accessible to a wide range of participants is in keeping with our defined vision of offering an intellectually vibrant, inclusive, and diverse campus community.

POLICY
All multimedia materials purchased or procured by St. Cloud State University or by a unit of St. Cloud State University or by an individual/entity contracted with St. Cloud State University on or after January 1, 2014, and intended for university-sponsored instructional, informational, promotional, or recreational purposes will be captioned.

SCSU will comply with requests to accommodate students, faculty, and staff as required by *Section 504 of the Rehabilitation Act and the American's with Disabilities Act*. The policy owners will seek to provide and support universal design as feasible and desirable.

PROCEDURE
This procedure provides university community members with guidance in the purchasing, procurement, or preparation of accessible multimedia materials for use in university-sponsored instructional, informational, promotional, and recreational processes/activities.

It is the responsibility of the unit/department, administrators, faculty, staff, and contracted individual/entity to:
1. Purchase/procure and use captioned versions of multimedia materials used for university-sponsored instructional, informational, promotional, or recreational purposes within their unit/department;
2. When replacing any non-captioned version of the multimedia material substitute a captioned version of the same multimedia material;
3. When replacing any non-captioned multimedia material substitute alternative multimedia material that is captioned;
4. Obtain publisher/owner permission to have captions added to non-captioned multimedia material and then have captions added to the material at unit/departmental/individual expense before the material is used by the unit/department/individual, when it is determined there is no captioned alternative available;
5. Use multimedia display equipment that is equipped to display captioning on demand.

It is the responsibility of the unit/department, administrators, faculty, staff, and contracted individual/entity to:
1. Determine whether the *Fair Use doctrine* supports captioning of non-captioned multimedia material without owner/publisher permission;
2. Obtain permission to caption previously purchased/procured/produced non-captioned multimedia materials from the owner/publisher of the material when captioning is not supported by the Fair Use doctrine;
3. Transition multimedia material holdings into captioned (accessible, universally designed) products;
4. Determine if a non-captioned version of multimedia material is essential to a course outline or may be deleted from the syllabus;
5. Determine whether a non-captioned version of multimedia material is essential to the overall meaning, intent, or value of an activity or offering or may be deleted or replaced with captioned multimedia material.

FREQUENTLY ASKED QUESTIONS
Please refer to policy online for related FAQs.

_____

NETWORK AND RESNET ACCEPTABLE USE

RATIONALE
St. Cloud State University (SCSU) understands the importance of data communications and network connectivity in a modern teaching and learning environment. SCSU is committed to providing access to network and internet resources. Proper deployment, management, and appropriate use of these resources helps to ensure speed and security of network and computing systems.

_____

POLICY

Any user who connects a computer or other device to the St. Cloud State University network or Resident Network (ResNet) is expected to fully understand and comply with this policy and procedure. ResNet is meant for residents students and those enrolled in St. Cloud Technical and Community College (SCTCC). Users on both networks, are also held to Minnesota State and other SCSU policies, procedures, and conduct codes, as well as state and federal laws.

Failure to comply with policies, procedures, and laws may result in loss of computing or email privileges. Loss of privileges may not be mitigated by or substituted for other discipline that may result from violations. Depending on the severity of the violation, disciplinary actions may also result in probation, suspension, or expulsion from the residence hall or from the university. St. Cloud Technical and Community College students living in the SCSU residence halls are subject to this policy and the SCSU code of conduct. SCTCC officials are notified and may choose to participate in the SCSU conduct hearing, conduct an additional hearing, or apply additional sanctions. For law violations, SCSU, will cooperate with state and/or federal authorities as needed for law enforcement purposes.

St. Cloud State University reserves the right to monitor bandwidth, stability, and security of the network and may at any time scan the network, including ResNet, to discover violation of policies and/or potential security hazards. If violations are discovered or it is found that someone has taken actions to impede SCSU's ability to provide access to network and internet resources, St. Cloud State University reserves the right to remove any user, service, or program from the network, without notice, pending an investigation and decision, or a satisfactory resolution of the interference.

Other actions prohibited by this policy include:
• Abuse (intentional or not) of network resources, including any activities considered detrimental to the network and/or that causes excessive traffic.
• Harassment of others which includes, but is not limited to, cyber bullying or stalking, port scanning of systems, and use of anonymous or forged e-mail, SPAM, or other unsolicited messages.
• Granting access to copyrighted software, MP3 files, or other music media or digitized video content, including through P2P file sharing programs.
• Gaining or attempting to gain unauthorized access to any data or system regardless of whether that data or system is secure.
• Registering or attempting to register IP addresses to domain names outside of St. Cloud State University.
• Restricting or interfering with others' access to, or use of, the network.
• Using University network resources for commercial purposes or financial gain except for publishing of your resume on the web.

ResNet for Residential Students
ResNet is specific to campus residence halls and apartments. Each residential student may register two devices for use on the ResNet system. Residents are responsible for all activity originating from any and all devices registered on ResNet. This includes actions taken by guests using a connection registered under the resident's name.

IPs for ResNet users are assigned via a Dynamic Host Configuration Protocol (DHCP). These IP addresses are not static and may change at any time. Only one IP address will be assigned to each registered device. Residents may not have multiple IP addresses per device, and hard coding, or manual specification of any network settings is strictly prohibited.

Residents may not run servers on ResNet without prior written consent from the Office of Information Technology Services (ITS). Servers may include, but are not limited to WWW, FTP, SMTP, POP, DNS, and DHCP. Requests for servers should be for academic purposes and will be considered on a case-by-case basis. Requests may be submitted to the chief information security officer who will review requests in consultation with the director of residential life.

Residents may not tamper with, modify, or extend University network services beyond their individual resident room. This applies to all network wiring, data jacks and related hardware, and network or internet services. Personal wireless access points, which would in effect extend the network beyond an individual's room and therefore potentially provide wireless service to others, are prohibited. Wireless devices that use SCSU approved wireless access points, such as wireless network cards, are permitted.

PROCEDURE

To register a wired or wireless device to the SCSU network, follow the instructions for Wireless Access (WiFi) or Wired Access (Ethernet) on the Information Technology Services Internet, Network, & Phone webpage.

_____

ONLINE EDUCATION

RATIONALE
St. Cloud State University recognizes the advantages of online learning for our students and is committed to support teaching & learning goals and quality that are consistent for all delivery methods and in keeping with the university's mission.

POLICY
Online instruction, as defined by the Higher Learning Commission (HLC) and SCSU must meet criteria defined by the HLC. All curriculum, instruction, and student support for online education programs and courses will be comparable in quality and standards to programs offered in face-to-face instructional formats. Online courses and degree programs must meet the standards below.

Online Standards:
Online Degree Program
St. Cloud State University expects that the following criteria must be met before a degree program can be offered in an online format. The program has been shown to meet a discernable need by Academic Affairs and does not negatively impact any existing programs at SCSU.

The degree program and liberal education requirements are offered entirely online and allow students to graduate in a timeframe equal to face-to-face programs.

It is required that all online instruction must be conducted within the learning management system that has been selected and supported by the Minnesota State System or SCSU.

Online learning development will reside in the framework of existing University curriculum policies and procedures for academic courses and programs.

Online Course
St. Cloud State University expects that the following criteria must be met before an individual course can be offered in an online format. The course has been shown to meet a discernable need by a department and does not negatively impact any existing courses at SCSU.

The course is offered entirely online and allows departments to schedule courses which may not be available face-to-face, or enables students to graduate in established timeframes.

It is required that all online instruction must be conducted within the learning management system that has been selected and supported by the Minnesota State System or SCSU.

PROCEDURE
To ensure these standards are understood an instructor handbook and a student handbook are provided which include expectations and resources.

_____

PARKING

RATIONALE
The regulation of parking is a service to the University and is intended to protect pedestrian mobility; use available parking space in the best interests of the entire University; and maximize parking area consistent with the land needs for academic function, topography, financial feasibility, and maintenance of the natural beauty of the campus.

POLICY
Any motorized vehicle operated on the property of St. Cloud State University is subject to St. Cloud State University policies and procedures. Motor vehicles parked on city streets within campus boundaries or adjacent to the campus are subject to the city parking regulations.

Campus lot parking is restricted to vehicles with current St. Cloud State University permits or where the pay-as-you-go fee has been paid. Permit holders shall park only in areas or spaces for which their permit is valid and must ensure their permit is clearly visible and displayed in accordance with the instructions issued by the Public Safety Department.

Parking is limited to areas designated for parking by signs or street/pavement markings, except when otherwise directed by a parking enforcement or law enforcement officer actively engaged in directing traffic on campus. In the absence of a sign at the entrance to a lot, refer to SCSU Campus Map located on the SCSU website to determine the regulations for that lot.

Permits are not valid in locations not designated for parking, in spaces designated for loading/unloading zones, metered areas, no parking zones, and fire lanes, and in areas where parking is in violation of city or state laws.

Motor vehicles parked in violation of these regulations may be fined, immobilized, towed, and/or impounded at the owner's expense and risk, and will not be released until all unpaid parking fines, towing fees, and impounded fees (including daily storage/impound) have been paid.

Parking enforcement is conducted year-round, 24 hours per day. Chalk marks or symbols placed on a motor vehicle by an officer may not be altered, erased, removed, or obliterated during a vehicle's time in an occupied space.

The President of SCSU has the authority to waive permit requirements and collection of fees for public events when doing so would serve a significant public purpose, e.g. parking for voters when SCSU serves as a polling location.

PROCEDURE
Parking Permits
Individuals parking a vehicle in identified campus parking lots must obtain and clearly display a valid St. Cloud State University parking permit. State Fleet vehicles are not required to display a parking permit; however, they are only permitted to park in Service Vehicle Spaces. For a list of all valid parking permits consult the Public Safety - Parking and Transportation website.

St. Cloud State University permits are required in all lots except when parked in:
• The parking ramp using the pay-as you-go option
• Metered spaces
• Visitor parking lot using the pay station
• Loading/unloading zones
• Areas designated as public parking for a special event
• Visitor/Guest parking spots in P-Lot (A Future Husky Permit from the Admissions Office is required for visitors. A Temporary Guest Permit from the President's Office is required for the two reserved guest spaces.)
• Visitor/Guest parking spots in R and K Lots (A Future Husky Athlete Permit from the Athletics Office is required for visitors.)
• City street parking (city permit may be required)

Faculty, staff, and students must purchase permits online through the Parking and Transportation webpage. It is the purchaser's responsibility to select the correct permit type. Failure to purchase the appropriate permit may result in delayed permit delivery or in parking citations.

Annual parking permits expire June 30th: New permits must be purchased and in place by July 1st. Failure to display a current parking permit can result in a parking citation.

Permit Fees, Payments, Refunds, and Returns
A full schedule of parking permit fees, payment options, and refunds is available on the Public Safety – Parking and Transportation website. Permits must be returned in person at the Public Safety office for a refund to be issued. Retiree permits, as well as temporary and guest passes, are non-refundable.

Permits must be returned upon termination of employment. The balance owed on the permit will be billed to the employee for unreturned permits.

Lost, Stolen, or Fraudulent Permits
The University is not responsible for lost or stolen permits. Lost or

stolen permits should be reported immediately. Citations issued prior to reporting the permit lost or stolen will be the responsibility of the permit holder. Replacement permits can only be purchased after completing and signing a form at Public Safety, as well as paying a replacement fee.

Any alterations of a permit will render it invalid. Ownership and use of parking permits are not transferable to any other person. Sharing a parking permit, regardless of the type of permit or decal, is prohibited and will result in a citation being issued.

Any vehicle displaying a lost, stolen, forged, shared or altered permit is subject to one or more of the following administrative actions through Public Safety:
• A $200 fine for displaying a forged/altered permit or lost/stolen permit,
• An immediate tow/impound of the vehicle,
• A loss of parking privilege for the remainder of the academic year,
• Other fines for any separate violation, and
• Vehicle immobilization by a boot.

A fraudulent report may also result in criminal action, SCSU disciplinary action, and/or loss of parking privileges.

Additional Permit Information
Motorcycle Permits
All permit holders are eligible to receive one motorcycle decal at no charge each permit year or they can be purchased separately. Additional motorcycle decals can be purchased by permit holders (limit 2). Motorcycle decals must be affixed to the rear bumper in close proximity to the rear license plate in order to be considered valid. Any motorcycle parked on campus must be registered with SCSU Public Safety and display a valid motorcycle decal. Motorcycles are permitted to park in the hash marks of their assigned lot, providing they are not creating a safety hazard, parked in a no parking zone (indicated by a sign), parked in handicap hash marks, or blocking any roadway/walkway. This does not include metered or timed zone spaces. Motorcycles cannot be stored on campus during winter months.

Temporary Permits
Visitors may purchase temporary permits through Public Safety. These permits are valid only in the zones and on the dates indicated on the pass. Temporary permits are not to be resold, traded, shared, or gifted.

Guest Parking Passes
Campus visitors are subject to University parking regulations at all times and citations issued to a guest or visitor are considered valid. Citations sent to Public Safety will not be waived simply because "guest" or "visitor" is written on them. It is the responsibility of the inviting student, faculty, staff, or department sponsor to clearly disseminate parking options and regulations to their guests. Not doing so may subject the guest or visitor to fines for violations incurred.

Guests and visitors to campus may park in a designated visitor space, use a Pay-As-You-Go option, or obtain a parking pass (directly from SCSU Public Safety or the department in which they are visiting).

Persons invited to campus by the President or other administrators for official SCSU business may obtain a pass for the guest spaces in P Lot or vouchers for the parking ramp from the President's Office.

Departments may purchase one-day and weekly guest passes for individual guests or small groups of 4 or fewer vehicles. For larger events on campus, departments should refer to the event parking procedures and fee schedule on the Parking and Transportation webpage. The event sponsor should also coordinate with the Parking and Transportation division of Public Safety and submit an Event Parking Request Form to Public Safety at least two weeks prior to the event. If the event is approved, details on staffing, costs, and signage will be determined by Parking and Transportation and communicated to the department/event sponsor.

Vendors and consultants receiving payment for services that require them to be on campus should not receive an administrative or departmentally issued guest pass, rather they should purchase a guest permit directly from Public Safety.

Emeriti Permits
As a courtesy service, retired SCSU faculty and staff may be eligible for an annual parking permit at no charge. Eligible retired faculty and staff submit a SCSU Emeriti Parking Permit Application to Public Safety. Permits held by retired faculty and staff cannot be resold, traded, shared, or gifted.

Parking Lots and Spaces
St. Cloud State University parking lots are primarily for use by standard motorized vehicles such as cars, trucks, SUVs, vans, and motorcycles. No personal property or vehicles (including boats, trailers, motor homes, etc.) may be stored or parked on the campus without prior permission from SCSU Public Safety. Such property or vehicles are subject to impoundment. Motor homes are not permitted to be parked overnight in any SCSU parking lots or zones under any circumstances.

Liability for Protection of Motor Vehicles
SCSU, its officers, and employees, are not liable for the care and/or protection of any motor vehicle or its content at any time while on/in any area subject to University jurisdiction. Theft or damage that occurs should be reported to St. Cloud State Public Safety Department.

Employee and Student Lots
Parking permits for employees and students are coded by letter designation. Permit requirements for each lot may vary by time of day. For a complete and most updated list of lot designations and permit required times, refer to the Public Safety – Parking and Transportation website.

Pay Lots
The four pay-as-you-go lots are Miller Pay Lot, South Pay Lot, ISELF Pay Lot and Husky Pay Lot. The lots are enforced 24 hours per day/7 days per week. Parking fees are collected immediately prior to the rental of the space.

Parking Ramp
The parking ramp generally serves students, employees and pay-as-you-go users. The student resident permits are valid 24 hours per day/7 days per week via card swipe access. Commuting student and employee permits are valid from 7:00am to 3:00am. Student and employee evening commuter permits are valid Monday through Friday 3:00pm to 3:00am. A limited number of student resident and commuter parking permits are available.

Pay-per-hour parking is open on all levels. The pay station is located in the level 1 elevator lobby. Payment methods include cash, credit card, and voucher. If a student resident forgets their swipe card and pulls a ticket to enter the ramp, they will be responsible to pay-per-hour for that transaction. For pay-as-you-go pricing refer to Public Safety website – Parking and Transportation.

State Vehicles Only and 15 Minute Spaces
These spaces are marked by signs and enforced 24 hours per day/7 days per week.

Handicap Parking Spaces
In compliance with MN Statute 169.346, use of a handicap parking stall is restricted to only those vehicles with a state-issued Americans with Disabilities Act (ADA) certificate or hang tag, and/or license plates, in addition to an SCSU-issued disability permit. Vehicles with both the ADA insignia and a SCSU disability permit are authorized to park in any marked handicap parking space. If a hang tag is used the SCSU permit should be displayed in front of the ADA hang tag—visible from the front outside of the car. All vehicles parking in a handicap parking space for more than four hours should display both the SCSU permit and the ADA hang tag.

Requests for ADA hang tag and/or license plate should be made to the Department of Vehicle Services. Faculty, staff, or students who have a valid SCSU parking permit and request short-term (two weeks or less) handicap accessible parking must bring documentation of medical need from their doctor to SCSU Public Safety. SCSU Public Safety will issue a two-week temporary accessible parking pass at no additional charge. If the individual does not have a valid SCSU parking permit, he/she can purchase a temporary permit by the day or the week (up to two weeks) allowing for parking in an accessible zone.

If an individual with a valid ADA hangtag fails to display it resulting in a citation, Public Safety will reduce the citation to a No Permit Displayed citation one time during the permit year (July-June) after a citation appeal has been submitted. All future citations for this type of violations during the permit year will be considered valid and will not be adjusted.

Penalty for displaying a forged or altered handicap tag, or a handicap tag issued to another individual may result in a $200 fine and disciplinary action even if the tag is correctly displayed. If a handicap tag is found being used by an individual other than the Department of Public Safety's Driver and Vehicle Services (DVS) – issued owner, the handicap placard will no longer be valid on campus. Subsequent use of the placard on campus will result in a citation and possible impoundment, regardless of who is driving the vehicle.

Media Parking
Media are asked to contact Public Safety to make special parking arrangements for satellite trucks. News media is permitted to park on campus while displaying a valid SCSU vendor or temporary permit. Permits are issued by the Public Safety Department for a lot near the location of the news story. In the event of an emergency on campus (active threat, weather, etc.) an area for all media will be designated by University Communications. During this time, vendor and temporary permits issued to media will not be valid.

Warnings
Warning citations may be issued at the discretion of the issuing officer and will result in a record of a parking infraction. Future violations of the same infraction incurred by the same vehicle may result in a citation that will not be waived, or other action taken by SCSU Public Safety.

Warning citations do not require payment of a fee or post to an individual's financial account.

Citations
The person in whose name a motorized vehicle is registered, at the time the citation is issued, or the person who normally operates that vehicle will be held responsible for all citations identified with the vehicle. If a parking permit is displayed, then the owner of the parking permit is responsible for that citation unless they have previously reported the permit lost or stolen. For a list of parking offenses refer to Public Safety website – Parking and Transportation.

A vehicle may be issued multiple citations and fines for multiple violations at one time. A vehicle may be issued additional citations for the continued noncompliance of parking policy, not to exceed one citation per four-hour period for the same violation. Frequent or recurrent violations may result in suspension of parking privileges. Any reduction of a citation will only occur through the appeal process.

Proof
It is impossible to determine whether or not a citation was on the vehicle when the owner returned. Therefore, SCSU's record on file that a citation was issued constitutes sufficient evidence that a violation occurred at the location, date, and time referenced on the citation record and also that the permit holder was the user of the vehicle at the time of the violation.

When it is determined that a St. Cloud State student, faculty, or staff member (past or present) has the same address or last name as the registered owner of a vehicle with outstanding citations, a review will be performed to determine who is the responsible party. Based upon the information obtained from SCSU and the Minnesota Department of Vehicle Services, if the student, faculty or staff member is believed to be responsible the outstanding citations will be assessed to his or her campus account. Questions or appeals related to these charges are to be filed with the Parking Coordinator.

Fines
Citation fines may be paid online, in person, or by mail. Violation notices (citation or statement) should accompany payment. Payment is due upon issuance of citation. It is the responsibility of all students, faculty, and staff to check his or her campus account for charges that may be present. Failure of a citation to transfer to a campus account does not release the responsible party from liability of payment.

Vehicles with excessive violations may be immobilized until all fines are paid in full. Vehicles may be immobilized when they receive three or more citations, paid or unpaid, in an academic year; when they exceed $90 in unpaid parking fines; or at the discretion of SCSU or Public Safety.

Individuals who park on campus after having their parking privileges suspended are subject to a citation and $100 fine each time their vehicle

is found on campus, and their vehicle may be towed at their own expense.

Students with unpaid delinquent citations will be subject to a registration hold which means they will not be permitted to register or obtain or transfer records or diplomas.

Faculty or staff with unpaid citations will not be permitted to purchase new permits.

An account with unpaid fines or other outstanding charges may be referred to a collection agency for collection.

Saint Cloud City ordinances cover moving violations on the University campus and may cover standing or parking violations on city streets within the SCSU campus. Payment of these citations must be done through the City of Saint Cloud and not through the University.

Parking Appeals
A parking citation may be appealed within 5 business days of the issue date of the citation. An appeal form may be obtained from the Public Safety office or via the Parking and Transportation website. Appeals that are submitted beyond the five business day period will not be considered. An appeal for citation issued in a pay-as-you-go lot should include also the receipt number. Appeals that contain inappropriate, crude, or threatening language may be subject to additional action under applicable harassment, code of conduct or behavioral policies.

Substantial and valid evidence that the parking violation was not committed, or that it occurred due to circumstances beyond the customer's control must be present for an appeal. Valid documentation of the evidence must be provided within one business day of when the appeal is submitted. Any information provided in an appeal that is found to be false, will result in an automatic denial.

The following reasons are not valid as a basis for appeal:
• Lack of knowledge of the regulations, for example, new to campus or have not reviewed regulations;
• Other vehicles were parked improperly;
• Only parked illegally for a short period of time;
• Stated failure of parking officer to cite previously for similar offenses;
• Late to class or appointment;
• Inability to pay the amount of the fine;
• Incorrect advice from a friend, professor, department, or any other source; or
• No other place to park.

All appeal findings and handwritten appeal responses will be distributed via e-mail within four weeks of appeal review meetings. For SCSU students, faculty, and staff the notice will be directed to their official SCSU e-mail address. Contact Public Safety if an appeal email is not received within the stated timeframe.

Other Parking Related Procedures
State Property
Any individual caught tampering with parking services property may be criminally charged and referred to the Office of Student Life and Development, SCSU Public Safety, or the individual's supervisor. This includes, but is not limited to, damaging parking signs, ramps, meters, visitor pay stations, or immobilization devices.

The SCSU Public Safety Parking Coordinator and/or the Office of Student Life and Development may exercise discretion to deal with special circumstances not covered by these regulations. If the violation code does not match the committed offenses, Public Safety, or the issuing enforcement officer may amend the violation codes at any time. Fines will only be reduced through the appeal process.

Behavior
Verbal, including the use of threatening or vulgar language, or the physical assault of Public Safety officers or parking staff will not be tolerated. Individuals engaging in this type of behavior are subject to the University disciplinary process, criminal prosecution, and/or loss of parking privilege.

Booting, Towing and Relocating Vehicles
Vehicles may be towed from the campus when they have been immobilized for more than 24 hours. They may also be booted, towed, or relocated at any time for reasons including, but not limited to:
• Displaying a stolen, altered, or counterfeit permit;
• Causing a safety hazard or concern (fire lane/fire hydrant);
• Blocking a roadway or driveway or otherwise interfering with efficient operation, traffic, or parking;
• Parking in an area not specifically designated for parking;
• Parking in a reserved space when the space is identified by signage;
• Parking in a location or manner in violation of this procedure;
• Failing to move a vehicle within reasonable amount of time after notification; or
• Failing to pay fines.

All fines and charges for towing and/or storage fees are the responsibility of the owner/operator.

Abandoned Vehicles
A vehicle will be considered abandoned if it appears inoperable (i.e., flat tires, broken windows etc.) and has not moved for five or more days, regardless of valid license plate or permit. Abandoned vehicles will be towed after a tow notification has been posted on the vehicle for 36 hours stating date by which vehicle must be moved, unless the vehicle is proven to be operable.

Snow Removal
Snow removal on campus and in campus parking lots is a joint effort between Facilities Management, SCSU Public Safety, and the campus community.

When alternate parking arrangements are necessary, such as to facilitate snow removal, instructions will be communicated to permit holders. It is the permit holder's responsibility to remain aware of these parking instructions.

Parking Lot Preemption (Special Event Parking)
Parking & Transportation has the authority to temporarily reclassify the use of any University parking lot for event purposes in order to provide favorable parking near special events, enhance safety, and accommodate guests. Information about such changes and alternate accommodations for faculty and staff with work-related parking needs will be communicated to the University community through signage

and/or email notification. Lots reserved for an event (e.g., SCSU Athletics, concerts, etc.) are only to be used by those attending or involved with the event. Individuals who are on campus for purposes other than the event must seek an alternate lot where they are permitted to park, even if that individual has a permit that would normally allow them to park in the lot that is reserved.

Maintenance, Emergency and Special Needs
The University may close any campus parking area at any time for maintenance, safety, or to meet other special needs. Emergency personnel and emergency maintenance personnel performing duties may deviate from these regulations as required to conduct emergency activities prescribed by, or necessary to, the University. Personnel performing routine or scheduled maintenance may deviate from this policy and procedure only after obtaining prior approval from Public Safety.

_____

POLITICAL ACTIVITY

RATIONALE
It is the mission of St. Cloud State University to prepare our students for life and citizenship, and thus, open and vigorous discussion of political ideas, while maintaining the University's neutrality on candidates and ballot issues.

POLICY
St. Cloud State University must maintain partisan and political viewpoint neutrality in all University related activities. While faculty, staff, and students may hold individual partisan views, they may not claim, suggest, or imply, by word, action, or location of political activity, that the University supports, endorses, or lends its name to a candidate, political party, or ballot initiative.

Sponsorship of Political Speakers
Registered student organizations and/or a University group (office, program, center, school, college, department, etc.) may sponsor and schedule political events on campus that are primarily for students, faculty, and staff and for educational purposes. Unions or bargaining units are not University groups for the purposes of this policy. The same policies, procedures, and processes apply for the use of space that would normally apply to registered student organizations and University groups. The invited candidate or political speaker may be affiliated with a specific political party; however, the following apply:
• The sponsoring organization or University group must ensure that it is clear that the event is in no way an endorsement from the University or university administration, including in all event announcements, marketing materials, or other publicity.
• All event announcements, marketing materials, or other publicity should clearly and prominently identify the name of the sponsoring organization or University group.
• The sponsoring student organization or University group must fully understand and comply with all University political solicitation and dissemination policy requirements.

Equal opportunity shall be provided such that no candidate or political speaker is denied access based on political affiliation or viewpoint. A neutral introduction of the speaker(s) by a University representative does not constitute an endorsement of the speaker(s), their political affiliation, or their message.

Sponsorship of Open Forum Speakers
When holding a political open forum at St. Cloud State University, it is imperative that all legally qualified candidates or delegated representatives are invited to participate. Sponsoring organizations or groups must keep documentation of invitation attempts and declined invitations. A forum may still be held even if a candidate or candidates decline.

Non-Sponsored Event Scheduling and Use of Outdoor Space
Candidates or other political speakers not specifically invited by University group shall be treated as other members of the public when using University spaces. Minnesota statutes and SCSU policies, procedures, and processes apply, including but not limited to those about use of outdoor spaces, display and distribution of information, and facilities rentals. All candidates or other political speakers must be given equitable opportunity and access; however, it is generally permissible to apply reasonable time, place, and manner rules.

Political Expression by Employees
Employees are permitted to post political speech within their cubicle or office area, provided it is not in an area of public access or readily visible to the public. Employees sharing workspace should be respectful of the sensitivities of their co-workers with regard to any political speech that may be posted. Buttons or pins containing a partisan message may be worn unless your work area regulates insignia that may be worn on a uniform. Buttons or pins containing a partisan message may not be worn by St. Cloud State University employees when meeting with the public during the course of their work responsibilities.

Employee Political Use of University Equipment or Resources
St. Cloud State University equipment and resources may be used:
• for incidental personal use which may include communication with elected officials.
• to notify the campus community about University sponsored events that are political in nature so long as there is clear messaging about the University's neutrality.
• to encourage individuals, in a non-partisan way, to vote.
• to announce resources to assist individuals to vote, such as location to voting sites or transportation options to get to a voting location.

St. Cloud State University equipment and resources must not be used:
• to conduct candidate related political activities including but not limited to fundraising, advertising of non-University sponsored political events, or seeking volunteers for political campaign work.
• to link to political websites or materials.
• to provide incentive of any kind for voter registration or partisan affiliation.
• to distribute political speeches, campaign materials, ballot initiatives, or other partisan political messaging including to/with University listservs.
• to conduct any activity prohibited by Minnesota State Board Procedure 5.22.1, Acceptable Use of Computers and Information Technology Resources.

Residence Halls
Political candidates and campaign workers must be allowed access to campaign in student housing subject to the policies of SCSU Residential Life. Such restrictions include exclusion from particular rooms or apartments, requiring identification, limiting the number of people and hours of visit, and requiring prior appointments.

Student Elections
St. Cloud State University student election candidates' posters and banners will be posted in the Atwood Memorial Center and on the University campus in full compliance with Student Government Association election rules and the University's Display and Distribution of Information policy and procedure.

Campaigning, Elections, and Voting
SCSU is subject to the policies of Minnesota State and Minnesota statutes relative to campaigning, elections, political activity and voting. It is important for students, faculty, and staff to understand these policies and laws.

Primary, Election and Caucus Days Scheduling Restrictions
On general election and primary days, including city and county elections; colleges and universities are prohibited from scheduling events, other than regularly scheduled classes, between 6:00 p.m. and 8:00 p.m. Classes regularly scheduled during those hours may be held as usual. On caucus days no events, including classes, can be scheduled after 6:00 p.m.

St. Cloud State University is not prohibited from allowing an outside group or person (e.g., local scout troop) to schedule use of campus facilities during these hours, so long as staffing is available.

If a political party precinct caucus scheduled for one date is moved to another date the same restrictions apply, so long as the Secretary of State has announced the new caucus date. St. Cloud State University must make its facilities available for major political party precinct caucuses, legislative district conventions, and county conventions on the same basis that facilities are rented to others. Charges may not exceed the lowest amount charged to any public or private group.

Primary or Election Day Polling Location Prohibitions
Minnesota Statute 211B.11 provides clear guidance about prohibitions on the day of a primary or election. A violation of this statute is a petty misdemeanor. All SCSU students, faculty and staff are encouraged to read the entire statute since SCSU is a public place that may be used as a polling location. Following are key elements from the statute:
• The prohibitions of the statute apply within a polling place, within 100 feet of the polling place, or anywhere on public property on which a polling place is situated.
• Campaign materials, signs, political badges, buttons, or insignia (except for the "I VOTED" sticker) may not be posted, displayed, provided, disseminated, or worn on primary or election day.
• No person shall ask, solicit, or in any manner try to induce or persuade a voter about their vote on primary or election day, including those persons who are transporting a voter to a polling place

FREQUENTLY ASKED QUESTIONS
Please refer to policy online for related FAQs.

_____

PREFERRED AND LEGAL NAME CHANGE

RATIONALE
St. Cloud State University recognizes and supports that members of the campus community may wish to be identified with a preferred name or make changes to their legal name.

POLICY
Preferred Name Change
Individuals who have a preference to be identified by a name other than their legal name may opt to request a preferred name. St. Cloud State University (SCSU) will use approved preferred names where technically and legally possible, such as: email account, on-line directory, timecards, class rosters, D2L homepage, commencement programs, and ID card.

Minnesota State and St. Cloud State University reserve the right to deny inappropriate preferred name requests including, but not limited to, those that: attempt to avoid legal obligations, violate other system or SCSU policies, contain inappropriate or offensive language, or are being used for misrepresentation or fraud. Preferred names may not be used for commercial or promotional purposes and thus, may not be a company name, group name or message.

Legal Name Change
Legal name change is a formal legal action via court order taken by an individual to adopt a name different from the name given at birth. Legal name change can be done for any reason, but the most common include adoption, marriage, and divorce.

Name change requests, including the addition or removal of a married name, require appropriate legal documentation. Appropriate legal documentation is one of the following: a court order, marriage certificate, birth certificate or passport. A driver's license, voter registration card, social security card, etc., will not be considered legal documentation for name change request purposes.

International students must contact the Center for International Studies (320-308-4287) within 10 days of the change.

When a student is accepted for admission to St. Cloud State University, the full legal name will be recorded on the permanent record (transcript). At no time will a "nickname" be recorded. The full legal name will be recorded as it appears on their high school or college transcript unless other legal documentation is provided.

If a student is married at the time of admission, any previous legal name supplied by the student will also be recorded on the permanent record. If a student is married after admission, his/her name will be changed on their permanent record at the request of the student with appropriate documentation.

PROCEDURE
Preferred Name Request
If a student: Can be updated on the eServices website.

If an employee: Complete an electronic ticket using the link to the "Preferred Name Change Request" in the ASK HR electronic ticketing system.

The Director of Human Resources (or designee) will approve or deny employee requests. An approved request will be entered into the system and will remain in effect until the requestor asks that it be changed. When employees or students are associated with more than one Minnesota State institution, the timing of the appearance of the preferred name may vary at each institution based on each institution's available technical resources.

The requestor will be notified only if a preferred name request is denied. Notification will include the reason for the denial and be sent to the requestor within ten (10) business days of the receipt of the online request.

Preferred Name Appeal
A requestor has ten (10) business days from receipt of the denial notification to file a written appeal to the SCSU Office of Institutional Equity and Access (AS 102).

The Office of Institutional Equity and Access will respond to the requestor with a final decision within ten (10) days of receipt of the appeal. SCSU has the ultimate authority in determining the appropriateness of preferred names and decisions are final.

Legal Name Change
Employees wishing to make a legal name change must complete an electronic ticket using the link to the HR electronic ticketing system "Ask HR". Select Contact Card Change Request and complete appropriate fields. Requests for name changes may require additional legal documentation.

Students wishing to make a legal name change must complete the Legal Name Change Request Form. The change of name form, along with additional documentation, can be delivered/mailed to the Office of Records and Registration.

_____

RELIGIOUS OBSERVANCE

RATIONALE
This policy is to provide a framework for the reasonable accommodation of religious practices of members of the university community.

POLICY
It is the policy of St. Cloud State University to make good faith efforts to reasonably accommodate religious practices, obligations, or observation of religious holidays (holy days) to honor the sincerely held religious beliefs of students, faculty and staff with respect to all academic and other work requirements unless doing so would pose an undue hardship.

Optional events that may be viewed as religious or spiritual in nature, such as a wedding, are not official practices or obligations and are not included in this policy.

Optional extensions to the religious practice, obligation, or holiday, such as traveling to a location that is not required for the observation or adding extra days for celebration or visitation are also not included in this policy.

PROCEDURE
Students
Reasonable accommodation of religious observances for students may involve decisions relating to admissions, extra-curricular activities, class attendance, and the scheduling of examinations and other academic assignments or requirements.

Whenever possible, students shall seek opportunities to attend or take part in religious events or obligations on dates or at times that do not interfere with scheduled classes. When this is not possible, a student who is unable [because of the observance of a religious holiday] to attend classes on a particular day or days or at a particular time of day due to the observance of a religious practice, obligation, or holiday (holy day) shall be given an accommodation. This includes being excused from taking any examination or engaging in any study or other academic [work] assignments on such days or times unless doing so would pose an undue hardship.

It is the responsibility of students to communicate to faculty advance notice of absences to observe religious practices, obligations, or holidays. Notice in the first weeks of the course is strongly encouraged.

It is the responsibility of the faculty to make available to such students an equivalent opportunity to make up the examinations, study, or other academic work requirements which students missed due to such absences.

Faculty, staff and university officials will normally accept the sincerity of students professed religious beliefs.

If a student and instructor or staff member are unable to reach agreement on accommodation the student should contact someone with supervisory authority over the instructor or staff person who will assist the parties in reaching agreement.

Any student who feels that he or she has been unreasonably denied an educational or student employment benefit due to religious beliefs or practices should contact the Office of Equity and Affirmative Action.

University Employees
University employees, including student employees, needing to observe religious practices, obligations, or holidays on days normally scheduled as work days shall be entitled to such days off from employment for such observances. Employees needing to be absent from work due to religious beliefs (or practices) will provide at least three weeks advance notice of such need to the employee's supervisor. If, under the circumstances, the employee cannot provide three weeks of advance notice, the employee will provide as much advance notice as reasonably practicable under the circumstances.

Whenever possible, an employee who is responsible for teaching a class on a day the employee has requested to be absent will work with the supervisor to arrange for a substitute teacher.

Supervisors are encouraged to be flexible in the application of this policy and to make reasonable accommodations unless such an accommodation would result in 'undue hardship' in the conduct of university business.

The approval of the request for a religious accommodation shall not be dependent upon finding a substitute.

Religious observance days shall be taken without pay except where the employee has accumulated leave, and in that case such days shall be charged against the accumulated leave of the employee unless the employee is able to use compensatory time or a rearranged schedule in

cooperation with the supervisor only as provided in the relevant bargaining agreement or policy.

The supervisor is responsible for encouraging an atmosphere of cooperation and accommodation among the faculty and staff members within the affected unit.

Any employee who feels that he or she has been unreasonably denied an educational or employment benefit due to religious beliefs or practices should contact the Office of Equity and Affirmative Action.

Notice
University Communications will provide, for information, a regular list of dates of the major religious holidays in the emailed version of the St. Cloud State TODAY newsletter. A non-exhaustive list is also available on the SCSU Interfaith Calendar Website.

_____

RESEARCH INVOLVING HUMAN PARTICIPANTS

RATIONALE
St. Cloud State University is committed to protecting the rights and privacy of human subjects in research. Establishing responsibilities, authority, regulations, and processes are measures to help protect the interests of the University and those involved in research associated with the University.

POLICY
Research with human subjects at St. Cloud State University is governed by the Institutional Review Board (IRB) that holds a Federal-wide Assurance (FWA number 00002648) from the Office of Human Research Protection (OHRP) in the Department of Health and Human Services (DHHS). This FWA is a binding agreement between DHHS and St. Cloud State University. Any institution that receives federal funds is required to establish an IRB to review all research that directly or indirectly involves a human participant. St. Cloud State University requires that all research involving human subjects, whether conducted by a student, faculty, employee, or other party associated with the university, must be reviewed and approved by the Institutional Review Board (IRB) before initiation. The St. Cloud State University president shall appoint an Institutional Official (IO) for the protection of human participants in research.

The IO has the following authority and responsibilities:
• The IO is responsible for assuring that the St. Cloud State University IRB complies with all applicable ethical principles, federal and state laws and institutional policies and procedures for the protection of human research participants, setting the "tone" for an institutional culture of respect for human research participants, and ensuring effective institution-wide communication and guidance on human research.
• The IO assures that the IRB functions independently and free from coercion and undue influence.
• The IO is kept informed of the activities of the IRB through consultation with IRB Chair(s) and staff from the Office of Research and Sponsored Programs (RSP) who attend IRB meetings.
• When necessary and appropriate, the IO communicates pertinent information about IRB activities to other St. Cloud State University officials and to federal regulatory agencies.
• The IO keeps up to date on federal, state and University requirements for the protection of human research participants, through consultation with university legal counsel, staff from the RSP, and the IRB Chair(s).

When needed, the IO acts as arbiter and spokesperson for human participant's protection issues in service to the St. Cloud State University research community.
• The IO approves IRB Authorization Agreements for collaborative research activities involving human participants.
• The IO has the authority to suspend an investigator's privileges to conduct human participant research in cases of noncompliance.
• The IO reports IRB noncompliance, unanticipated problems, and suspensions and termination of research, to federal authorities

PROCEDURE
Individuals conducting research involving human subjects must follow the processes and protocols established by the IRB as posted on the IRB webpages and in the IRB Procedures Handbook.

FREQUENTLY ASKED QUESTIONS
Please refer to policy online for related FAQs.

_____

RESEARCH INVOLVING ANIMAL SUBJECTS

RATIONALE
St. Cloud State University is committed to the welfare and respectful treatment of animal subjects in research. Establishing responsibilities, authority, regulations, and processes are measures to help protect the interests of the University and those involved in research associated with the University.

POLICY
Research with animal subjects at St. Cloud State University is governed by the Institutional Animal Care and Use Committee (IACUC). The committee assures research, teaching and testing activities involving vertebrate animals are in compliance with applicable federal, state and local regulations as well as university policies and assurances. The committee is responsible for the oversight and evaluation of all laboratory-based and selected field-based animal use activities occurring on campus and/or utilizing university facilities or equipment. St. Cloud State University requires that all research involving the use of animal subjects, whether conducted by a student, faculty, employee, or other party associated with the university, must be reviewed and approved by the Institutional Animal Care and Use Committee (IACUC) before initiation. The St. Cloud State University president shall appoint an Institutional Official (IO) for research involving animal subjects.

The IO has the following authority and responsibilities:
• The IO is responsible for assuring that the St. Cloud State University IACUC complies with applicable federal, state and local regulations as well as university policies and assurances.
• The IO assures that the IACUC functions independently and free from coercion and undue influence.
• The IO is kept informed of the activities of the IACUC through consultation with the IACUC Chair(s) and committee, and staff from the Office of Research and Sponsored Programs (RSP) who attend IACUC meetings.
• When necessary and appropriate, the IO communicates pertinent information about IACUC activities to other St. Cloud State University officials and to federal regulatory agencies.
• The IO keeps up to date on federal, state and University requirements for the protection of vertebrate animals used in research and teaching, through consultation with university legal counsel, staff from the RSP, and the IACUC Chair(s). When needed, the IO acts as arbiter and spokesperson for vertebrate animal issues in service to the St. Cloud

State University research community.
• The IO has the authority to suspend an investigator's privileges to conduct research involving animal subjects in cases of noncompliance.
• The IO reports IACUC of noncompliance, unanticipated problems and suspensions and termination of research to federal authorities.

PROCEDURE
Individuals conducting research involving animal subjects must follow the processes and protocols established by the IACUC as posted on the IACUC webpages and in the Animal Care and Use Program.

FREQUENTLY ASKED QUESTIONS
Please refer to policy online for related FAQs.
_____

RESPECTFUL WORK PLACE

RATIONALE
St. Cloud State University strives to achieve a respectful workplace environment where individuals feel safe and valued in the community.

POLICY
St. Cloud State University empowers employees, managers, and supervisors to develop best practices that create a respectful workplace environment. It is the intent of St. Cloud State University to outline expectations for all employees to create a productive place of work that encourages collaboration, communication, and respect for all community members. SCSU does not tolerate unprofessional behavior, such as but not limited to: threats, harassment/sexual harassment, hazing, bullying, retaliation, assault/sexual assault, stalking, property damage or defacement, intentionally injuring another person, or violations of SCSU policy.

This policy is in addition to, and does not amend or replace, other statues, policies, procedures, or contract language about violence applicable to the University including, but not limited to the Minnesota State 1B.3 Sexual Violence Policy, Minnesota State Procedure 1C.0.1 Employee Code of Conduct, Minnesota State Procedure 1C.0.2 Respectful Workplace, and the SCSU Student Code of Conduct.

St. Cloud State University will actively work to uphold a respectful workplace environment by:
• *Encouraging reporting:* Individuals will be encouraged to report issues in the workplace and participate in efforts to communicate about possible resolutions.
• *Providing prevention and education resources:* Resources and services dedicated to violence prevention and education will be established. This may include measures such as safety policies and practices; education about violence; assessing threats and creating intervention plans; providing conflict resolution; and communicating regularly about the resources available to assist with the emotions or life events that might lead to violence (i.e. Employee Assistance Program, SCSU Counseling Center, etc.).
• *Providing response resources and services:* Cloud State University will have staff, committees, and services dedicated to responding to threats or violent acts such as Public Safety, Campus Area Police Service (CAPS), Behavioral Intervention Team, Counseling and Psychological Services, and Critical Incident Response Team.

St. Cloud State University will actively work to manage workplace behaviors and reduce risk by:
• *Conducting background checks:* Human Resources and hiring supervisors will conduct background checks according to State, Minnesota State, and university policies and procedures.
• *Creating a low-risk work environment:* Administrators, managers and supervisors are expected to promote positive behavior, and to lead by example, by treating employees with respect and dignity. Emphasis will be placed on creating a workplace where established standards of conduct are clear, communicated, and consistently enforced, and where discipline is used fairly and appropriately to deal with instances of unacceptable behavior. As a member of the Minnesota State Colleges and Universities system, St. Cloud State University is held to Minnesota State Board Procedure 1C.0.2. All employees should become familiar with this procedure about building and maintaining a respectful workplace.
• *Training supervisors:* Managers and supervisors will be offered training in how to deal with workplace-related threats and acts of violence. This training will focus on prevention, recognition and de-escalation of violence, will include suggestions for appropriate responses to threats and acts of violence, and will identify those resources which are available for use once a potential problem has been identified, or an incident has occurred. Assessment of training needs will be on-going and appropriate training or educational resources will be provided as needed.
• *Training employees:* Employees will be offered training in threat awareness, and appropriate responses to aggressive, threatening and violent behaviors. Assessment of training needs will be on-going and appropriate training or educational resources will be provided as needed.
• *Providing employee counseling and assistance:* The University will provide information on how to take advantage of the services offered by the Employee Assistance Program (EAP), which is primarily an assessment, short-term counseling and referral agency. While supervisors, union representatives, or family members may encourage employees to seek help from the EAP, the decision to use the services must be a voluntary one. Employees may also choose to seek assistance from private health services to deal with pressures, stress, emotional problems, or other personal issues which could, if ignored, lead to threats or acts of violence.
• *Informing about self-help resources:* Information will be provided about other services that promote well-being, as well as options for the resolution of personal and work-related problems which may have a potential for escalating to a violent incident. Employees will be encouraged to utilize all available resources.

Pursuant to Minnesota Stature 15.86, this policy does not create any civil liability on the part of the State of Minnesota.

PROCEDURE
Managers and supervisors have primary responsibility for ensuring a safe and professional work environment. When violations of this policy occur individuals should report to their direct supervisor or seek assistance from the Human Resources Office or other appropriate administrator/manager. Supervisors and managers will also ensure that appropriate responses to violations of the respectful workplace policy are made in consultation with Human Resources or other appropriate administrator/manager. If the conduct leads to discipline, Union contracts will be followed for employees, and the Student Code of Conduct along with the Student Employee Handbook will be followed for student employees.

Employees and their managers and supervisors are directed to Minnesota State Board Procedure 1C.0.2 in responding to

unprofessional or disrespectful behaviors that are non-violent in nature.

GUIDELINES
Guidance for behavior that escalates beyond being unprofessional or disrespectful and becomes disruptive or threatening.

Disruptive Behavior
• Remain calm to avoid provoking disruptive individual(s).
• If there is immediate danger, request the individuals leave the area.
• If it fails, ask someone to leave the area and call SCSU Public Safety (320-308-3333)**.**
• Maintain a safe distance from the suspect until emergency personnel arrive. Do not attempt to subdue the individual; avoid direct eye contact.
• If the situation becomes threatening before SCSU Public Safety personnel have arrived, call 911 and remove all from area.
• If there appears to be no immediate danger, a complaint should be filed with Public Safety, Residential Life (if appropriate), Office of Student Life & Development or Women's Center.
  • Public Safety: 320-308-3333
  • Residential Life: 320-308-2166
  • Student Life & Development: 320-308-3111
• Other campus resources that may provide consultation are:
  • Women's Center: 320-308-4958
  • Counseling and Psychological Services: 320-308-3171

Suicidal Threat
• Take all threats seriously.
• Try to talk to individual and calmly discuss you concerns to help deescalate the crisis.
• Keeping yourself safe is still the number one priority. DO NOT put yourself in any intentional harm.
• Call 911 and explain the incident.
• DO NOT leave student alone and leave.
• If non-emergency refer individual to Counseling and Psychological Services: 320-308-3171.

_____

SECURITY CAMERAS

RATIONALE
The University is committed to implementing and maintaining a comprehensive security plan that incorporates the use of video technology. Security cameras may deter crime, assist in the protection of persons and property, and help in the collection of evidence. They may also be beneficial for management and operation of the University.

POLICY
This policy applies to use of cameras for St. Cloud State University (SCSU) security operations, including construction. While the following video uses are permitted, this policy does not pertain to video cameras:
• used for instructional purposes, including research with human subjects or animal subjects.
• used to obtain footage of public spaces, such as for university marketing, athletic events, employee training, or general non-security related observations.
• used for temporary investigative work by outside law enforcement agencies.

Video Cameras for Safety and Security
It is the responsibility of administrators, department heads, and SCSU

Public Safety, to make recommendations about the level of security required on campus. Decisions to install cameras as a component of a comprehensive safety and security plan may be reached through consultation and deliberation with various campus, system and state departments, outside vendors or contractors or law enforcement officials as needed.

Video cameras may be used on campus to enhance and assist in safety and security. These may include, but are not limited to:
• placement of cameras to deter and/or detect prohibited conduct or criminal activity,
• surveillance of controlled access points or alarms,
• tracking of activities with or around valuable, hazardous, and/or sensitive information or materials, and
• investigation into reported or suspected incidents.

St. Cloud State University allows employees with a legitimate work purpose and others as allowable by law to view and/or record video images. The existence of this policy does not imply or guarantee that cameras will be monitored in real time, continuously or otherwise, except as circumstances and resources permit.

Video Camera Footage
Recordings from security video cameras may be retained for a period not to exceed 30 days and will be held in a secure location with access by authorized personnel only. After 30 days, they will be erased, unless retained as part of any known investigation or court proceeding (criminal or civil), or other bona fide purpose as approved by the Director of Public Safety or the Assistant Vice President of Safety and Risk Management, or the Special Advisor to the President.

Body Cameras
The Public Safety Department will pilot a body camera (also known as body-worn camera, bodycam, or wearable camera) program, in order to enhance safety and security, as well as to enhance accountability for Public Safety personnel and members of the public/campus community who come into contact with Public Safety. The Public Safety Department will also pilot a program in which video cameras are mounted in the windshields of Public Safety patrol vehicles.

Public Safety will use body cameras & patrol vehicle cameras to achieve the following objectives:
• To enhance officer safety by providing opportunities to review incidents and adapt protocols/procedures.
• To enhance the ability to document and review statements, events, and other information or actions.
• To preserve visual and audio information for use in current and future investigations.
• To assist with officer training and performance or field evaluations conducted by supervisors.
• To enhance public trust by providing recorded visual and audio information for processing inquiries or complaints and to preserve such information according to this policy and procedure.
• To ensure accountability on the part of both officers and people they encounter, by allowing for both parties to know they are being recorded.

Body Camera & Patrol Vehicle Camera Footage Retention
Body camera and patrol vehicle camera footage will be retained for a minimum of 60 days. The Director of Public Safety, Assistant Vice

President of Safety and Risk Management, Vice President of Finance and Administration, President or designee, may order the footage to be retained for a period longer than 60 days. Footage will also be retained if such footage is part of any known investigation or court proceeding (criminal or civil), or is the subject of a complaint against Public Safety personnel. If the footage is part of an inquiry that is determined not to lead to an investigation or further action, then the footage will be retained for 60 days after the date of determination that no additional investigation or further action is needed. Footage retained for investigation or court proceedings will be retained with other investigation or court documentation according to St. Cloud State University's established retention schedules. All footage retained for further investigation or inquiry—or transferred to another department/agency/office for further investigation or inquiry will be noted on a log maintained by the Director of Public Safety or designee.

Public safety will annually evaluate and report on how these objectives were achieved by June 30th.

Security Camera/Body Camera/Patrol Vehicle Camera Video Monitoring, Inspection, Export and Release
Monitoring, inspection, export, and/or release of electronic video security, patrol vehicle camera, and body camera recorded footage at St. Cloud State University will be conducted in a professional, ethical and legal manner. Personnel involved in these activities will be appropriately trained and supervised in privacy practices and the responsible use of security technology. Procedure violations may result in disciplinary action consistent with the rules and regulations governing employees of the University. The following also apply to monitoring, inspection, export, and release:
• Monitoring and inspection will be conducted in a manner consistent with all existing SCSU and Minnesota State System policies, including, but not limited to policies about non-discrimination, harassment, and retaliation.
• Monitoring and inspection shall be performed in a manner that does not violate the reasonable expectation of privacy.
    • The SCSU Public Safety Department will limit camera positions and views of residential housing accordingly. Students have a greater expectation of privacy in their personal residential rooms/apartments and in the hallways and lounges of residential facilities. Therefore, monitoring for safety and security purposes will not be used in residential hallways and lounges unless a specific safety/security risk exists that requires such action.
• Security system user accounts will be configured to prevent camera operators from tampering with or duplicating recorded information. Public Safety personnel who export video footage must do so in the presence of a supervisor to maintain the integrity of the recording.
• Information obtained through monitoring or inspection will only be released when approved by the Director of Public Safety, the Assistant Vice President of Safety & Risk Management, the Vice President of Finance and Administration, or the Special Advisor to the President according to procedures established in this policy.

Responsibilities
The SCSU Public Safety Department, in consultation with the Vice President of Finance and Administration and the CIO; is authorized to oversee the purchase, use, set up, installation, maintenance, administration, and removal of electronic video security systems. Attempts to use, set up, install, administer, or remove electronic video security systems without direction from Public Safety or in a manner inconsistent with this policy and procedure is prohibited. All University areas using security cameras or any of the integrated systems are responsible for collaborating with Public Safety in implementing this policy and associated procedures in their respective departments.

Public Safety officers who have been issued body cameras will be trained and given guidance on use of cameras and privacy considerations. Officers shall operate and use body cameras and patrol vehicle cameras consistent with this policy and departmental training or guidance documents. Officers shall conduct a function test of their issued body cameras at the beginning of each shift to ensure the devices are operating properly. Officers shall check patrol vehicle cameras at the beginning of each shift to ensure that they are operating correctly, if they are operating a vehicle equipped with such cameras. Malfunction of equipment shall be documented in writing, reported to a supervisor, and dealt with promptly.

PROCEDURE
Requests for long-term security video monitoring, or for the installation or removal of a camera must be made in writing or by email to the Access Control Manager in the Public Safety Department. They will be considered in light of the objectives of this policy and if feasible and appropriate will be integrated into the operational plan for Public Safety.

Requests for temporary camera installation for investigations, for enhanced security at special events, or as needed to protect the safety and security of the University must be made to the Director of Public Safety or the Access Control Manager. These personnel will consult with their supervisor and, at times with Cabinet members who have responsibility over the operations of interest.

Requests for security video, patrol vehicle camera or body camera footage as part of a data request or court ordered legal process must be directed to the Special Advisor to the President.
_____

SEXUAL VIOLENCE, RELATIONSHIP VIOLENCE, AND STALKING

RATIONALE
St. Cloud State University (SCSU) is committed to eliminating violence in all forms. This policy along with preventative training and education are efforts to create a safe community that is knowledgeable about how to report and support survivors of sexual violence, relationship violence, stalking, and other types of sexual harassment and discrimination.

POLICY
In recognition of, and in compliance with the *2013 Reauthorization of the Violence Against Women Act*; and changes to the Minnesota State Colleges and Universities Board Policy and Procedures regarding *sexual violence (1B.3, and 1B.3.1)*. St. Cloud State University (SCSU) will provide reporting options, investigation and disciplinary process, prevention training and education, and other related services as appropriate to address issues related to all forms of violence.

St. Cloud State University adopts and adheres to the provisions and timelines of the Minnesota State Colleges and Universities Board of Trustee's 1B.1 and 1B.3 policies and associated procedures, which apply to all SCSU students, employees, and others as appropriate. These policies are not limited to reports or alleged violations that occur on University property or at University activities. The University reserves

the right to take necessary action to protect the safety and welfare of the university community, which may include pursuing criminal or civil action.

PROCEDURE

SCSU follows the 1B.3.1 procedure. As required by this procedure, SCSU provides specific information about sexual violence, relationship violence, stalking and other types of sexual harassment and discrimination through a comprehensive institutional website. The website includes reporting options (including anonymous reporting and reporting to law enforcement), information about medical assistance, campus and community resource contacts, detailed information to provide support or guidance, education and prevention measures, links to training, and other valuable data. The site is meant to be a resource for the complainant, the respondent, and others who may be called upon to support or offer advice.

FREQUENTLY ASKED QUESTIONS

Please refer to policy online for related FAQs.

_____

SMALL UNMANNED AIRCRAFT SYSTEMS

RATIONALE

St. Cloud State University (SCSU) recognizes that the operation of small Unmanned Aircraft Systems (sUAS) also referred to as "drones" are commonly used for recreational, educational and commercial purposes. The Federal Aviation Administration (FAA) regulates sUAS operations. This policy follows FAA and the State of Minnesota regulations and guidelines and outlines minimal requirements for the safe operation of sUAS.

POLICY

This policy applies to all persons or entities operating sUAS on or over SCSU property. It also applies to any persons or entities operating sUAS for SCSU purposes (such as teaching, learning, research, or outreach) whether recreational and/or non-recreational. Any person operating a sUAS who is subject to this policy is personally responsible for complying with FAA regulations, federal and state laws, and SCSU and Minnesota State Board policies. SCSU may, at its discretion, suspend UAS activity for any reason.

All sUAS weighing more than 55 pounds and less than 55 pounds must be registered with the FAA. They must also be registered with MnDOT unless they are being solely used for recreational use. The operation of unmanned aircraft weighing 55 pounds or more are not permitted under this policy. All sUAS being used for anything other than hobby or recreation are required to be covered with insurance as set out in Minnesota State Statutes (i.e. Minn. Stat. 360.59 Subd. 10 (2017)). Commercial operations may require additional licenses, endorsements, and insurance for various commercial activities. Commercial operators should seek additional information from MnDOT. In addition, individuals or entities who contract with SCSU must also provide the college with proper proof of insurance which should include General Liability coverage with a $2,000,000 per occurrence limit.

Recreational and Hobby Use

Recreational and hobby use of sUAS is defined as flying for enjoyment and not for educational, work, or business purposes, or for compensation or hire.

Persons operating under sUAS for recreational and hobby use must either fly in accordance with the Special Rule for Model Aircraft (Public Law 112-95 Section 336) or fly under the FAA's small UAS rule (14 CFR part 107). For more information about these two options, see FAA FAQs.

Non-recreational Use

Non-recreational use may include education, research, teaching, business operations and third party operations. sUAS operators may fly for non-recreational purposes under the Small UAS Rule (14 CFR part 107).

Regulations for All sUAS Use

The following regulations apply to all sUAS operations unless an exception is specifically approved by contract or permit, or as part of work sanctioned for a university purpose. In cases where exceptions have been made, St. Cloud State University will take precautions related to safety and privacy.

• No sUAS will be used in such a way that they invade living space, safety, or privacy of university housing residents, disrupt university activities or events, or create risk for persons or property.

• No sUAS will be used to view, record, or fly over spectators at university sporting events.

• No sUAS will be flown directly over people. Some minimal indirect flight over people may occur.

• No sUAS will be flown over, around, or within 400 feet of the Excel Electrical Substation along the Beaver Island Trail. [220 13th South, St. Cloud, MN]

• No sUAS will be used to photograph, video, or monitor areas on university property where there is a reasonable expectation of privacy, including but not limited to residence halls and the Lindgren Childcare Center.

PROCEDURE

SCSU campus is located within 5 miles of the St. Cloud Regional Airport. Any recreational or hobby sUAS operation on SCSU campus requires that the operator contact the Airport Manager and Air Traffic Controller before sUAS operations.

There are numerous websites and mobile applications designed to assist operators with regulations and safety. The FAA offers B4UFLY, a mobile application designed to provide situational awareness and help users know safe areas to fly. Use of the FAA application or similar safety resources is encouraged.

No Permit Required

K-Lot Overflow (former Q-Lot) is the only authorized area for Hobby and Recreational Use on the SCSU Campus that does not require a permit. While conducting operations from K-Lot Overflow individuals must follow the AMA established standards for operations of model aircraft as well as the "Drone Operating Rules" posted on signs entering K-Lot Overflow.

K-Lot Overflow Lot is currently deemed a "no parking" area. Occasionally, SCSU will cover the "no parking" signs and use K-Lot Overflow for events or overflow parking. If the "Drone Operating Rules" and/or "No Parking" signs are covered, it means the lot is temporarily closed for sUAS operations.

Permit Required
All uses, except for Hobby and Recreational Use in K-Lot Overflow, require approval through the SCSU sUAS/Drone Operating Permit. (See Supporting Documents) This includes usage outside of university property if the use is for SCSU purposes. This form should be submitted no less than 7 days prior to sUAS operations. The form must be fully executed with all required signatures before sUAS operations can commence. For group events such as a class project or organized hobby event, one applicant shall complete the permit.

When required by the Vice President for Finance and Administration or designee, sUAS liability waivers must be signed prior to operations at the site and shall be submitted to the Finance and Administration Office for retention with the associated signed SCSU sUAS/Drone Operating Permit form.

Indoor Use
Indoor use of sUAS is not governed by the FAA. All indoor use of sUAS requires approval through the SCSU sUAS/Drone Operating Permit. (See Supporting Documents) This form should be submitted no less than 7 days prior to sUAS operations. The form must be fully executed with all required signatures before sUAS operations can commence.

Applicants completing a permit form for indoor use must include a plan for safety considerations. The plan will be reviewed, and additional provisions may be required to ensure safety of people and property. Indoor operations of sUAS should not interfere with student, faculty, or staff use of facilities.

Violations
Any violations of law (trespassing, illegal surveillance, reckless endangerment) or violations of University policies may subject the individual to criminal and/or disciplinary action. Students who violate this policy may be subject to Student Code of Conduct procedures. Employees may be subject to discipline according to their employment contract.

GUIDELINES
Best practices in safety
• Operators should be aware of FAA airspace requirements.
• Model aircraft or sUAS should not be flown in a careless or reckless manner.
• Operators are encouraged to utilize a pre-flight safety checklist.
• All flying sites should have a safety line(s) established in front of which all flying takes place.
• An area away from the safety line should be maintained for spectators.
• Spectators should remain within the line of sight of the operator.
• Safety net protection may be needed for indoor operations.
• Operators should operate only one sUAS at a time.
• Operators should not drop any object from a sUAS that could create a hazard to persons or property.
• Flights should be conducted during daylight hours and in good weather.
• Hobby or recreational sUAS should always fly below 400 feet.
• Operators should take care to avoid other drones or aircraft.
• Operators should take care to avoid flying near emergency response teams.
• Operators should never fly under the influence of drugs/alcohol or in an impaired state.

These are general safety and best practices reminders; however, it is not an exhaustive list. Each operator is responsible for knowing the full scope of FAA safety and privacy regulations. SCSU may implement safety precautions in addition to those listed in this document based on the safety requirements of the specific drone use event.

_____

SOCIAL MEDIA ACCOUNTS

RATIONALE
St. Cloud State University recognizes the importance of social media as a mechanism for connecting with others and communicating with our community, alumni, fans, employees, students and prospective students. Official university social media sites or accounts should align with the University's mission and vision, follow applicable laws and regulations, consistently apply university branding, be accessible and represent the University in a positive light.

POLICY
This policy applies to all authorized social media accounts and sites created for the purpose of conducting official business at St. Cloud State University. This includes accounts on social media platforms administered by a university department or office that promote university topics. Student organizations and personal social media accounts are not considered university accounts. Official St. Cloud State University social media accounts must be included on the university social media inventory and receive service from University Communications. Accounts must comply with the standards set out in the policy to be included in, and remain on, the directory.

Applicable laws, Minnesota State board policies, St. Cloud State University policies, codes of ethics, and behavioral expectations that govern professional conduct apply equally when posting content on behalf of the University. Specifically, the Employee Code of Conduct and Student Code of Conduct are in force when social media account administrators publish on behalf of the University.

Social media accounts must remain regularly active. After 90 days of inactivity they will be unpublished or deleted. Care should be applied to word choice as all postings made to social media accounts are in the public domain and may be re-published and discussed in all forms of media. All social media sites must follow outlined branding and best-practice guidelines. For detailed information on platform posting best practice visit the Guidelines section of this policy and the University Communications website resources.

Administrators of official social media accounts are prohibited from:
• Posting content that violates city, state, or federal laws and regulations.
• Commenting on or posting anything related to legal matters or litigation without appropriate approval.
• Using the University brand or name to endorse any view, product, private business, cause, or political candidate.
• Posting personal opinions or perspectives in a manner that makes them appear to be the perspective of the University, or university-endorsed views or policies.
• Posting confidential information about St. Cloud State students, employees or alumni. HIPPA, FERPA and NCAA regulations, among others, are in force when managing social media.
• Posting content or allowing others to post content that is offensive,

_____

including, but not limited to, content that diminishes others based on race, color, creed, sex, age, religion, marital status, sexual orientation, national origin, and mental or physical disability.
• Failing to conform with accessibility standards required by the ADA.
• Using copyrighted material in its entirety, without permission, which is a violation of federal law.

PROCEDURE
All proposals to create a new official St. Cloud State University social media channel or account, including departments and campus units, must be submitted to the Social Media Advisory Team via the Social Media Registry Form. New channels or accounts will be subject to strategic review and assessment prior to approval/denial by University Communications and inclusion on the social media inventory. All social media sites in existence prior to the effective date of this policy need to be registered with the University Communications office via the Social Media Registry Form. Form submitters will be notified when the social media account has been added to the registry.

Each official social media site must have no less than two (2) full-time staff member account administrators, including a representative of the University Communications staff. When applicable, all official accounts must be registered to a shared or general email address accessible by more than one person; supplemental managed email addresses are preferred, e.g. "ucomm@stcloudstate.edu." Passwords and logins should be known and maintained by social media account administrators as well as their direct leadership.

Responsibilities
Social Media Advisory Team

The Social Media Advisory Team is comprised of University Communications staff and representation from across campus and is responsible for:
• Reviewing and assessing requests for new social media accounts and making recommendations to University Communications whether they should be approved or denied.
• Ensuring university best-practice resources and guidelines are communicated and adhered to, including those intended to provide accessible communications.
• Cataloging and retaining an official account inventory and contact information for corresponding account administrators.
• Scheduling and holding Social Media Team meetings to provide updates, tips and guidance on social media strategy, account creation, best practices, campaign implementation, online security, and other related topics.
• Providing reports to the full University Communications team about SCSU social media accounts as needed.

University Communications
University Communications team members are responsible for:
• Giving final approval of all new social media accounts for the University.
• Managing flagship university social media accounts.
• Assisting social media account administrators throughout the institution.
• Maintaining the University's social media directory.
• Providing oversight of brand standards and administrator account activity.

• Participating on the Social Media Advisory Team.
• Maintaining the University's flagship social media editorial calendar.

Social Media Account Administrators
Social Media Account Administrators are responsible for:
• Keeping the Social Media Advisory Team up to date on any updates to account passwords, phone numbers, emails or users in order to keep the registry up to date.
• Posting on the account.
• Logging in periodically to make sure everything is up to date.
• Monitoring and responding to messages to the account.
• Participating in Social Media Team meetings scheduled by the Social Media Advisory Team.

GUIDELINES
Social Media Best Practices
Social media sites should deliver brand marketing and direct marketing consistent with St. Cloud State marketing objectives and build brand awareness and reputation using these and other tactics:

Share stories of accomplishment: Readers infer educational quality from individual and programmatic success stories. Share personal stories that are relatable and advance the reputation of the institution.

Show a sense of campus life: Social media sites are windows through which outsiders view campus. Use words, photos and videos to convey the many sides of life at St. Cloud State.

Link back: Link to the St. Cloud State website at every social media. Leverage social media to drive traffic to the University website or your department website.

Double check: Remember to double check your post before hitting "Publish"! Errors, bad grammar, and misspellings reflect poorly on St. Cloud State and your department/office.

Use features that assure accessibility: University Communications staff can share best practices and basic requirements for compliance.

Build alumni connections: Content that connects with the 30-to-80 demographic is a powerful tool for improving bonds with more than 118,000 alumni.

Publish facts and distinctions: Weave SCSU data into posts. Among our data repositories is the University Distinctions website.

Convey a sense of fun: Where appropriate, post and respond with a sense humor. The Radio Theory of social media reminds us no one would listen to a radio station that plays only "commercials." Post more "music," the fun stuff that supports the saying "College was the best time of my life."

Post with passion: Appeals to the heart will echo more than appeals to the head. Photos from the department picnic might recruit more prospective students than the nitty-gritty details of a new class or minor.

Promote campus events: Campus events are the nectar that draw prospective students, retain current students, engage community members and nurture alumni bonds. Sites promoting major events should consider social media advertising and consult with University Communications.

Encourage engagement: The top performance indicator of success for social media is engagement. Develop content that lends itself to comments, sharing and likes.

Use tags, mentions and hashtags: Expand your reach by connecting directly on social media with partners, sponsors and others that are mentioned in your posts.

Be succinct: Short and impactful content gets the best results. Likewise, shorten URLs with our branded utility at scsu.mn/LinkShorten.

Measures of Success
Social media success is measured by reach and engagement. Top key performance indicators include:
• Page/account likes or followers
• Post reach
• Engagements (likes, shares, retweets and comments)
• Mentions
• Direct messages

_____

STUDENT CODE OF COMMUNITY STANDARDS

RATIONALE
St. Cloud State University recognizes the importance of establishing a student code of conduct and community standards outlining expectations, standards, sanctions and affording appropriate due process.

POLICY
Students at St. Cloud State University are expected to be familiar with the expectations and resolution procedures within the Student Code of Community Standards. They standards outlined in the Student Code of Community Standards provides general guidance and direction and is not intended to cover every conceivable situation. The purpose of the Student Code of Community Standards is to promote and maintain a safe living and learning environment. Questions about the Student Code of Community Standards should be directed to the Dean of Students Office.

St. Cloud State University reserves the right to amend or develop additional policies or procedures as necessary to ensure the promotion of safety for the community. University officials will make every attempt to communicate changes to those affected in a timely manner.

A full summary of the Student Code of Community Standards can be found in the Student Handbook at:
https://www.stcloudstate.edu/studenthandbook/code/default.aspx
(aligns with Minnesota State Student Conduct Board Policy 3.6.)

STUDENT COMPLAINT CONCERNING FACULTY

RATIONALE
St. Cloud State University (SCSU) is committed to a respectful learning environment in which all members of the campus community may seek to resolve disputes and disagreements in a fair and equitable manner.

POLICY
Students will have the ability to seek resolution to complaints or concerns about faculty or coaches through the procedures associated with this policy without retaliation.

This policy is established to specifically address student complaints about faculty who have provided instruction or advising and to assure fair treatment of all involved parties. This policy may not be used to address the following:
• General complaints about a faculty member unrelated to instruction or advising.
• Grade appeals.
• Complaints about non-faculty staff members.
• Complaints involving unlawful discrimination/harassment (including sexual discrimination harassment/violence).
• University Student Code of Conduct violations.
• Complaints about an academic program.
• SCSU parking complaints or violations.
• Matters determined by the Dean/Supervisor to be outside the proper boundaries of this process.

PROCEDURE
For the purposes of this policy and procedure, a student is defined as an individual or a group.

Complaints and Appeals
Annually, each dean/faculty supervisor or designee will send out a call for nominations and establish a Student Complaint Review Pool. This pool will be comprised of both faculty and students. Because students serving on this committee will access protected data they would not otherwise access, they shall complete a confidentiality form agreeing to keep data private. Members may be called upon during the year to serve on the Student Complaint Review Committee when official complaints are filed. Following is the complaint process:
1. When a student (or group of students) has a complaint, the student(s) shall contact either the chair of the department offering the course or a Student Relations Director (SRD)/or the faculty member's supervisor (who will assign a designee) to be informed of the process and obtain the Student Complaint Procedure Timeline. The Athletic Director supervises coaches and will assign the designee for complaints against coaches. If the complaint is against the chair, the student should contact the SRD/designee. If unclear about who to contact students may ask the Dean or College office or the Provost and Vice President for Academic Affairs office.
2. Students are encouraged to communicate directly, in person or via university email, with the faculty member in an attempt to resolve a complaint. The chair or supervisor's designee may assist in this communication to the faculty member.
3. When a student (or group of students) has a complaint which remains unresolved (preferably after consultation with the faculty member) the student(s) may file a Student Complaint Concerning Faculty Form (the complaint form) with the appropriate department chairperson or supervisor's designee no later than thirty (30) calendar days after the first day of classes of the next full term. To file as a group, the students

must have a common complaint. Students filing as a group may file one form, but all students must be identified and include their specific complaint(s). All forms for this procedure can be found in the Supporting Documents section. Upon receipt of the form, the chair can assist with informal resolution. If the student has questions about the formal process the chair can provide advice. Once the student submits the form, within three (3) duty days the chair or supervisor's designee will provide the faculty member and the dean or supervisor with the complaint form. The dean or supervisor will then evaluate whether a remedy can be provided through this process, and if so, they will form the Student Complaint Review Committee by selecting members from the Student Complaint Review Pool within six (6) business days of receipt of the notification and shall provide the committee chair with the complaint form. The student(s) and faculty may provide additional documentation to the committee chair once contacted about meeting with the committee.

4. When a complaint is referred to a Student Complaint Review Committee, the committee shall meet with the student(s) first and subsequently with the faculty member separately within fifteen (15) duty days. The student(s) may bring a consultant to all meetings. This person may provide support and advise the student but cannot speak or present for the student. (See Assisting Students with University Policy and Procedure in the Related SCSU Policies section for a description of this role and resources for connecting with consultant options.) Following the review process, the committee must submit a written report to the dean/faculty member's supervisor within five (5) duty days. The report should include suggestions for non-disciplinary resolution of the immediate complaint that drew majority support and the ideas voiced by other members of the committee if offered. All committee members shall sign the report. Upon receipt of the Student Complaint Committee Report Form, the dean/supervisor will evaluate the report and may meet with the student(s) and faculty member separately to assist in forming a decision. The dean/supervisor will issue a written determination within ten (10) business days. The student(s) and the faculty member will be provided with separate determination letters.

5. The student(s) may appeal to the Provost/Provost's designee within ten (10) business days of receipt of the determination letter if one or more of the criteria on the Student Complaint Concerning Faculty Appeal Form are met. The Provost/Provost's designee may seek additional information and respond in writing within ten (10) business days of receipt of the appeal form.

At the end of this process, all records should be forwarded to the Dean's office and will be subject to the record retention schedule.

Expedited Complaints and Appeals
It is expected that the student complaint process will be continuous throughout the academic year. This is especially necessary for students on suspension and for students waiting to progress in their programs. However, due to the nature of the course (i.e. an 8 week course), scheduling issues, the contractual availability of faculty (i.e. during summer or academic calendar breaks), or other unique situations there may be times when the student could be harmed by a prolonged complaint and/or appeal process.

In the event that a complaint is unable to be processed in the normal manner, the dean or supervisor may appoint an ad-hoc committee of on-duty faculty or chairs and a student to resolve the issue rather than selecting members from the annually established pool. The dean or supervisor will consult with the Provost or Provost's designee to determine shortened deadlines for an expedited process and will communicate those new deadlines with the chair of the ad-hoc committee.

During expedited student complaints concerning faculty, the student(s) and faculty shall be given every reasonable opportunity (including the use of electronic means of communication) to participate in the process. If deemed necessary by the Provost/Provost's designee, an extra duty day can be paid to faculty serving on an ad-hoc Student Complaint Review Committee.

FREQUENTLY ASKED QUESTIONS
Please refer to policy online for related FAQs.

_____

STUDENT LEAVE

RATIONALE
St. Cloud State University requires students to attend classes to benefit from the educational experience but acknowledges that absences from class for legitimate reasons may be unavoidable. The University is committed to providing accommodations for absences in specific circumstances to foster student success.

POLICY
When a student requests an absence from a class meeting(s) for one of the following reasons and has provided notice according to this policy, they must be allowed to make up academic work or hours missed:
• Funeral/bereavement of close family member
• Long-term medical issues of the student or a student's dependent
• Family emergencies
• Childbirth/pregnancy/adoption
• Required court appearances
• Military service
• Religious observances (see related St. Cloud State University Policies section)
• University sanctioned events as determined by the Office of Academic Affairs including but not limited to participation on university athletic teams, student government, choir, pep band, cheer team, dance team, band, theater, field trips, internships, field placements and study abroad, including reasonable travel time for these events.
• For all other absences not listed above, including brief illness of the student or a student's dependent, the instructor shall decide on a case-by-case basis if there is a legitimate cause or unavoidable circumstance for the absence.

Certain exceptions for unique circumstances may apply (see Exceptions section).

Students are expected to complete all course requirements and meet all student learning outcomes, regardless of whether or not they are able to attend all class meetings. Student work that is made up in compliance with this policy will be graded as though completed and submitted on time. While a student may not be penalized for the absence and having to make up the work, they are still subject to any penalties outlined in the syllabus related to quality of work, completeness of work, meeting the make-up work deadlines in the written arrangements made with the instructor, or any other penalty that would normally be applied to the work had it been completed at the originally scheduled time.

If an instructor has specific expectations for how students are to provide their written report of an absence, the course syllabus must include those detailed instructions. Course instructors are encouraged to consider all possible options for student make up whenever possible to support student retention and success. This may include providing the opportunity to submit assessment/class activities/exams/or other grade materials early. It may also include designing comparable work as an alternative when the course element cannot be completed in the exact manner in which it was originally presented. If an instructor is concerned that a student absence may be due to distress or is a sign of on-going distress, the instructor can seek support from Counseling and Psychological Services.

If too many components of a course will be missed and there truly is no way to find substitutions or makeup work alternatives, a student may want to explore other options, such as withdrawing from the class. A student should not withdraw until they have been advised on such consequences as impact to credit completion ratio, financial aid, and possible need to repeat the course to complete a degree requirement.

Exceptions
Due to pedagogical requirements of certain courses, or for condensed or abbreviated courses, instructors may have additional attendance or leave request expectations clearly stated in their syllabi/student handbook for those courses.

In such courses, if the need for absence is known in advance, the student should be advised about alternative classes, schedules, or methods of attendance. If an acceptable alternative does not exist, or the need for absence is not known in advance, instructors should make every effort, when possible, to work with the student for a solution on a case-by-case basis for absences outlined in this policy.

PROCEDURE
Students
Students must provide written notice (letter, email, within the learning management system, etc.) and make arrangements for makeup work/hours with the instructor prior to their absence whenever possible. It is understood that some circumstances, such as family emergencies, cannot be planned for in advance. When this is the case, students must provide written notice and make arrangements as soon as possible when circumstances allow. In nearly all student leave circumstances, the request for absence shall only be between the student and the instructor. In cases of emergencies, life altering circumstances, or significant challenges, however, a student may request assistance from Division of Student Affairs in notifying an instructor about an absence.

If the absence will be caused by a University Sanctioned Event that has a pre-determined schedule, the student shall provide the schedule at the beginning of the semester or as soon as it becomes available. The schedule should indicate whether travel time is needed for the events; an estimate or exact travel time should be provided, if known. Changes to pre-determined schedules, for example, athletic events rescheduled due to weather, shall be reported as soon as possible. This is especially important when the absence impacts assessment and grading activities.

Students should also understand and follow any additional directions about absences provided in the syllabus. Students are responsible for completing the written arrangements for make-up work according to

the deadlines established in those arrangements. Students must provide additional documentation regarding their absence as requested by the instructor if such documentation exists. The same procedure applies to each student who takes online or blended classes.

Instructors
The instructor will determine the nature of the make-up work, and the time and manner to perform or submit the work. It is recommended that, whenever possible, the instructor and student communicate and collaborate to establish a plan together. Arrangements to make up missed work must be in writing (letter, email, within the learning management system, etc.) and may include provisions to complete work early or include other realistic deadlines. The written arrangement should be made in advance of the missed class when possible.

While it is the student's responsibility to understand the assignments and deadlines, instructors are encouraged to ask discovery questions or provide additional dialogue to ensure they comprehend all of the requirements.

FREQUENTLY ASKED QUESTIONS
Please refer to policy online for related FAQs.

_____

STUDENT PARTICIPATION AND MEDICAL CONSULTATION

RATIONALE
St. Cloud State University is committed to supporting and promoting educational activities beyond our campus borders—even around the world. To enhance the safety and quality of these experiences, it is vital that SCSU and student participants attempt to identify, understand and prepare for situations that may arise during these experiences. Cultural and geographical variances add complexity to certain events and make it prudent to evaluate and understand participant needs and availability of services prior to engagement. In rare circumstances the university may decline to allow a student to participate in an event or activity. Policy and procedural guidance is needed for these decisions.

POLICY
To protect the best interests of the university and the students, faculty and staff involved in events or educational programs, St. Cloud State University may conduct risk assessment or risk analysis activities. The events and programs analyzed may include, but are not limited to, education abroad programs, class field trips and student organization events and activities. When concerns are identified, St. Cloud State University will assess the risk of involvement or the fitness of a student to participate. In addition, St. Cloud State University requires each student that has been accepted to an education abroad program to complete a medical consultation prior to travel. This policy and its procedures do not apply to participation in intercollegiate athletics programs which are governed by the rules, policies and procedures established by each head coach, the Athletic Department, NSIC, WCHA, NCHC, and NCAA.

PROCEDURE
The Associate Dean of Students or a designee will convene a review panel to assess cases where concerns have been identified, except for Education Abroad Medical Concerns which are addressed below. This review panel will usually consist of, but is not limited to the following: A representative from Student Life and Development, Special Advisor to

President, a representative from the Medical Clinic, Counseling and Psychological Services, and Academic Affairs. The Center for International Studies, Student Accessibility Services, Campus Involvement, the activity sponsor or coordinator, Public Safety, or other representatives may be appointed as applicable.

Criteria that may elicit a review by a committee include, but are not limited to:
• The student is not in good standing with the university.
• The student's behavior as presented in police reports, Public Safety reports, Residence Life reports, etc. that indicate they may engage in behavior which poses a significant risk of causing harm to others.
• Information suggests that the student may be unable to understand the impact of, or manage their behavior.
• The student's behavior shows a pattern of disruption and a significant risk of repeated behavior.
• The student is unable to engage in the required activities necessary to benefit from the activity and/or support or accommodations are lacking or not feasible during the activity.
• The student's behaviors or past behaviors directly and substantially interfere with or threaten to interfere with the educational process or basic rights of others in the experience.
• Failure to resolve medical advice if needed. (See Education Abroad Medical Concerns section below)

After a concern has been identified, the activity sponsor/sponsoring department will contact their dean, director or supervisor (Lead) who will work with the Associate Dean of Students or designee (Associate Dean) to determine if the review panel should be activated. If a student's conduct leads to review by a panel, the panel will examine all available information, consider the student and the proposed experience on the whole and make a recommendation to the Associate Dean. Together the Associate Dean and the Lead will make a decision about the student's participation in the activity and the Lead or their designee shall notify the student. If the decision is not to permit the student to participate the student may have the decision reviewed by using the appeal process below.

Education Abroad Medical Concerns
Each Student accepted to an education abroad program will be provided two forms, the *Health Information Collection Form (Self-Reported)* and the *Medical Consultation Form* (see Supporting Documents). The student will need to take both forms to an appointment with a medical professional, (a medical doctor, nurse practitioner or physician assistant). The medical professional must discuss the student's history and needs, make appropriate notations, sign and return the forms to the student. The student will submit both forms to Center for International Studies (CIS).

If no concerns are indicated or if the student is able to manage self-care, the medical consultation requirement process is complete.

When a medical professional indicates on the Medical Consultation Form additional discussion is needed, a CIS staff member will contact the student to offer an initial meeting regarding accommodation of disability, health and/or mental health care prior to travel.

If, after the initial meeting with the student, the CIS staff member concludes the needs can be accommodated, this will be confirmed with the student and conveyed to the trip leader and others (i.e.

Student Accessibility Services) as needed to clarify the plan for travel.

If, during the initial meeting with the student, the CIS staff member concludes more extensive changes, arrangements or accommodation may be required, a second meeting will be scheduled that may include CIS, trip leader, Special Advisor to the President, Director of Student Accessibility Services (SAS), Vice President of Finance and Administration, a representative from the Medical Clinic and Pharmacy, a representative from Counseling and Psychological Services (CAPS), a representative of the Academic Dean, the Title IX Coordinator and/or others as appropriate. This cross-disciplinary group will review all the information available to date and identify any gaps in information for additional research. Once relevant information has been gathered, the group will engage in a holistic review and decide whether the student can be supported for participation in the study abroad program. If the decision is not to permit the student to participate the student may have the decision reviewed by using the appeal process below.

Appeals
The student may appeal, in writing, to the appropriate vice president with authority over the activity sponsor/sponsoring department within one week of the decision notification. Students should be aware of programmatic or application deadlines and adhere to those. Not following those deadlines could result in less than adequate time to review the case, coordinate accommodations, and meet financial deadlines and may ultimately result in the student not participating in the activity. For faculty led programs the appeal is to the Provost and for student organization and activities the appeal is to the Vice President for Student Life and Development.

The appeal will be considered if:
• New or newly discovered information which is of a character which may substantially affect the decision.
• The student disagrees that the decision to limit participation was warranted and offers a plan for safe and successful participation to be considered by the Vice President.

Upon receipt of the written appeal, the appropriate vice president will convene a review panel to review the appeal materials. The vice president will consult with a panel of others as needed and determine the outcome. This panel may include an academic dean, the Vice President of Student Life and Development, the Associate Vice President for International Studies, the Vice President of Finance and Administration, the Director of Public Safety, representatives of the Medical Clinic and Pharmacy, Counseling and Psychological Services or their designees. The Provost shall notify the student of the appeal decision if the activity was part of a faculty led program and the Vice President for Student Life and Development shall notify the student of the appeal decision if the activity was for a student organization or non-faculty led program. The decision made by the appeal committee will be final.

_____

TAILGATING

RATIONALE
St. Cloud State University boasts a rich athletic tradition supported by alumni, families, and friends of the program. As the campus works to foster school pride and spirit through a game day atmosphere at Husky

Stadium, students can help keep the fan experience safe and courteous by adhering to the information below.

POLICY

St. Cloud State University permits tailgating in designated parking lots only. The Husky Pay Lot (located directly south of Husky Stadium) is reserved pregame for Huskies fans on a first come, first served basis. Limited handicap parking is also available free of charge in the same lot. Overflow and visiting team parking is available in K Lot.

Hours

Tailgating is restricted to the following times:
• Tailgating may begin three (3) hours before game time.
• Tailgating must end at the completion of the game.

All tailgating supplies must be properly disposed of, recycled, or stored in a vehicle. Disposal containers will be provided in the tailgating lot.

GUIDELINES

Tailgating Rules

The following items and activities *are allowed* in lots:
• Gas grills with a maximum propane cylinder size of 20 pounds (small charcoal grills)
• Small fire pits with screens
• Portable outdoor furniture
• Tents and awnings that do not require the use of stakes, block adjacent parking spaces, or impede drive aisles
• Portable generators or propane heaters

The following items and activities *are not allowed* in lots:
• Smoking or open fires (SCSU is a smoke-free campus)
• Glass containers of any kinds, including bottles and cups
• Consumption of alcoholic beverages is restricted to guests of legal age in the University approved hospitality area (on select game dates)
• Kegs, party balls, drinking game accessories, or large quantities or common sources containers of alcoholic beverages
• Couches or large furniture items
• Promotional or marketing activities without prior and appropriate authorization from St. Cloud State Athletics
• Sale of products, food or beverage
• Occupying more than one parking space (unless approved by SCSU Athletics)
• Obstructing adjacent parking spaces, drive aisles, or reserved spaces

To report any inappropriate activity that is disrupting enjoyment of the experience, please call St. Cloud State University Public Safety at 320-308-3333.

_____

TECHNOLOGY ACCOUNT ACCESS AND MANAGEMENT

RATIONALE

The purpose of this policy is to establish guidelines for St. Cloud State University technology account allocations, activations, deactivations, reactivations and/or removal.

POLICY

St. Cloud State University (SCSU) accounts are to be used by students, faculty, staff, and approved volunteers while their status remains active to perform activities related to the university's mission as outlined in the Minnesota State Acceptable Use Policy. St. Cloud State University reserves the right, at any time and without prior notice, to access, deactivate or take other appropriate actions with any university account as deemed necessary for university purposes, including but not limited to protecting data, system security, enforcing policy, or complying with law.

PROCEDURE

Account Activation

In order to access St. Cloud State University Online Services, all students, staff and faculty must activate their StarID at the StarID Self Service site. Activation instructions will be provided through personal email.

Account Deactivation

Account deactivation means that the accounts (including email, file space, and other technologies) cannot be accessed by the student or employee. Student and employee accounts may be deactivated for a variety of reasons. See the Student Access and Faculty and Staff Access sections below for details.

Account Access after an Account Holder's Death

When anyone seeks access to the accounts or files of a University student or employee who is deceased, the request will be considered on a case by case basis upon direction to the CIO or Deputy CIO. General access will never be granted but IT staff can provide limited data that can clearly be identified as data needed by the requestor.

Account Deletion

Technology accounts and all personal files, web space, and other materials are deleted from SCSU technology services environment after remaining in a deactivated account state for 730 days. Email account and One Drive data will not be deleted, but will only be accessible to IT staff with access rights.

Account Reactivation

St. Cloud State University accounts are reactivated when a student enrolls for a current or future term or when an employee returns to active employment after their account has been deactivated. If the account has been deleted, all personal files, web space, and other materials will not be available and a new account will be created using the original StarID.

Student Access

St. Cloud State University student accounts will be deactivated 365 days after the term of last enrollment. This means that new email will not be delivered and existing email and user files will not be accessible. However, the email and files will be retained during that period and could be accessed by IT.

Special circumstances exist that would allow for an individual who is not currently enrolled to be eligible for a SCSU account. These special circumstances include, but are not limited to:
• *Students on military leave from the University.* When the St. Cloud State University Office of Records and Registration (AS 118) receives notice from a student that he/she is called to active duty, the student's record is flagged, indicating that he/she is on active duty for a specified amount of time. The technology accounts will remain active for that period of time.
• *St. Cloud Technical and Community College students living in St. Cloud*

State University residence halls, but not enrolled at SCSU. These students are required to have a SCSU account to access ResNet, and are therefore assessed the St. Cloud State University technology fee to cover associated costs. The student's enrollment at St. Cloud Technical and Community College is verified.

Other special circumstances or requests for extension require that an advisor, faculty member, or other university employee submit an online Request for Extension form.

In some cases, a student's SCSU technology accounts may be temporarily deactivated for violation of University policy or Student Code of Conduct. Requests to deactivate a student's StarID account following a violation, or reactivate the account after a sanction or suspension has been served, must be sent by a Student Life and Development administrative authority to the Information Technology Services Security Department.

Faculty and Staff Access
When there has been a change in the status of an employee, such as position change or separation, it is the responsibility of the supervisor to adjust access accordingly. Supervisors will only be able to remove access to Minnesota State software systems using the Minnesota State eServices system. All other access changes such as requesting new access or altering an employee's permissions or access level will require assistance from a system or software administrator. If supervisors are uncertain who the system or software administrator is, they should contact IT for assistance. Supervisors shall also contact IT about editing or removing access to any St. Cloud State University built software/system. Access to SCSU and third party software/systems shall be reviewed though a bi-annual audit.

Appointment End: For faculty, such as an adjunct or fixed term non-probationary faculty, whose work assignment has ended and have not separated, the account will be deactivated and all technology services ended 120 days after the end of last work assignment. For staff and administrators whose work assignment has ended and have not separated, the account will be deactivated and all technology services ended 45 days after the end of last assignment. The account and all associated, personal files, web space, and other materials will be deactivated for 365 days before deletion. Requests to keep the account and services active beyond policy should be made to Human Resources.

Position Reassignment: When faculty or staff take a different position within the University, the supervisor shall, upon the employee's last day in the position, terminate access to systems which the employee will not need in their new position. The new supervisor may establish access for the new position as needed.

Separation - Resignation and Retirement: For faculty or staff who separate (resign or retire), the account will be deactivated and all technology services will be expired after the last day of employment and/or after the end of last assignment. Requests to keep the account and services active beyond policy for those who resign from SCSU must be directed to Human Resources.

Faculty or staff who retire from SCSU may seek to keep St. Cloud State University technology services as an emeritus. Nominations for emeritus appointment originate in the employee's home department or administrative area. For more information, refer to the Emeriti Policy (see Related St. Cloud State University Policies section).

Termination (involuntary): For faculty or staff who separate involuntarily, the account will be deactivated and all technology services will be expired immediately upon termination. All requests and conversations related to involuntary termination should be directed to Human Resources. Human Resources will work with the supervisor and appropriate parties to determine course of action.

Sabbatical/Leave of Absence: Faculty or staff in this employment status remain employees of St. Cloud State University; therefore, the SCSU technology access privileges remain unchanged, unless a change is specifically requested to Human Resources.

Learning Management Platforms: Faculty who use a learning management platform (such as D2L Brightspace) provided by St. Cloud State University or Minnesota State do not relinquish ownership of syllabi and course materials by uploading them into the system. St. Cloud State University staff may need to access the course on rare occasions. Examples include situations where a department, discipline or program need data to document compliance with accreditation standards or licensure requirements. In addition, if a faculty member is unexpectedly unable to complete their responsibilities, the university must access their materials in the learning management platform in order to assist students in completing the course(s).

When an individual has been contacted by St. Cloud State University to serve as a faculty member, including a future adjunct appointment, there may be circumstances when these individuals want to build a course in an approved learning management platform prior to the start of the term. If access is being sought for course outlines and/or syllabi created by the department, rather than an individual faculty member, this can be facilitated with appropriate authorization by the Dean with authority over the course. If the course materials were created by an individual faculty member, access may be granted with approval of both the faculty member and the Dean with authority over the course. If the faculty member denies access, the department can provide course outlines and a request for the current course syllabus may be made through university administration according to Minnesota State Board Policy 3.22.

_____

TOBACCO USE

RATIONALE
St. Cloud State University is committed to providing a safe, clean and healthy environment for all. This commitment, along with the wealth of research documenting health risks associated with tobacco use, the assessments of regional and national trends, and input from the campus community provide the rationale for the establishment of St. Cloud State University as a Tobacco Free Campus.

POLICY
The use, sale, free distribution, or advertising of tobacco (smoking or smokeless) products or any electronic delivery devices used for inhaling or exhaling vapor (e-cigarettes) is prohibited within all University owned, leased or controlled buildings, walkways, arenas, playing fields, in university owned vehicles/motorized equipment and on University owned, leased or controlled property. This policy applies to all employees, students, faculty, vendors, contractors, visitors, and guests.

Personal possession of tobacco, tobacco products, or electronic delivery devices and associated solutions is not prohibited on campus property.

SCSU Policy Exception
As part of a University sanctioned activity, with prior approval by policy owner, outdoor use of tobacco may be permitted in designated areas.

Statutory Exceptions
In accordance with the *Minnesota Clean Indoor Air Act, MS. 144.4167*, Tobacco use is permitted:
• In Traditional Native American ceremonies
• Approved Scientific studies
• Theatrical productions

Tobacco use will be permitted inside private motor vehicles on University property as long as tobacco users demonstrate respect for individuals and the environment. Littering on campus is prohibited, including cigarettes.

PROCEDURE
SCSU Policy Exception
To request approval for outdoor use of tobacco: A responsible representative for a University sanctioned activity must complete a *"SCSU Tobacco Use Policy Exception Form."* Completed forms should be submitted to, either:
• Student Life and Development Office Atwood Memorial Union
• Facilities Management, Maintenance Building

Applicants should allow 5 business days for review and response.

Review and Processing of SCSU Policy Exception
When Student Life and Development receives a Request for SCSU Tobacco Use Policy Exception Form they will consult with Facilities Management and vice versa. The request for exception to SCSU tobacco use policy will be reviewed and processed in a timely manner. Student Life and Development and Facilities Management will collaborate with other campus constituents as necessary to approve or deny the exception.

Other campus constituents include, but are not limited to:
• Public Safety Department
• University Safety Office
• Residential Life
• Student Recreation

Exception Denied
If an exception is denied specific reasons must be provided to the responsible representative submitting the request for tobacco use policy exception.

Reasons for denial can include:
• Exception request does not meet criteria of policy
• Exception will disrupt university activities and operations
• Exception presents unacceptable safety concern
• Insufficient information provided by requestor to approve exception

Exception Approved
Copies of Approved Policy Exception Forms will be provided to
• Public Safety Department

• University Safety Officer
• Director of Buildings and Grounds
• Building Managers adjacent to area designated for exempt use
• Student Life and Development or Facilities Management

GUIDELINES
Responsibilities
Human Resources staff and all supervisors are responsible for communicating the policy to new and current employees and those they supervise. A comprehensive communication plan has been developed to inform prospective and current students and visitors.

It is the shared responsibility of all SCSU students, employees and visitors not only to comply with this policy, but also to encourage others to comply with the policy, in order to promote a safe, clean and healthy environment. SCSU will provide the campus community with training and cessation opportunities designed to assist and support students and employees.

In the event of non-compliance, the person will be informed of the SCSU tobacco-free policy and made aware of available cessation resources and support. Should that person continue to not comply with the policy, a report will be made to the appropriate office; in the case of an employee, to that person's supervisor; in the case of a student, to the Office of Student Life and Development. Visitors to campus will be informed of the tobacco-free policy and asked to comply. "Tobacco Free Campus" signage will be prominently displayed throughout campus.

_____

TRESPASS AND UNIVERSITY RESTRICTION

RATIONALE
St. Cloud State University has the ability to set expectations and parameters for a person's presence on University owned or controlled property and at University activities, and to enforce such expectations, consistent with the First Amendment to the Constitution of the United States, to protect persons and property and orderly operation of the University.

POLICY
The use, sale, free distribution, or advertising of tobacco (smoking or smokeless) products or any electronic delivery devices St. Cloud State University may trespass or restrict an individual(s) from activities of the university and/or property owned or controlled by the University, or portions thereof, in order to protect persons or property from danger or damage, or to prevent disruption of operations. This may include restricting individuals from contacting or being near another person at University activities or on property owned or controlled by the University.

PROCEDURE
The Director of Public Safety or designee may prohibit individuals from property owned or controlled by the University, either specified portions of the campus or from the campus in its entirety, by issuing a written *Notice of University Trespass.*

The University Vice President for Finance and Administration, Vice President for Student Life and Development, and the Director of Equal Opportunity and Title IX, and their designees, may restrict students and

other individuals from activities of the university or areas of the university over which they have responsibility. They may also restrict individuals from contacting or being near another person on campus in appropriate circumstances through University procedures. These authorized individuals will issue a *Notice of University Restriction.* For Student Code of Conduct purposes, this may be an alteration of privileges. For Equal Opportunity purposes, this may be a no contact directive.

Those university officials authorized to issue a Notice of University Trespass or a Notice of University Restriction may do so when documentation of one or more of the following conditions exists:
1. The person has committed, or been convicted of, a crime on or off of University property that creates a concern for the university community.
2. The person is present in a University building after normal hours of operation or in a residence facility in violation of University or Residential Life policies.
3. The person's presence on University property represents a threat to the University community or the person, who is not a student or employee, behaves in a suspicious or potentially disruptive manner.
4. The person has not followed University policies, codes, rules or directives.
5. The person has a role in a potential investigation relating to a violation of law or policy.

Any Notice of University Trespass and any Notice of University Restriction issued must be provided to the Department of Public Safety.

NOTICES OF UNIVERSITY TRESPASS

Failure to comply with a Notice of University Trespass may result in a report to St. Cloud Police Department and may lead to arrest. Violation of a trespass notice issued by St. Cloud State University will constitute trespassing upon university property, and the person may be cited and subject to prosecution for criminal trespass in *violation of Minn. Stat. 2010, 609.605*.

Copies of Notices of University Trespass may be distributed to campus offices and officials to inform and assist the campus community in identifying individuals who have been given such notices. When possible, a photograph should be included on such notices.

The Notice of University Trespass will expire no later than one year after it was issued and at that time can be renewed if documentation or reasonable concern of continued risk exists. An individual who has received a Notice of University Trespass who wants to appeal it must submit the appeal in writing to the Director of Public Safety. An appeal must be based upon:
• new or newly discovered information which may substantially affect the appropriateness of the Notice of University Trespass;
• the existence of a procedural error; or
• the belief that the Notice of University Trespass is excessive and unwarranted.

The Director of Public Safety will review the matter and may interview persons who have relevant knowledge or seek information from any source to assist in deciding whether the Notice of Trespass was appropriate. This decision will be sent in writing to the individual who has appealed.

If the trespass notice appeal was denied by the Director of Public Safety, the decision may be appealed on the same grounds, in writing, to the Vice President for Finance and Administration. The Vice President for Finance and Administration will consider the record to date and may interview persons who have relevant knowledge or seek evidence from any source to inform the review. The Vice President's decision will be sent, in writing, to the individual who has appealed. The decision of the Vice President for Finance and Administration is final. Whether the trespass notice is upheld or withdrawn, the Office of Public Safety and other University offices will be advised of the outcome.

NOTICES OF UNIVERSITY RESTRICTION

University restrictions, including alteration of privileges or no contact directives may be used during an investigation, code of conduct process, or other university process to protect any party. A Notice of University Restriction may be issued as a sanction resulting from a code of conduct or other university process. The Notice of University Restriction will include an expiration date or note the circumstance that will dissolve the restriction. The Notice will name the University process that supported the restriction. Ending or modifying the restriction must occur as part of the University process which authorizes its implementation. If the SCSU Student Code of Conduct process results in a University restriction the student may appeal that restriction through the Student Code of Conduct appeal process. If a Title IX or other conduct process results in a University restriction the student may only seek modification of the restriction through that process.

————————————————————————

TRI-COLLEGE REGISTRATION PROGRAM

POLICY
St. Cloud State University, the College of St. Benedict and St. John's University have entered into a cooperative agreement to encourage registration for courses on any of the three campuses by traditional full-time undergraduate students.

The purpose of this agreement is to encourage students from one institution to take courses at the other institutions and thereby broaden their educational opportunities. The program is restricted to undergraduate students and excludes summer school and extension courses. Students will register and pay fees at their home institution while attending classes at the host institution. Additional information including special registration forms, may be obtained in the Office of Records and Registration (AS-118) or online at www.stcloudstate.edu/registrar.

————————————————————————

UNIVERSITY CANCELLATION AND CLOSING

RATIONALE
Extraordinary circumstances or conditions may require university cancellations or closing for the health and/or safety of the campus community.

POLICY
Decisions about cancellation or delay of classes and events at St. Cloud State University occur as necessary for the safety and security of our campus community. The president or president's designee has the authority to make determinations about cancellations and closings. St. Cloud State University has established procedures for orderly

cancellations and closings to ensure timely and informed decisions, effective notifications, campus safety, and continuity of essential services.

In the interest of the safety and well-being of our campus community, the university urges students and employees to use their good judgment in making decisions about attending class or work. Employees should contact a direct supervisor if there is a need to consider alternative arrangements.

Please read and save this information regarding procedures for class and event cancellations and/or closings due to weather or other circumstances pertinent to the health and safety of the campus community.

PROCEDURE
Decision Making
Depending on the reason for the cancellation or closing, emergency services or other outside entities (fire departments, law enforcement agencies, energy providers, system office, etc.) may suggest modifications to this procedure.

Generally, when an event prompts consideration of cancelling or closing, the Director of Public Safety (or designee or other appropriate employee) will initiate the decision-making process by conducting research and gathering data. This may include, but is not limited to:
• checking the SCSU Event Management System (EMS) or contacting appropriate event coordinators to determine activities that could be affected by a closure,
• consulting with experts such as the SCSU Meteorology faculty or staff trained in emergency preparedness,
• making calls to the city of St. Cloud or other external entities, or
• consulting with Facilities supervisors about the number of staff on hand.

The information gathered during this process will be communicated to the Vice President for Finance and Administration, the Provost, and the President. The President may contact others for further consultation. Employees or outside entities contacted by the President will vary depending on the reason for the cancellation or closure. Decisions are made after joint consultation about risks, safety, and the particular conditions of each unique situation. The President (or designee) is the final decision-maker.

University Communications will be notified if a closing or cancellation message needs to be broadcast. Facilities Management will work with facilities staff on essential and/or specific duties related to the closing or cancellation. Other departments or vendors, such as public safety, residential life or food services may be involved as needed, particularly for extended closures.

Weather Specific Closing or Cancellation
Inclement weather creates specific risks that need to be examined to insure the personal safety and well-being of our campus faculty, staff, and students. Thus, in addition to the standard closing or cancellation procedures, decisions to cancel/delay classes and events and/or close offices due to weather may include, as time and circumstances dictate, consultation with the Minnesota State Patrol, Minnesota Department of Transportation (and/or MnDOT website), Stearns County Emergency Preparedness, the Weather Service, Minnesota State, a St. Cloud State

University meteorologist, Metro Bus, the St. Cloud Community and Technical College's Vice President for Administration, the City of St. Cloud Public Works Department (snow removal), and others as appropriate.

Weather Specific Closing or Cancellation-Plymouth
Decisions regarding weather-related closing, cancellation or delay of St. Cloud State at Plymouth will follow the same investigative and consultative approach using data relevant to the Plymouth location. The president (or designee) is the final decision maker.

Notifications
St. Cloud State makes every effort to announce any cancellations/closings by 5 a.m. (6 a.m. for St. Cloud State at Plymouth) regarding day classes and events and before 3 p.m. for evening classes and events. Closings for St. Cloud State satellite locations at other institutions follow hosting campus's decisions regarding closings, cancellations and delays.

In addition to campus-wide Star Alerts and e-mail, notifications will also be posted on the university website, the St. Cloud State University Facebook page, and on Twitter. St. Cloud State and St. Cloud State at Plymouth cancellations/closings are also announced on the following radio stations, television stations, and newspaper website. Other media outlets may be utilized as appropriate.

Radio
• KVSC 88.1FM (Campus radio station)
• WJON 1240AM/WWJO 98.1FM (St. Cloud)
• 7FM/KNSI1450AM/KZPK98.9FM (St. Cloud)
• WCCO 830 AM (Twin Cities)

Television
WCCO Ch. 4

Newspaper website
sctimes.com

Messaging
The following message types will be used to announce closing and cancellation decisions.
• Delay
• Classes Canceled
• Classes Canceled, Offices Closed Early
• University Closed

University Communications will provide specified times and other details related to events, delays, and/or office openings and closings in the communicated notifications.
_____

UNIVERSITY INITIATED WITHDRAWAL

RATIONALE
St. Cloud State University is committed to supporting all of its students in their educational pursuits and the health and safety of its community members. St. Cloud State must assess when a student's behavior poses a credible substantial risk of harm to the health, safety, or well-being of themselves, others, and/or substantially disrupts the educational mission or other activities of the university community. St. Cloud State

University will take steps to reestablish an environment that fosters educational success and community safety. This may include considering the separation of the relationship between the student and the University and/or the University community if needed.

POLICY
The University is committed to ensuring equality of educational opportunity while fostering an environment that promotes education, research, service, and the growth and safety of all members of its community. From time-to-time University officials may become aware of a student who has a medical or psychological disorder and, as a result of the disorder, presents a direct threat to the health or safety of others or poses an actual risk to their own safety.

In such situations, the safety and security of the University community is paramount. University officials may accordingly consider and implement reasonable security, and health and safety measures as appropriate. Additionally, the University may determine that it is necessary for the student to be involuntarily withdrawn from the University for the protection of the University community. Such withdrawal must be conducted according to the standards and procedures described in this policy.

This policy will be applied in a nondiscriminatory manner consistent with applicable federal and state laws prohibiting discrimination based on disability and accordance with Minnesota State 1B.1 Nondiscrimination Policies.

The unique nature of the situations and circumstances requiring action under this policy necessitate use of judgement and flexibility in application. Procedures followed will be authorized by the Vice President of Student Affairs and administered by the Dean of Students or designee on a case-by-case basis. These variations in procedures will not negate the findings or provide a basis for appeal.

The University-initiated withdrawal process should be initiated only after attempts to secure voluntary cooperation for a psychological evaluation or withdrawal have been exhausted or if the student refuses to agree or adhere to reasonable conditions established for their continued enrollment in the University.

The following criteria will be used as the basis for evaluating individual action:
• Student poses or threatens to pose a credible substantial risk of harm to the health, safety, or well-being of themselves or member(s) of the University community;
• Student poses or threatens to pose a credible substantial risk of harm to the property rights of others;
• Student behavior directly and substantially impedes the education, residential, or other activities of the University community; Student behavior demonstrates a pattern of disruption that impedes the educational mission of St. Cloud State University.
• Student lacks the capacity to respond to or understand the nature of the concerns and/or the ability to manage their conduct.

For the purpose of this policy individuals who are not college or university employees and are not enrolled in the institution, but live in a college or university owned or controlled residence halls are considered students.

Relationship to Student Conduct Process
The University-initiated withdrawal of a student is not intended to be punitive and does not necessarily indicate any underlying misconduct; therefore, it is not considered disciplinary in nature.

The student's account will be adjusted to reduce charges after the date the suspension takes effect.

PROCEDURE
The decision to proceed with University initiated withdrawal is not made lightly and evaluation of information is applied on a case-by-case basis because of the unique and sensitive nature of the circumstances. Student affairs receives, evaluates, and processes information regarding students from multiple sources, both internal and external. Procedures for University initiated withdrawal may include, but are not limited to the following:

Preliminary Review
A student will be subject to university initiated withdrawal if the dean of students, in consultation with representatives of the campus behavioral intervention team, concludes that the student has a medical or psychological disorder and, as a result of the disorder, poses a direct threat to the health or safety of others or an actual risk to their own safety. Decisions are not made based on mere speculation, stereotypes, or generalizations about individuals with disabilities. An actual risk to a student's own safety may include situations in which the student is unable or unwilling to carry out substantial self-care obligations or the student has health needs requiring a level of care that exceeds what the University can appropriately provide. In making this determination, the dean of students, in consultation with members of Counseling and Psychological Services, will make an individualized assessment, based on reasonable judgment that relies on professional expert assessment or on the best available objective evidence, to ascertain:
1. The nature of the risk;
2. The duration of the risk;
3. The severity of the risk;
4. The probability that the potential injury will actually occur;
5. Whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk; and
6. Whether the risk can be sufficiently mitigated without causing substantial disruption to university operations.

The assistant dean of students or designee will:
• Review available information;
• Request additional relevant information;
• Make a recommendation regarding the appropriate method(s) to address and proceed based on available information. This may include initiating the University initiated withdrawal procedure.

Emergency Interim Protective Withdrawal
In situations requiring temporary, interim action, the dean of students may determine that a short-term removal or temporary alteration of privileges is necessary pending completion of the full evaluative process. This need might arise when there is a reasonable basis to believe that a student poses a credible threat of immediate and substantial harm to a member or members of the campus community.

The dean of students or designee, may implement an emergency interim protective withdrawal at any time if it is determined that there

exists a direct threat or actual risk as described in the policy section above. A student placed under emergency interim protective withdrawal may be prohibited from attending classes and from living in University housing. In addition, the University may restrict a student from campus or from any portion of campus if the University believes that a restriction is warranted given the circumstances.

The dean of students will provide to any student subject to emergency interim protective withdrawal, notice of such status and give the student an opportunity to meet within two (2) business days from the effective date of the emergency interim protective withdrawal in order to discuss: (a) the reliability of the information concerning the student's behavior, and (b) whether there exists a direct threat or actual risk as described in the policy section above.

Based on this discussion, the dean of students or designee will make a determination about whether to cancel the emergency interim protective withdrawal. If the dean cancels the emergency interim protective withdrawal, the dean may still initiate the university-initiated withdrawal process in accordance with the outlined policy and procedures. If the dean continues the emergency interim protective withdrawal, the dean will initiate the university initiated withdrawal process as outlined below, and the emergency interim protective withdrawal will remain in effect until the involuntary protective withdrawal process has been terminated or the student withdraws, voluntarily or involuntary, under this policy.

If the dean of students or designee determines altered privileges, rather than suspension, may adequately protect the student and others, the student may be allowed to continue participating in classes but restricted from a student's access to University housing, other services, and/or campus activities by providing the student a notice of interim altered privileges. When the student is restricted, the dean of students will initiate the University-initiated withdrawal process as outlined below, and the interim restrictions order will remain in effect until the university initiated withdrawal process has been terminated or the student withdraws, voluntarily or involuntary, under this policy.

Initial Meeting
Following a preliminary determination to pursue University initiated withdrawal an initial meeting is scheduled between the student and the assistant dean of students or designee. The meeting may include:
• Sharing information about behavior and/or incidents that cause concern.
• Providing an opportunity for the student to explain behavior and submit supporting materials.
• Discussing options to address concerns including, but not limited to proceeding with an alternate University process, entering a behavioral contract, withdrawing voluntarily, or continuing with University initiated withdrawal.
• Informing the student of the applicable procedures.

In collaboration with the dean of students, the assistant dean of students will determine the appropriate course of action.

If it is determined that the student meets the standard for University initiated withdrawal, the assistant dean of students will notify the student of their right to a hearing before a review committee, but will also offer the student the opportunity to waive the hearing and agree to a voluntary withdrawal.

If the student does not voluntarily withdraw within two (2) business days of the notification, the assistant dean of students will schedule a hearing with the review committee.

If the student fails to attend the initial meeting described in this section within two (2) business days of the date of the notice of the meeting, the assistant dean may schedule a hearing with the review committee based on the available evidence in accordance with said policy.

Assessment/Evaluation
On an individual basis it may be necessary to obtain objective assessment of a student's ability to participate in the social and academic life of the university. Criteria for assessment may be determined by the office of student affairs. Students may be required to undergo an evaluation by an independent health-care professional, which may include the institution's own resources. Students may be required to sign releases allowing the institution to access relevant information which may include medical and psychological records with the requestor. Failure to sign a release or complete the assessment may be considered in the subsequent University initiated withdrawal process.

The assessment/evaluation will be completed no more than five (5) business days from the date the student is informed of that requirement unless otherwise specified. Results of the assessment/evaluation will typically be provided to the office of student affairs within two (2) business days following the assessment. The student may be provided a copy of the assessment upon request.

Review Committee Process
The review committee will meet once all information is gathered. The review committee will be an ad hoc committee led by the assistant dean of students and appointed by the dean of students.

The student will be notified in writing at least 48 hours in advance of the hearing with the review committee and be provided the information that will be presented to the review committee. The hearing may occur, even if the student chooses not to attend.

The student has the following rights at the hearing;
• To be accompanied by an adviser of the student's choosing;
• To present relevant information, including testimony or written reports by healthcare providers, whether affiliated or not with the university; and
• To review and comment on all documents, information and statements presented to the committee.

Upon completion of the hearing, the review committee will make a recommendation to the dean of students or designee who will make a decision.

Decision
Decisions may include, but are not limited to the following:
• Student is permitted to remain enrolled without conditions.
• Student is permitted to remain enrolled with conditions.
• Student is not permitted to continue enrollment at the University until certain conditions are met.
• Student is not permitted to continue enrollment at the University.

_____

The student will be notified via Huskynet email and through certified mail of the decision in a timely manner. If the decision contains restrictions on enrollment the decision letter will also include the minimum length of time until the student may begin the process to re-enroll at the University. University initiated withdrawals are typically for a minimum of one year. Eligibility to re-enroll may be based on meeting specified conditions. The notification letter will also contain conditions for re-enrollment, if applicable. The student has the right to appeal the decision based on specific criteria (below). If the decision is for a University initiated withdrawal, the student will be withdrawn from all courses after the appeal deadline has passed. A notation of "W" will be placed on the student's transcript.

Student Appeal
A student has three (3) business days to appeal a University initiated withdrawal decision. The appeal must be submitted in writing to the Vice President for Student Affairs and be based on one or more of the following:
• Clearly erroneous factual findings.
• Substantial procedural irregularities, resulting in bias or placing in question the fairness of the outcome.
• New or newly available information that would have affected the outcome or remedy.
• Conditions to be met prior to enrollment are unreasonable or inappropriate.

Students Studying Abroad
University students studying abroad are subject to and will be afforded all rights pursuant to this policy, with the understanding that reasonable adjustments may be necessary to accommodate cultural, language, and time differences and to allow for the distance between the study abroad site and the University. Such adjustments may include, but are not limited to, the substitution of an on-site advisor in the role of the assistant dean of students when deemed appropriate and the engagement of an on-site mental health professional to conduct any requisite mental health evaluations.

In addition to being subject to this policy, University students who are studying abroad with another host institution may be subject to the involuntary withdrawal policies of that institution.

Records and Data Privacy
All records concerning the proceedings under this policy will be maintained for eight (8) years by the dean of students and will be kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and implementing regulations of the U.S. Department of Education, 34 C.F.R., Part 99 and the Minnesota Data Practices Act, Minn. Stat. Chapter 13.

Request to re-enroll at the University
When the terms of the University initiated withdrawal have been met or expired, and a student wishes to re-enroll, the student must schedule a meeting with the Vice President for Student Affairs or designee at least 60 days prior to the beginning of the semester for which the student seeks re-enrollment. If conditions or requirements were imposed (identified in notification letter) as part of the University initiated withdrawal, documentation must be presented from an accredited provider that certifies that the reason for withdrawal is mitigated, controlled, or no longer valid and the student is able to return. In addition, the student may be required to demonstrate the ability to

meet the academic requirements and social expectations of university life.

The Vice President for Student Affairs or designee will make the decision regarding re-enrollment. If re-enrollment is denied, the student will be notified in writing and provided a rationale for the decision. If re-enrollment is approved additional procedures may need to be met as part of academic readmission policies.

_____

UNIVERSITY READMISSION

RATIONALE
St. Cloud State University is committed to supporting student success. There are many reasons why a student may stop attending courses prior to completing the requirements to earn a degree. Advising and orientation are a vital part of a student's initial transition to college. Equally valuable is the establishment and provision of consistent orientation and advising services for students returning to SCSU following a prolonged break in enrollment.

POLICY
St. Cloud State University considers absence from enrollment for three (3) or more consecutive terms, not including summer, to represent a prolonged break in enrollment. Undergraduate students returning to the University after an absence of three (3) or more consecutive terms must successfully complete a reentry orientation process prior to registering for classes.

PROCEDURE
The Records and Registration Office will place a registration hold on a regularly admitted undergraduate student's record after three (3) consecutive terms, not including summer, with no registration activity.

When a student with this hold attempts to register for classes or contacts a University faculty or staff member and indicates intent to re-enter, the student will be directed to complete a Readmission Orientation Module.

Upon completion of Readmission Orientation, Advising Center staff will remove the hold and engage the returning student to assess needs and provide resources for a successful return to the University.

_____

USE OF OUTDOOR SPACE

RATIONALE
St. Cloud State University facilities are to be used primarily for the purpose of fulfilling the university's mission of teaching, research and public service. In fulfilling its purpose as an institution of higher learning, it encourages the free exchange of ideas.

POLICY
The university will protect the rights of freedom of speech expression, petition, and peaceful assembly as set forth in the U.S. Constitution. St. Cloud State University maintains its right to place reasonable restrictions on time, place, and manner of expression and prohibits any acts that are disruptive to the normal operations of the university. Any participant in a disruptive activity may face criminal charges. Faculty,

staff and students engaging in a disruptive activity may be subject to disciplinary action.

The university reserves the right to locate any assembly so as to ensure that the activity does not interfere with the normal operation of the university or interfere with the rights of others. The university reserves the right to maintain a perimeter to promote physical safety.

This policy is effective on the campus of St. Cloud State University and on any other property or medium controlled by St. Cloud State University.

PROCEDURE
Public Expression Areas
St. Cloud State University recognizes the tradition of the "public square"; therefore, the university establishes the following outdoor areas for public expression:
• Atwood Mall West green space where the Atwood Memorial Center sign is posted.
• The mall area in front on the west side of Stewart Hall.
• The mall on the west side of Administrative Services Building.
• Plaza on the south side of the National Hockey Center.
• Southwest plaza side of the Husky Stadium.

Individuals or groups wishing to use any campus facilities or grounds other than the Public Expression areas are encouraged to make arrangements through the office of the Vice President for Finance and Administration (finadmin@stcloudstate.edu or 320-308-2286). The purpose of making such arrangements is not to prohibit free speech, but rather to ensure that the proposed activity will not interfere with campus security or University operations, including regularly scheduled or reserved functions in the space being requested.

Public Expression areas, as designated above, are open to the public and do not require an advance reservation for use between 8:00 a.m. and 5:00 p.m., however, notification of the intent to use the space is suggested in order to ensure that a location is available on a specific date and time. An application form for Use of Outdoor Space is available in the Supporting Documents section of this policy and procedure.

The form will be offered to a speaker at the time of the event.

Time, Place and Manner Restrictions
The following items represent a non-exclusive list of forms of public expression and describe the time, place and manner restrictions that will guide university management of events, speakers and other public activities. There are other university policies and procedures that apply and references to additional sources of law or policy may be provided below:

Access: Interfering with, impeding and causing blockage of the flow of vehicular of pedestrian traffic or ingress and egress to or from any building is not permitted.

Demonstration: Gesturing, wearing symbolic clothing or otherwise protesting is permissible unless it is a disruptive to university operations or impedes access.

Banners, Signs, and other Informative Materials: The carrying or display of posters, signs, placards or banners in a way that obstructs or interferes with others' views on University property or inhibits the normal movement of any vehicular traffic or pedestrian movement or presents safety hazards, on university property is prohibited unless permitted by statute. For more information, refer to the Display and Distribution of Information policy (See Related Policies).

Temporary Structures/Displays/Exhibits: All proposed structures may be constructed or placed for any activity upon authorization by the Director of Public Safety. This authorization would be in consultation with the Director of Buildings and Grounds.

Use of Fire: Any torches, flammable outdoor displays or open fires must be approved by the University Safety Administrator. Use of candles is permissible so long as candles are in fire-proof containers and any spilt wax is cleaned up by the sponsoring group after the event.

Responsibility Toward Property: Care must be taken to ensure that the university and personal property is not damaged or destroyed or left littered. Those responsible for such damage will be liable for any clean-up or repair costs.

Preference for Student and University Events: The University may, from time to time, at its discretion, preserve University outdoor space exclusively for students or for university sponsored events.

Preference for Scheduled or Reserved Purposes: All activities in Public Expression areas must be conducted so as to avoid interference with the regularly scheduled or reserved functions of that space.

Available Time for Events Without Advance Approval: Events may occur only between the hours of 8 a.m. and 5:00 p.m.

After Hours Events: Events after 5:00 p.m., including overnight stays, are permitted on campus only by registered student groups, with prior approval and in accordance with applicable rules.

Sound Levels: Noise levels should not interfere with classes, meetings, campus events or operations and activities in progress or the privacy of residence hall students. Event noise heard within buildings may be determined disruptive and in violation of this policy. While the interpretation of the sound level may be subjective, the University and its representatives must err on the side of caution in order to reasonably protect the University's operations. City ordinances may also apply.

Speech That Is Not Protected: The First Amendment to the United States Constitution does not protect speech or expression that threatens the health, safety or welfare of persons in the University community. Any speech that has the effect or is designed to inflict harm or cause a breach of the peace; incite an individual or individuals to commit a crime; threats to do harm; or speech that causes a panic is not considered protected speech. While the interpretation of these factors may be subjective, the University and its representatives must err on the side of caution in order to reasonably protect the University community members and property.

Legal Authority: All individuals participating in events are expected to comply with state and federal law, municipal ordinances, St. Cloud State University policies and the above guidelines. Failure to do so may result

in immediate removal from the campus and any other appropriate action by university officials and/or the police which could include being trespassed from campus for a period of time among other remedies.

_____

VIOLENCE AND WEAPONS

RATIONALE
St. Cloud State University strives to achieve a respectful environment which is free from threats and acts of violence. To attain a safe and secure environment, the University upholds specific regulations regarding weapons and prohibits violent actions.

POLICY
St. Cloud State University (SCSU) prohibits possession of weapons and does not tolerate acts of violence on university leased, owned, or operated properties. Prohibited acts include, but are not limited to, threats, harassment, hazing, bullying, assault/sexual assault, stalking, property damage or defacement, intentionally injuring another person, or retaliation against those who, in good faith, report acts of violence or weapons violations. St. Cloud State University will take measures towards prevention, reduction, and management of such threats or acts that have or may occur on university property. This policy covers prohibitions regarding weapons and applies to acts of violence by or against employees, students, visitors, contracted workers, temporary workers, vendors, or other third parties.

This policy is in addition to, and does not amend or replace other statues, policies, procedures, or contract language about violence applicable to the University including, but not limited to the *Minnesota State 1B.3 Sexual Violence Policy, Minnesota State Procedure 1C.0.1 Employee Code of Conduct, Minnesota State Procedure 1C.02 Respectful Workplace, and SCSU Student Code of Conduct.* Third parties who have executed agreements with the University for use of space may have provisions that are more restrictive about violence, firearms, or enforcement of other university policies.

Violations of this policy by students or employees are subject to discipline, up to and including expulsion or termination from employment. Pursuant to Minnesota Statue 15.86, this policy does not create any civil liability on the part of the State of Minnesota. Violations of this policy by vendors and contractors will be addressed as specified in the agreements between them and the university. St. Cloud State University reserves the right to restrict individuals employed by vendors and contractors from campus property.

Weapons Regulations
St. Cloud State University prohibits the possession of any weapon on university leased, owned, or operated properties by any person.

The following exceptions apply:
• Licensed peace and/or law enforcement officers in the jurisdiction of university properties may possess weapons to the extent they are legally permitted.
• In the course of work application, faculty and staff may possess and use implements to complete course work or job tasks such as a knife longer than 3 inches for food preparation.
• Weapons related to an academic use or special event/performance, such as a prop for a theatrical show or a history lesson on weapons from a particular time period, are permitted if approved in writing by the

director of public safety. An unloaded firearm or sheathed/shielded weapon may be transported directly between a parking area and the location authorized for its use.
• Weapons related to an academic use or special event/performance may be displayed on university properties in a secure and safe case or cabinet. Written pre-approval from the director of public safety is required whenever weapons are part of a display. An unloaded firearm or sheathed/shielded weapon may be transported directly between a parking area and the location authorized for its use.
• Permit to Carry (In accordance with the Minnesota Citizens' Personal Protection Act of 2003 and MN Stat. 624.714):
• Lawful possession or carry of firearms is permitted in a parking area or parking facility.
• Employees: Employees who are acting in the scope and course of their employment, even those holding a permit to carry, are prohibited from carrying firearms. Employees may securely stow firearms, for which they have a permit, in their vehicle in a university parking area. An employee may also use a personal vehicle in which a firearm is stored while acting in the scope and course of employment. Employees who are on university property outside the scope and course of their employment, are treated as visitors (see "Visitors" below).
• Students: Students, even those holding a permit to carry, are prohibited from bringing firearms on university leased, owned, or operated properties. Students may securely stow firearms, for which they have a permit, in their vehicle in a university parking area.
• Visitors: Visitors with a lawful permit to carry are permitted to do so on university leased, owned, or operated properties. Special provisions apply to areas of the University that are leased by outside parties (see "Private Lessees" below).
• Private Lessees: A lessee or tenant of a university facility is one who has exclusive rights to possession and use of space in a facility or on land for a determined amount of time in exchange for payment of rent. This does not include short-term facility users such as those renting a sales kiosk for the day or renting a conference room for a 2-hour meeting. Rather, it refers to extended use tenants such as the banks and/or credit unions that occupy space at Atwood Memorial Center. Since they have exclusive rights, they are permitted, within the law, to determine what restrictions on firearms apply to the premises leased (but not the building as a whole) and to post a prohibition as permitted by Minnesota law.

PROCEDURE
St. Cloud State University will actively work to prevent, reduce, and manage acts of violence by:
• Treating each threat or act of violence seriously, promptly investigating, and taking action as needed.
• Empowering university employees, students and visitors to report the presence of weapons on campus, acts of violence, and threats or other behaviors that may lead to violence to SCSU Public Safety of St. Cloud Police (see "Reporting and Responsibilities").
• Involving law enforcement agencies when appropriate.
• Issuing disciplinary action up to and including discharge from state employment for staff, or code of conduct sanctions for students; as each situation warrants.
• Communicating our expectations to vendors and contractors and addressing violence on our campus that involves them.
• Complying with laws about firearms and other dangerous weapons and working to enforce our weapons regulations as outline in this policy.
• Supporting criminal prosecution of those who threaten or commit violence against its employees, students, and visitors.

• Offering training to employees which may include active shoot training, FEMA online training courses, and Rape Aggression Defense (RAD) self-defense classes.

Reporting and Responsibilities
St. Cloud State University encourages all person on, in, and around university leased, owned, or operated properties to be alert for signs of potential violence. If an event is identified as high-risk by the director of public safety or requires a heightened level of security for the safety of patrons and property, checking for weapons and contraband may be enforced. In these cases, licensed law enforcement officers will be present to assist and monitor.

Vendors and contractors should follow safety and risk provisions outlined in their contracts. Any concerns related to risk or safety should be reported to the director of public safety and/or assistant vice president for safety and risk management.

For the safety of all, anyone who observes instances of immediate danger or criminal offenses such as actual threats, acts of violence, and/or violations of weapons regulations should report to St. Cloud Police (911). Other concerns including perceived safety issues should be reported to Public Safety (8-3333). See the Guidelines section for additional guidance on disruptive behaviors and threats towards self or others.

GUIDELINES
Disruptive Behavior
• Remain calm to avoid provoking disruptive individual(s).
• If there is immediate danger, request the individuals leave the area.
• If it fails, ask someone to leave the area and call SCSU Public Safety (320-308-3333)**.**
• Maintain a safe distance from the suspect until emergency personnel arrive. Do not attempt to subdue the individual; avoid direct eye contact.
• If the situation becomes threatening before SCSU Public Safety personnel have arrived, call 911 and remove all from area.
• If there appears to be no immediate danger, a complaint should be filed with Public Safety, Residential Life (if appropriate), Office of Student Life & Development or Women's Center.
  • Public Safety: 320-308-3333
  • Residential Life: 320-308-2166
  • Student Life & Development: 320-308-3111
• Other campus resources that may provide consultation are:
  • Women's Center: 320-308-4958
  • Counseling and Psychological Services: 320-308-3171

Suicidal Threat
• Take all threats seriously.
• Try to talk to individual and calmly discuss you concerns to help deescalate the crisis.
• Keeping yourself safe is still the number one priority. DO NOT put yourself in any intentional harm.
• Call 911 and explain the incident.
• DO NOT leave student alone and leave.

If non-emergency refer individual to Counseling and Psychological Services: 320-308-3171.

WEB STANDARDS

RATIONALE
St. Cloud State University recognizes the importance of its website and associated websites as a mechanism for marketing the University and communicating with our community, alumni, fans, employees, current students, and prospective students. Official university websites and accounts should align with the University's mission and vision, follow applicable laws and regulations, consistently apply university branding, and represent the University in a positive light.

POLICY
This policy applies to all websites created for the purpose of conducting official business by departments and units at St. Cloud State University. Official St. Cloud State University websites include sites and pages within stcloudstate.edu as well as other domains and third-party websites that are created for the purpose of conducting official university business. All accounts must comply with the standards set out in the policy.

The laws, Minnesota State System and SCSU policies, ethics, and behavioral expectations that govern professional conduct apply equally when posting content on behalf of the University. Specifically, the Minnesota State Employee Code of Conduct and SCSU Student Code of Conduct are in force for website editors and web content contributors.

Websites must remain regularly active with up-to-date and relevant content. For the primary stcloudstate.edu website, each department or unit will have its own dedicated contributing editor with access to its associated websites and pages. Contributing web editors are expected to login and check or update content monthly to assure information is up-to-date and accurate. All web edits will go through the workflow process and be reviewed by University web team staff before being published. Care should be applied to word and photo choices when updating content as university websites are in the public domain and may be re-published and discussed in all forms of media. All websites must follow outlined branding and best-practice guidelines, which includes the use of University approved templates.

All web editors are prohibited from:
• Posting content that violates city, state, or federal laws and regulations.
• Posting anything related to legal matters or litigation without appropriate approval.
• Using the University brand, name, or websites to endorse any view, product, private business, cause, or political candidate.
• Posting commercial advertising messages on official university websites. Commercial advertising may be further restricted by contract that the university has with exclusive vendors. Exceptions will be considered by the University web team prior to signing a written agreement.
• Posting personal opinions or perspectives in a manner that makes them appear to be the perspective of the University, or University-endorsed views or policies.
• Posting private, non-public, restricted, or confidential information about St. Cloud State students, employees, or alumni. Relevant restrictions include HIPAA, FERPA and NCAA regulations, among others.
• Posting content that is offensive, including, but not limited to, content that discriminates against others based on race, color, creed, sex, age, religion, marital status, sexual orientation, national origin, mental, or

physical disability.
• Using copyrighted material, without permission or outside of a legal exception, is a violation of federal law.

PROCEDURE
All proposals to create a new official St. Cloud State University website, including departments and campus units (regardless of server), must be submitted to the University web team at universityweb@stcloudstate.edu for strategic review and assessment prior to approval/denial. This includes sites conducting official university work on stcloudstate.edu or on an external server.

All department or unit websites on stcloudstate.edu will have at least one (1) contributing web editor who is a University employee assigned by the department or unit. Website content edits made by contributing web editors will be reviewed, edited, approved, or denied by University web team staff. The University web team will have administrative access to all sites conducting official university business.

Responsibilities
Contributing web editors
Contributing web editors are responsible for:
• Ensuring website(s) accuracy and that content is kept up to date.
• Following specifications for image optimization, document preparation and file naming by using guides provided by University communications for creating content for the web.
• Editing content within limitations of access and requesting assistance from University web team for more complex needs in content writing or technology.
• Following workflow process and planning for time needed to publish updates.
• Scheduling Web Contact Management System (WCMS) training after requesting editing access and attending refresher training as needed.
• Requesting Web Content Management System (WCMS) access for student employees and reviewing their submissions for publishing.
• Remaining active in the Web Content Management System (WCMS). After six months of inactivity, user access will be removed.

University web team
The University web team members are responsible for:
• Reviewing and assessment of requests for new websites.
• Ensuring that university best-practices and guidelines for websites are communicated and followed.
• Cataloging and retaining an official account inventory and contact information for corresponding administrators.
• Ensuring that users of the website have a modern and positive experience across all web viewing platforms.
• Providing strategic guidance on website usage, account creation and campaign implementation.
• Participating in training opportunities, meetings, and regular communication on website usage and changes to the campus community.

University communications
University communications team members are responsible for:
• First line of content review, editing, and approval or denial of all web content edits through workflow within 24 hours of submission during regular university hours.
• Updating content on the homepage of stcloudstate.edu and the university's top marketing pages.

• Management of the University online news presence.
• Establishing best practices, including Brand Guidelines and copywriting style.

ITS
ITS team members are responsible for:
• Assuring websites are coded properly and that websites align with University brand guidelines.
• Developing site components (elements/features) for integration in University websites.
• Verifying that site components are optimized for viewing on any device.
• Managing the Web Content Management System (WCMS) and WCMS user access.
• WCMS user training including content editing, web design best practices, and information about Americans with Disabilities Act (ADA) standards for website content development (https://www.ada.gov/pcatoolkit/chap5toolkit.htm).
• Providing web analytics reporting and support.
• Managing the website search component.
• Working with other members of ITS to maintain the technology behind the website including server management and security.
• Assisting with additional services pertaining to website workflow.

GUIDELINES
Contributing web editors – Guidelines for Web Contact Management System (Cascade)
After editing a page, it must be sent to workflow to be published.
• If approved, user will get an email stating that the Workflow has been completed. The changes have been submitted to the system and published to the live page. No additional attention needed.
• If administrator finds the changes unnecessary, they may delete the draft. User will receive a notification email including comments as to why it was deleted.
• If administrator requests additional changes to be made before approval, user will get a notification email including comments about what changes are suggested.
• **Urgent:** If you have an edit that cannot wait to be approved in the 24-hour window or needs immediate attention, please contact University Communications by phone 320-308-3151.
• The primary audience must be considered in determining content, (see website best practices, tools, levels, content and success in supporting documents).
• The University web team will determine the tools and communications vehicles that will be made available at St. Cloud State University.

_____

Permanent Record Retention Standards

St. Cloud State University is a public institution, and as such its records are public and must be managed to provide transparency as a government agency. While standards and practices for disclosure of student documents adheres to Family Educational Rights and Privacy Act (F.E.R.P.A.), retention of the student record, including official transcript, adheres to Minnesota state laws.

Pursuant to Minnesota State statute M.S. 15.17, Official Records, "all government records shall be made on a physical medium of a quality to insure permanent records," and any attempts to digitize said records must "clearly and accurately reproduce the records". As such, official transcript records of St. Cloud State University students are permanent and accessible upon student request.

PROGRAM OFFERINGS

LIBERAL EDUCATION PROGRAM

MISSION: The Liberal Education Program (LEP) at St. Cloud State University is committed to the ideal of liberal education that provides knowledge, skills, and experiences and promotes critical thinking and ethical values for a lifetime of integrative learning in a diverse and changing society.

The Liberal Education Curriculum is organized into ten goals. To complete the curriculum, students must achieve the ten goals through courses or experiences and earn at least 40 credits in liberal education courses. Some goals may be satisfied by experiences other than courses (e.g., approved internship, study abroad, completion of major, or sequence of courses). Some courses may achieve two goals, and experiences may not be credit bearing, so students may complete the goals with fewer than 40 credits. Those students must complete additional liberal education courses to earn the required 40 credits. Liberal Education courses may be double counted as courses required for a major or minor. Courses used in the major may be designated as Liberal Education.

Each student must complete three courses designated as Diversity courses. Students may take no more than one course from any one department. It is strongly recommended and encouraged that one Diversity course be an approved Racial Issues (RIS) course. See Goal 7 for approved Racial Issues courses.

_____

LEP GOAL 1
Goal 1: Communication
Goal: To develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically.
As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum.
Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.
LEP Objective: Develop, convey, and evaluate oral and written communication in various academic, professional and personal contexts. Use oral and written communication characterized by clarity, critical analysis, logic, coherence, precision, and rhetorical awareness. Students can meet this requirement through 1 approved course or experience in written communication and 1 approved course or experience in oral communication.

Students will be able to:
1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
2. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
3. Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
4. Select appropriate communication choices for specific audiences.
5. Construct logical and coherent arguments.
6. Use authority, point-of-view, and individual voice and style in their writing and speaking.
7. Employ syntax and usage appropriate to academic disciplines and the professional world.

Consistent with LEP Student Learning Outcomes, students will also demonstrate their ability to:
Use writing and speaking processes (such as inventing, organizing, drafting, revising, editing, and presenting) as appropriate for specific tasks and audiences.
Listen, think critically and creatively, reflect, and respond appropriately to group tasks, relationships, and processes.
Locate, evaluate, and synthesize material from diverse sources (print and non-print) and multiple points of view, using them in a responsible and ethical manner.
Evaluate communicative situations and use rhetorical tools appropriate for those situations.
Construct logical and coherent arguments, recognizing the role and value of credibility (ethos), point of view, emotional appeals (pathos), and individual voice and style in writing and in speaking.
Employ syntax, usage, and style appropriate to academic disciplines, for professional environments, and for personal expression and interpersonal exchange.
Describe, summarize, and analyze written and spoken discourse, noting how language affects and reflects our perception of human values, cultural perspectives, and gender identities.
Identify and use appropriate skills for diverse types and levels of listening and/or reading.

Requirements **(2 courses)**

Available Goal 1 course offerings found in the Course Catalog:
https://catalog.stcloudstate.edu/libed/goal-1
_____

LEP GOAL 2
Goal 2: Critical Thinking
Goal: To develop thinkers who are able to unify factual, creative, rational, and value sensitive modes of thought. Critical thinking will be taught and used throughout the liberal education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.
LEP Objective: Identify, analyze, and critically evaluate reasoning in a variety of domains in order to develop well founded beliefs and engage in rational and effective action. Students can meet this requirement through 1 approved course or experience.

Students will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Consistent with LEP Student Learning Outcomes, students will also demonstrate their ability to:
Distinguish between discourse that contains reasoning and that which does not.

Distinguish between different types of reasoning.
Analyze arguments, distinguishing premises and conclusions.
Evaluate inductive and deductive reasoning.
Apply basic logical techniques.
Identify and avoid fallacies.

Requirements **(1 course)**

Available Goal 2 course offerings found in the Course Catalog:
https://catalog.stcloudstate.edu/libed/goal-2
_____

LEP GOAL 3
Goal 3: Natural Sciences
Goal: To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e, the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.
LEP Objective: Explore scientific knowledge of the natural world. Understand the central concepts and principles of science; experience the process of scientific inquiry; comprehend science as a human endeavor and understand the impact of science on individuals and on society.
Students can meet this requirement through 2 approved courses or experiences in different rubrics or academic areas, at least one of these must be a laboratory course.

Students will be able to:
1. Demonstrate understanding of scientific theories.
2. Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students, laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
3. Communicate their experimental findings, analyses, and interpretations both orally and in writing.
4. Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

Consistent with LEP Student Learning Outcomes, students will also demonstrate their ability to:
Demonstrate knowledge of concepts, principles, and theories in the physical or natural sciences.
Make observations and collect data, design and carry out experiments or other types of scientific investigations.
Formulate research questions and testable hypotheses, analyze and interpret data, draw inferences and conclusions, and identify further questions for investigation.
Demonstrate awareness of the interdependent relationships of basic science, applied science, mathematics, and technology.
Recognize the human nature of the scientific enterprise, including the importance of curiosity, creativity, and imagination; the dual nature of scientific knowledge as changeable and durable; and the impact of a

scientist's personal identity on the scientific process.
Evaluate societal issues from a science perspective, question the evidence presented, and make informed judgments about these issues.

Requirements **(Minimum of two courses, no more than 4 credits from one rubric or academic area. Include one laboratory course)**

Available Goal 3 course offerings found in the Course Catalog:
https://catalog.stcloudstate.edu/libed/goal-3
_____

LEP GOAL 4
Goal 4: Mathematical Thinking and Quantitative Reasoning
Goal: To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and\or statistics to help them make decisions in their lives and careers. Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra. (Recommendation from the intersystem Mathematics Articulation Council. Adopted by all Systems in February 1992.)
LEP Objective: Apply mathematics to analyze numerical relationships, solve problems, explain processes and interpret results. Students can meet this requirement through 1 approved course or experience.

Students will be able to:
1. Illustrate historical and contemporary applications of mathematical/logical systems.
2. Clearly express mathematical/logical ideas in writing.
3. Explain what constitutes a valid mathematical/logical argument (proof).
4. Apply higher-order problem-solving and/or modeling strategies.

Consistent with LEP Student Learning Outcomes, students will demonstrate their ability to:
Demonstrate knowledge of the basic theories and methods of mathematics.
Use quantitative methods to test hypotheses or to construct quantitative solutions to problems.
Apply mathematical skills and knowledge in other academic disciplines.
Communicate quantitative ideas, both orally and in writing.

Requirements **(1 course)**

Available Goal 4 course offerings found in the Course Catalog:
https://catalog.stcloudstate.edu/libed/goal-4
_____

LEP GOAL 5
Goal 5. History and the Social and Behavioral Sciences
Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.
LEP Objective: Develop understanding of human societies and behaviors, and of the concepts, theories, and methods of history and the social sciences. Students can meet this requirement through 2 approved courses or experiences in different rubrics or academic areas.

_____

Students will be able to:
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

Consistent with LEP Student Learning Outcomes, students will also demonstrate their ability to:
Describe or use the methods and data by which historians, social scientists, or behavioral scientists investigate human conditions.
Analyze human behavior, cultures, and social institutions and processes from the perspectives of history or the social and behavioral sciences.
Develop explanations for and explore solutions to historical or contemporary social problems.
Reflect upon themselves in relation to family, communities, society, culture, and/or their histories.
Apply and critique alternative explanatory systems or theories about human societies and behaviors.

Requirements **(2 courses with no more than 4 credits from one rubric or academic area)**

Available Goal 5 course offerings found in the Course Catalog:
https://catalog.stcloudstate.edu/libed/goal-5
_____

LEP GOAL 6
Goal 6. The Humanities and Fine Arts
Goal: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.
LEP Objective: Expand appreciation and critical understanding of changing modes of human expression and systems of thought in the arts and humanities, and develop abilities in the creation and performance of meaning. Students can meet this requirement through 2 approved courses or experiences in different rubrics or academic areas.

Students will be able to:
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Engage in the creative process or interpretive performance.
5. Articulate an informed personal reaction to works in the arts and humanities.

Consistent with LEP Student Learning Outcomes, students will also demonstrate their ability to:
Demonstrate awareness of the scope and variety of works in the arts and humanities.
Describe and appreciate works in the arts and humanities as expressions of individual and collective values within an intellectual,

cultural, historical and social context.
Interpret and respond critically to works from various cultures in the arts and humanities.
Explore intellectually the ideas expressed in works in the arts and humanities.
Engage in creative processes or interpretive performance.
Articulate an informed personal response to works in the arts and humanities.
Analyze the diverse means of communication in the arts and humanities.

Requirements **(2 courses with no more than 4 credits from one rubric or academic area)**

Available Goal 6 course offerings found in the Course Catalog:
https://catalog.stcloudstate.edu/libed/goal-6
_____

LEP GOAL 7
Goal 7. Human Diversity
Goal: To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.
LEP Objective: Examine patterns of racial and ethnic inequality in the United States; the heritage, culture, and contributions of racially subordinated groups; and how race and ethnic relations are embedded in the institutions that structure our lives. Students can meet this requirement through 1 approved course or experience.

Students will be able to:
1. Understand the development of and the changing meanings of group identities in the United States, history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Consistent with LEP Student Learning Outcomes, students will also demonstrate their ability to:
Demonstrate awareness and understanding of historical and current race relations in the United States.
Explain the concept of "race."
Analyze current events and conditions at the local, statewide, and national levels using course theories and concepts.
Identify forms of institutional discrimination in areas such as education, media, housing, employment, economics, politics, and the legal system.
Describe the basic history of discrimination against and contributions of African Americans, Asian Americans, American Indians, Latinos, and recent immigrants of color.
Engage in dialog and self-reflection concerning racism, racial oppression, and white privilege.

_____

Requirements: **(1 course)**

Available Goal 7 course offerings found in the Course Catalog:
https://catalog.stcloudstate.edu/libed/goal-7
_____

LEP GOAL 8
Goal 8. Global Perspective
Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.
LEP Objective: Develop a comparative perspective and understanding of one's place in a global context. Students can meet this requirement through 1 approved course or experience.

Students will be able to:
1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

Consistent with LEP Student Learning Outcomes, students will also demonstrate their ability to:
Explain how they are connected and related to people elsewhere in the world.
Describe similarities and differences among global places and populations.
Analyze how political, economic or cultural elements influence relations among the world's states, peoples, or societies.
Analyze specific international issues and propose and evaluate responses.
Articulate a vision of their individual roles and responsibilities in a common global future.

Requirements: **(1 course)**

Available Goal 8 course offerings found in the Course Catalog:
https://catalog.stcloudstate.edu/libed/goal-8
_____

LEP GOAL 9
Goal 9. Ethical and Civic Responsibility
Goal: To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others, positions, be part of the free exchange of ideas, and function as public-minded citizens.
LEP Objective: Understand and evaluate ethical or civic issues and theories, and participate in active citizenship or ethical judgment. Students can meet this requirement through 1 approved course or experience.

Students will be able to:
1. Examine, articulate, and apply their own ethical views.
2. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
3. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
4. Recognize the diversity of political motivations and interests of others.
5. Identify ways to exercise the rights and responsibilities of citizenship.

Consistent with LEP Student Learning Outcomes, students will also demonstrate their ability to:
Explain the connections among education, citizenship, and participation in a democratic society.
Explain major ethical or political theories.
Describe how interpretations of ethics or citizenship may vary by nationality, ethnicity, race, color, religion, gender, ability and disability, or sexual orientation.
Apply concepts such as democracy, rights, morality, justice, virtue, liberty and obligation to personal, professional, and public issues.
Analyze and evaluate alternative theoretical approaches or formulate solutions to ethical or civic issues.
Develop and exercise personal agency or ethical judgment in the public domain.

Requirements: **(1 course)**

Available Goal 9 course offerings found in the Course Catalog:
https://catalog.stcloudstate.edu/libed/goal-9
_____

LEP GOAL 10
Goal 10. People and the Environment
Goal: To improve students, understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.
LEP Objective: Examine the interrelationship of humans and the natural worlds from scientific and socio-cultural perspectives and the complex environmental challenges that result. Students can meet this requirement through 1 approved course or experience.

Students will be able to:
1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
5. Propose and assess alternative solutions to environmental problems.
6. Articulate and defend the actions they would take on various environmental issues.

Consistent with LEP Student Learning Outcomes, students will also demonstrate their ability to:
Explain the basic structure and function of various ecosystems and human adaptive strategies within those systems.

_____

Discern patterns of interrelationships of bio-physical and socio-cultural systems.
Describe the human institutional arrangements (social, legal, political, economic, and religious) that deal with environmental and natural resource challenges.
Analyze environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
Propose and assess alternative solutions to environmental problems including issues involving sustainability.

Requirements: **(Minimum 1 course)**

Available Goal 10 course offerings found in the Course Catalog:
https://catalog.stcloudstate.edu/libed/goal-10
_____

Minnesota Transfer Curriculum (MnTC)

The Liberal Education Program incorporates the ten goals of the Minnesota Transfer Curriculum. This curriculum provides for transfer of liberal education courses to and from all Minnesota State Colleges and Universities. The University of Minnesota recognizes completion of the entire MnTC for transfer. St. Cloud State University recognizes in transfer from other institutions completion of the entire MnTC, completion of individual goals in the MnTC, and completion of individual courses designated for MnTC goals. Only courses completed at the 100 level and above will count as completing a Liberal Education goal area. Students must complete all ten goals and achieve a total of at least 40 credits.
Number superscripts above the course indicate another goal to which the course may be applied.
Each student must complete three courses designated as Diversity courses. Students may take no more than one course from any one department.
It is strongly recommended and encouraged that one Diversity course be an approved Racial Issues (RIS) course. See Goal 7 for approved Racial Issues courses.
See the University Catalog under University Honors Program for Honors courses which fulfill the goals.
A student is eligible for admission as a transfer student if he/she has earned twelve (12) or more college-level credits at a regionally accredited university or college-level institution. All credits earned with a grade of "C" or higher from a regionally accredited university or college-level institution are considered for credit transfer. Minnesota Transfer Curriculum (MnTC) courses with grades of "A"-"D" transfer; however, a cumulative MnTC grade point average (GPA) of 2.0 is required.

Transfer Students

SCSU also accepts the completed Minnesota Transfer Curriculum (MnTC) as fulfilling the SCSU Liberal Education Program, including Racial Issues.
Students with a partially completed MnTC are not required to repeat any goals they have already fulfilled at another Minnesota State College or University, and will be allowed to select from the course list above to complete the ten MnTC goals. Students are still responsible for Racial Issues.

Racial Issues Graduation Requirements (RIGR)

The Racial Issues Graduation Requirement (RIGR) ensures that all students who graduate from St. Cloud State have completed a course that meets the following criteria:
1. **Understanding:** A course must examine the concept and meaning of race, ethnicity, and oppression.
2. **Education:** A course must explore the heritage, culture, and contributions of racial minorities, the impact of racial classification, and the patterns of racial oppression, racial domination, and hate crimes in the United States.
3. **Awareness:** A course must explore experiences of racial minorities and how members of racial minorities maintain a sense of identity in the presence of persistent and systematic racial oppression and hate crimes.
4. **Student Growth:** A course must provide a significant arena for dialogue and/or self-reflection on understanding, education, and awareness.

Racial Issues Graduation Requirement (RIGR) is Complete if;

1. A student started a Transfer Pathway program prior to Fall 2021 with the intent of enrolling at St. Cloud State University;
2. A student attended St. Cloud State University prior to Fall 2021 and is returning to finish a degree.

Pre-Approved Racial Issues Graduation Requirement Courses can be found in the Course Catalog:
https://catalog.stcloudstate.edu/libed/rigr

Request a Course to be Reviewed for Possible Fulfillment of RIGR Requirement

If a student has taken a course that may fulfill the RIGR requirement, the student can submit a course syllabus to be reviewed by the RIGR Committee:
For a Transfer Course
Go to eServices/Academic Records/Transfer Review, upload a syllabus.
For a SCSU Course
Go to Academic Standing/Academic Exception Request, upload a syllabus.

Racial Issues Graduation Requirement (RIGR) Course Requirements

All approved RIGR courses will fulfill 5 of the following 6 *Student Learning Outcomes.* If you submit a request for a course to be reviewed, please explain in your request how the course met these outcomes:
1. Students will demonstrate awareness and understanding of historical and current race relations in the United States.
2. Students will be able to explain the concept of "race."
3. Students will be able to analyze current events and conditions at the local, statewide, and national levels using course theories and concepts.
4. Students will identify forms of institutional discrimination in areas such as education, media, housing, employment, economics, politics, and the legal system.
5. Students will describe the basic history of discrimination against and contributions of African Americans, Asian Americans, American Indians, Latinos, and recent immigrants of color.
6. Students will engage in dialog and self-reflection concerning racism, racial oppression, and white privilege.

_____

Honors College

The St. Cloud State University Honors College provides a dynamic interdisciplinary experience with a focus on leadership and professional development, community engagement, and sustained mentoring for highly motivated students who are academically ambitious. Small classes and student-centered pedagogy promote discussion, cooperative learning, and independent exploration among committed learners of all identities, experiences, and learning styles. The SCSU Honors College curriculum constitutes a minor and integrates with all majors, offering a small liberal arts college experience with all the benefits of a comprehensive regional university.

The Honors College offers two minors depending on a student's status. The Honors Minor is a comprehensive, four-year experience for first-time college students. The Honors Integrated Minor is designed for students transferring from another institution, current students who have completed at least a year at St. Cloud State University, or for new students bringing in forty or more pre-college credits.

Program Highlights/Distinctions
• Unique and signature courses
• Guided and independent research opportunities
• Experiential learning and study abroad opportunities
• Living-learning community in Lawrence Residence Hall
• Emphasis on campus and community engagement to build leadership experience
• High level of academic and personal support with faculty and staff mentoring

Student Organizations and Leadership Opportunities
• University Honors Club
• Honors Ambassadors
• Campus Advisory Group Student Representative

The University Honors Club
All Honors students are invited to participate in the Honors Club. Club members welcome new Honors students, recruit instructors, and participate in community building. They provide the student voice in shaping the program. The club's social activities, educational activities and service projects enable students to practice leadership and strengthen the Honors learning community. Honors students also are expected to participate in the University's other extracurricular activities, leadership development, and/or service learning through their years on campus.

Admission
Students can be admitted into Honors by several paths. Whether a student is an incoming freshman right out of high school, a transfer student from another college or university, a member of an Honors program at another college or university, or currently enrolled at St. Cloud State University as a general education student, there is a particular procedure for admission to the program.

Students applying from high school should be in approximately the top ten percent of their graduating class with strong college test scores, have a record of participation in school and community activities, and demonstrate writing skills through a required short, imaginative essay. International students and students already enrolled at SCSU or in another college who apply to Honors will be asked to provide comparable information. If a student has less than a year of college credits upon the transfer, they must provide both college and high school transcripts when applying.

A student transferring to St. Cloud State University from an honors program at another institution may be admitted directly to the Honors College. The student must show reasonable evidence of membership in the previous university's honors program.

Continuation in Honors
If an Honors student's cumulative grade point average falls below 3.0, the student will be placed on probation in the Honors College and will have one semester to raise their GPA to 3.0 before being dismissed from the college. Those concerned about their probation status should make an appointment to meet with the Honors director to discuss continuation in the college.

Withdrawal
A student may withdraw from the Honors College at any time. Students who consider withdrawing, for whatever reasons, are encouraged to discuss their reasons with the Honors director.

Program Requirements
More information on requirements for the Honors Minor and Honors Integrated Minor found can be found online at: https://catalog.stcloudstate.edu/honors.

_____

DEGREE DESIGNATIONS

UNDERGRADUATE DEGREES

ASSOCIATE DEGREES
Associate of Arts (A.A.)
The Associate of Arts degree programs are intended to provide a broad liberal arts and sciences background. A.A. programs require completion of the liberal education program and additional credits to total at least 60 credits, excluding credits in courses numbered below 100. The A.A. program may be used as the foundation for a baccalaureate degree and is administered by the Advising and Student Transitions Office (320-308-6075). Students receiving an A.A. degree must complete at least 30 additional credits at SCSU to receive a baccalaureate degree (minimum of 120 semester credits required).

Associate of Science (A.S.)
The Associate of Science degree provides students an opportunity to design their own two years of study. In the Individualized Studies (A.S.) degree, the completion of a total of 60 credits is required. This includes a minimum of 30 general education credits selected from at least six of the ten goal areas of the Liberal Education Plan (Minnesota Transfer Curriculum) and 30 additional credits. Courses numbered below 100 are excluded and no more than 30 credits are allowed in one discipline. This program is administered by the Advising and Student Transitions Office.

BACCALAUREATE DEGREES (B.A., B.S., B.F.A., B.Mus., B.E.S.)
Baccalaureate degrees are considered to be the standard college degree. St. Cloud State University requires the completion of a minimum of 120 credits, excluding credits in courses numbered below 100. Credits must be earned in general education (liberal arts and sciences portion of a degree), in a major and/or minor, and with remaining credits in university electives. St. Cloud offers baccalaureate degrees in Arts (B.A.), Sciences (B.S.), Fine Arts (B.F.A.), Music (B.Mus.), and Elective Studies (B.E.S.).

_____

Although a student normally can finish a baccalaureate degree in four years, some programs offered by the university may require the completion of more than 120 credits. Entering freshman students are encouraged to seek academic advice early regarding specific requirements in order to plan their program most efficiently.

Bachelor of Arts (B.A.)

The Bachelor of Arts degree programs are designed for those students who wish to pursue their studies in the liberal arts tradition. The degree is awarded upon the satisfactory completion of a minimum of 120 credits, excluding credits in courses numbered below 100, which must include the liberal education requirements, the requirements of a field of concentration, and 40 credits in upper division (300-400 level) courses. The field of concentration requirements may be met by one of the following:

1. 45 credit major
2. Majors below 45 credits require a second major, a minor OR one year in a single foreign language.

Bachelor of Elective Studies (B.E.S.)

The Bachelor of Elective Studies degree is for those students who wish to develop their own programs of study. B.E.S. students must complete the liberal education program. Contact the Advising and Student Transitions Office for details. Requirements for the degree are:

1. Completion of a minimum of 120 credits, excluding credits in courses numbered below 100, with a 2.00 "C" average.
2. At least 40 credits in upper-division (300-400) courses.
3. No more than 60 credits can be counted in any one discipline.
4. A maximum of 6 internship credits may be used as part of the 40 upper-division course work requirement.
5. A departmental major or minor is not required, but strongly encouraged. Students may complete majors and minors in those departments which indicate B.E.S. programs are available. See individual departmental listings.
6. Meet the residence requirement of St. Cloud State University as outlined in this catalog.

Students who meet the admission requirements for St. Cloud State University may apply upon admittance. Students who currently are enrolled must have a 2.0 (C) average to be admitted to the program. To be accepted into this degree option students must formally complete a "major program plan" as well as a "program proposal form" which are designed to describe the student's individual educational objectives. Majors or minors earned under the B.E.S. program may be applied to a B.E.S. degree. Requests for admission are received by the program director in the Advising and Student Transitions Office.

Bachelor of Fine Arts (B.F.A.)

The Bachelor of Fine Arts Degree is designed for those students whose primary interest is in obtaining depth, structure, and professionalism in a particular area of the visual arts. 78 credits in art and 40 credits in upper division (300-400 level) courses are required. Additional details of the program are listed in the art department offerings. The degree is awarded upon the satisfactory completion of a minimum of 120 credits, excluding credits in courses numbered below 100.

Bachelor of Music (B.Mus.)

The Bachelor of Music degree is for those students whose primary interest is musical performance; 80-83 credits in music and 40 credits in upper division (300-400) courses are required. The degree is awarded upon the satisfactory completion of a minimum of 120 credits, excluding credits in courses numbered below 100. Students are required to study voice or their major instrument each semester and to give recitals at the end of both the junior and senior years. Additional details of the program are listed in the music department offerings.

Bachelor of Science (B.S.)

The Bachelor of Science degree is awarded to those students who successfully complete a professional four-year program of a minimum of 120 credits, excluding credits in courses numbered below 100 and including general education requirements, the requirements of a field of concentration, and 40 credits in upper division (300-400 level) courses. Students seeking a teaching certificate also must complete the professional education requirements. Students in the Herberger Business School must complete the business core. Requirements for specific programs can be found under departmental headings in this catalog.

Certificate Program

A certificate is awarded to those students who satisfactorily complete a prescribed course of study. Specific program requirements are given under departmental headings. Undergraduate certificates are not approved as stand-alone offerings and can only be conferred when completed along with a primary degree.

Declaring a Major

Majors and minors are listed on the Undergraduate Programs page, and in each department's program description. Each academic department will determine eligibility requirements, academic standards, and length of validity of application, with revalidation required after 7 years. To graduate after the valid application time, a student may be required to meet new major program requirements.

Students are encouraged to declare a major as early as possible. Students who have completed 80 credits at St. Cloud State University and have not declared a major or a B.E.S. degree program will not be allowed to register for a subsequent term. Transfer students who completed 45 or more credits at another institution(s) before admission to SCSU, have completed 35 or more credits at SCSU, and have not declared a major or B.E.S. degree program will not be allowed to register for a subsequent term. Exceptions may be made by Advising and Student Transitions.

Students interested in minors should contact the appropriate departments.

Class Ranking

For admission to **sophomore** standing, a student must have completed a minimum of 30 or more semester credits.

To achieve **junior** standing, a student must have completed 60 or more semester credits.

To achieve **senior** standing, a student must have completed 90 or more semester credits.

_____

GRADUATE DEGREES

Doctor of Education (EdD)

The Doctor of Education degree is designed to prepare students for administrative leadership, academic or clinical positions in educational disciplines. The degree requires 72 semester credits of graduate study, at least 60% of which will be met through coursework designated as doctoral only, those numbered 800-899.

Specialist

The Specialist degree is designed to serve a qualitative need for highly trained specialists in various fields. The emphasis in a specialist degree program is placed on the development of competencies needed for a specific job category. The program is designed to meet the needs of students in professional areas where a master's degree is not sufficient. The program requires 30 semester credits of graduate study beyond a master's degree.

The specialist degree program is offered by the Department of Educational Leadership. The specialist degree program offered by the Department of Educational Leadership is designed for three distinct groups: the K-12 school principal, the superintendent of schools, and the director of special education.

Master of Arts (MA)

The Master of Arts degree offers the candidate the opportunity to specialize in a particular subject matter field. It is open to students with undergraduate liberal arts backgrounds as well as students who have completed teacher education programs.

Programs of study leading to the master of arts degree have been approved for the following majors: art; biology: cell and molecular biology, biology: ecology and natural resources biology; English, English: college teaching, English: rhetoric and applied writing, English: teaching English as a second language; history, history: public history, and special studies. The degree requires a range of 30 - 54 graduate credits as noted in the program requirements, 50% of which must be completed at the graduate only (600) level. All master of arts programs require a thesis, creative work, starred paper(s), or final written comprehensive examination. Information concerning the program requirements for a particular major may be found with the course offerings for the department.

Master of Business Administration (MBA)

The Master of Business Administration degree develops professional managers for public and private sectors. It stresses conceptual, analytical and behavioral skills relevant to organization and leadership, provides students the opportunity to develop specialized competencies reflecting individual aptitudes and interests, and explores the relationships between organizations and their environment. The degree requires a range of 30 - 54 graduate credits as noted in the program requirements, 50% of which must be completed at the graduate only (600) level.

Master of Engineering Management (MEM)

The Master of Engineering Management degree prepares graduates for taking on managerial roles in technical and scientific organizations. The master of engineering management is for engineers, technologists and scientists who are looking for managerial skills to advance to executive positions in technology-based business. The degree requires a range of 30 – 54 graduate credits as noted in the program requirements, 50% of which must be completed at the graduate only (600) level.

Master of Music (MMus)

The Master of Music degree allows the student to pursue a degree in music with an emphasis in music education, piano pedagogy, or conducting. The degree requires a range of 30 - 54 graduate credits as noted in the program requirements, 50% of which must be completed at the graduate only (600) level.

Master of Science (MS)

The Master of Science degree is designed to provide preparation in a variety of professional fields. The degree requires a range of 30 - 60 credits as noted in the program requirements, 50% of which must be completed at the graduate only (600) level. Eligibility for programs in teacher education is limited to students whose undergraduate preparation qualifies them for teacher licensure.

Master of Social Work (MSW)

The Master of Social Work degree is considered a terminal practice degree in the field of social work and prepares professionals to think critically, and work effectively and collaboratively in social services. The degree requires a range of 30 - 54 graduate credits as noted in the program requirements, 50% of which must be completed at the graduate only (600) level.

Special Studies (MA or MS)

Special studies programs are intended to meet the specialized needs of students whose educational or career goals can be best served by carefully designed programs which provide advanced study in two or three related academic disciplines. To be considered for approval, special studies programs must provide a clear focus on a field of study which combines the contributions of these academic disciplines in a multi-disciplinary major.

To request consideration of a special studies program, the student must prepare a written proposal which contains the following elements: proposed title for the multidisciplinary program, a discussion of the contributions of the disciplines which would comprise the program, a preliminary list of potentially applicable courses, and a summary of the student's educational and career objectives, philosophy and background. Each special studies applicant is interviewed by a four-member committee chaired and appointed by the graduate dean. The committee reviews the program proposal and makes a recommendation based upon the appropriateness of the proposal as a field for graduate study, the availability of adequate curricular and other resources to insure a strong program, and the qualifications of the individual applicant. A special studies degree requires a range of 30 - 54 graduate credits as approved by the admission committee, 50% of which must be completed at the graduate only (600) level. For further information concerning application procedures and program requirements, contact the School of Graduate Studies.

Graduate Certificates

A graduate certificate is awarded upon completion of a minimum of 9 graduate credits in a focused area of study at St. Cloud State University. A graduate certificate requires 9 - 42 credits completed at the graduate level (500/600) as noted in the individual program requirements.

College of Education and Leadership Design

UNDERGRADUATE

Bachelor of Science
Early Childhood Education
Elementary Education
Social Studies Education
Special Education

Minors
Special Education
Early Childhood Education [*Admission Closed, Fall 2024*]
Human Relations [*Admission Closed, Fall 2024*]

GRADUATE

Master of Science
Curriculum and Instruction
Educational Administration and Leadership
Library Media Specialist
Social Studies Education
Special Education
Child and Family Studies [*Admission Closed, Fall 2024*]
Early Childhood Special Education Studies [*Admission Closed, Fall 2024*]
Education Leadership and Technology [*Admission Closed, Fall 2024*]

Certificates
Academic and Behavioral Strategist
Autism Spectrum Disorders
Community Education Director
Developmental Disabilities
District Superintendent
Early Childhood Special Education
Economics for Educators
Emotional/Behavioral Disorders
Foundations in Library Media
Geography for Educators
Higher Education Administration
K-12 Principal
Learning Disabilities
Library Media Specialist
School Business Manager
Special Education Administration
Parent Education [*Admission Closed, Fall 2024*]
Post-Baccalaureate Teaching [*Admission Closed, Fall 2024*]
Reading Teacher K-12 [*Admission Closed, Fall 2024*]

Specialist
Educational Administration & Leadership [*Admission Closed, Fall 2024*]

Doctoral [EdD]
Higher Education and Student Affairs

College of Health and Wellness Professions

UNDERGRADUATE

Bachelor of Arts
Criminal Justice – 21st Century Policing Concentration
        [*Admission Closed, Fall 2024*]
Criminal Justice – Corrections & Reentry Concentration
        [*Admission Closed, Fall 2024*]
Criminal Justice – Public and Private Safety Concentration
        [*Admission Closed, Fall 2024*]
Criminal Justice – Victim Services Concentration
        [*Admission Closed, Fall 2024*]

Bachelor of Science
Addiction Counseling
Communication Sciences & Disorders
Community Health
Community Psychology
Exercise Science
Nursing (Accelerated Online)
Nursing
Nursing – RN to BS
Radiologic Technology
Recreation and Sports Management
Social Work
Health & Physical Education [*Admission Closed, Fall 2024*]
Physical Education [*Admission Closed, Fall 2024*]

Minors
Communication Sciences & Disorders
Community Health
Community Psychology
Exercise Science
Sports Management
Applied Behavior Analysis [*Admission Closed, Fall 2024*]
Athletic Coaching [*Admission Closed, Fall 2024*]
Criminal Justice [*Admission Closed, Fall 2024*]
Gerontology [*Admission Closed, Fall 2024*]
Gerontology for Nurses [*Admission Closed, Fall 2024*]

Certificates
Executive Health Care Administration

GRADUATE

Master of Science
Applied Behavior Analysis
Applied Clinical Research
Athletic Training
Clinical Exercise Physiology
Clinical Mental Health Counseling
College Counseling & Student Development
Communication Sciences & Disorders
Higher Education & Student Affairs
Medical Technology Quality
Regulatory Affairs & Services
School Counseling

Sports Management
Gerontology [*Admission Closed, Fall 2024*]
Rehabilitation Counseling [*Admission Closed, Fall 2024*]
Rehabilitation Counseling – Addiction Concentration
    [*Admission Closed, Fall 2024*]
Rehabilitation Counseling – Clinical Concentration
    [*Admission Closed, Fall 2024*]
Rehabilitation Counseling – Vocational Concentration
    [*Admission Closed, Fall 2024*]

Master of Social Work
Masters of Social Work (Advanced Standing)
Masters of Social Work (Foundation)

Certificates
Addiction Specialist
Applied Clinical Research
Artificial Intelligence & Machine Learning
Autism
Gerontology
Medial Device Regulation
Medical Technology Quality
Regulatory Affairs & Services
School Counseling

Doctoral [Psyd}
Applied Behavior Analysis

College of Liberal Arts – School of the Arts

UNDERGRADUATE

Associate of Arts
Liberal Arts & Sciences

Associate of Science
Individualized Studies

Bachelor of Arts
Anthropology
Art
Art Education
Communication Studies
English – Creative Writing Concentration
English – English Studies Concentration
English – Linguistics Concentration
English – Literature Concentration
Film Studies
History
International Relations
Political Science
Professional Communication
Psychology
Spanish
Gender & Women's Studies [*Admission Closed, Fall 2024*]
Global Studies [*Admission Closed, Fall 2024*]
Music [*Admission Closed, Fall 2024*]
Sociology [*Admission Closed, Fall 2024*]

Bachelor of Elective Studies
Liberal Studies

Bachelor of Fine Arts
Graphic Design
Studio Art

Bachelor of Science
Art Education
Communication Arts & Literature
Mass Communications – Creative Media Production Concentration
Mass Communications – Journalism Concentration
Mass Communications – Strategic Communications Concentration
Music Teaching – Instrumental Concent. [*Admission Closed, Fall 2024*]
Music Teaching – Vocal Concentration [*Admission Closed, Fall 2024*]

Minors
Anthropology
Art
Film Studies
Graphic Design
History
International Relations
Mass Communications
Military Science
New Media – Music & Art
Political Science
Professional Communications
Spanish
African American Studies [*Admission Closed, Fall 2024*]
American Indian Studies [*Admission Closed, Fall 2024*]
Arts Entrepreneurship [*Admission Closed, Fall 2024*]
Asian Pacific American Studies [*Admission Closed, Fall 2024*]
Chicano/a Studies [*Admission Closed, Fall 2024*]
Creative Writing [*Admission Closed, Fall 2024*]
English Studies [*Admission Closed, Fall 2024*]
Esports Broadcasting [*Admission Closed, Fall 2024*]
Ethnic Studies [*Admission Closed, Fall 2024*]
Film Production [*Admission Closed, Fall 2024*]
Gender & Women's Studies [*Admission Closed, Fall 2024*]
German [*Admission Closed, Fall 2024*]
Heritage Preservation [*Admission Closed, Fall 2024*]
Intercultural Communications [*Admission Closed, Fall 2024*]
Linguistics [*Admission Closed, Fall 2024*]
Music [*Admission Closed, Fall 2024*]
Psychology [*Admission Closed, Fall 2024*]
Sociology [*Admission Closed, Fall 2024*]
Teaching English as a 2nd Language [*Admission Closed, Fall 2024*]

Certificates
2-D Art
3-D Art
American Indian Studies
Communication for Health Care Contexts
Digital Art
Feminist Leadership
Lens-Based Art

Teaching English to Speakers of Other Languages (TESOL)

GRADUATE

Master of Art
Teaching English as a 2nd Language
English Studies [*Admission Closed, Fall 2024*]
History [*Admission Closed, Fall 2024*]

Master of Science
Industrial-Organizational Psychology
Strategic Media Communications
English Education [*Admission Closed, Fall 2024*]

Certificates
Advanced Teaching English to Speakers of Other Languages (TESOL)
Political Science for Educators
Strategic Digital Communications
Strategic Media Communications Leadership
Teaching College-Level English
Teaching Concurrent Enrollment History
Teaching English to Speakers of Other Languages (TESOL)

College of Science and Engineering

UNDERGRADUATE

Bachelor of Arts
Mathematics
Earth Sciences – Environmental Geology Concentration
Earth Sciences – General Concentration
Geography [*Admission Closed, Fall 2024*]

Bachelor of Elective Studies
Geography

Bachelor of Science
Biochemistry & Molecular Biology – Biochemistry Concentration
Biochemistry & Molecular Biology – Biotechnology Concentration
Biology: Biodiversity, Ecology & Evolution
Biomedical Sciences
Chemistry (ACS Approved)
Chemistry Education 9-12
Chemistry/General Science Education 5-12
Computer Engineering
Computer Science
Computer Science – Artificial Intelligence & Machine Learning Conc.
Computer Science – Big Data Applications Concentration
Construction Management
Cybersecurity
Earth and Space Science Education
Electrical Engineering
Land Surveying/Mapping Science
Life Science Education 9-12
Life Science/General Science 5-12
Manufacturing Engineering Technology
Mathematics Teaching

Mathematics Teaching – Teaching Calculus Concentration
Medical Laboratory Science
Meteorology
Software Engineering (Accelerated Online)
Software Engineering
Statistics – Data Analytics Concentration
Statistics – Data Science Concentration
Statistics – Mathematical Statistics Concentration
Technology Education
Environmental Engineering [*Admission Closed, Fall 2024*]
Environmental Science [*Admission Closed, Fall 2024*]
Environmental Studies [*Admission Closed, Fall 2024*]
Hydrology [*Admission Closed, Fall 2024*]
Manufacturing Engineering [*Admission Closed, Fall 2024*]
Physics Education/Gen. Science Grd. 5-12 [*Admission Closed, Fall 2024*]
Physics Education Grades 9-12 [*Admission Closed, Fall 2024*]
Physics – Astrophysics Concentration [*Admission Closed, Fall 2024*]
Physics – Electro Optics Concentration [*Admission Closed, Fall 2024*]

Bachelor of Science – Mechanical Engineering
Mechanical Engineering
Mechanical Engineering – Automation Concentration
Mechanical Engineering – Computation and Simulations Concentration
Mechanical Engineering – Energy Systems Concentration
Mechanical Engineering – Engineering Mechanics Concentration

Minors
Biology
Chemistry
Computer Science
Cybersecurity
Meteorology
Statistics
Applied Analytics [*Admission Closed, Fall 2024*]
Applied Mathematics [*Admission Closed, Fall 2024*]
Career/Technical Ed.: Communication [*Admission Closed, Fall 2024*]
Career/Technical Ed.: Construction [*Admission Closed, Fall 2024*]
Career/Technical Ed.: Manufacturing [*Admission Closed, Fall 2024*]
Career/Technical Ed.: Transportation [*Admission Closed, Fall 2024*]
Environmental Studies [*Admission Closed, Fall 2024*]
Forensic Science [*Admission Closed, Fall 2024*]
Geographic Information Systems [*Admission Closed, Fall 2024*]
Geography [*Admission Closed, Fall 2024*]
Hydrology [*Admission Closed, Fall 2024*]
Land Surveying/Mapping Sciences
Mathematics [*Admission Closed, Fall 2024*]
Middle School Mathematics [*Admission Closed, Fall 2024*]
Optics [*Admission Closed, Fall 2024*]
STEM Education [*Admission Closed, Fall 2024*]

Certificates
Data Management and Data Visualization
Game Development
Histotechnician
Land Surveying
Statistics for Teachers
Technology Integration for Educators [*Admission Closed, Fall 2024*]

_____

GRADUATE

Executive Master of Engineering Management
Executive Engineering Management

Master of Engineering Management
Engineering Management

Master of Science
Computer Science
Technology Education
Biological Sciences *(also can be Master of Arts)*
  [*Admission Closed, Fall 2024*]
Biological Sciences – Cell & Molecular Biology Concentration
  [*Admission Closed, Fall 2024*]
Biological Sciences – Ecology & Natural Resources Concentration
  [*Admission Closed, Fall 2024*]
Electrical Engineering [*Admission Closed, Fall 2024*]
Geography: Geographic Information Science
  [*Admission Closed, Fall 2024*]

Professional Science Masters
Software Engineering

Certificates
Geographic Information Science
STEM Education
Teaching Calculus
Work Based Learning

Herberger School of Business

UNDERGRADUATE

Bachelor of Arts
Business Economics
Planning & Community Development
Economics [*Admission Closed, Fall 2024*]
Economics – 5-Year BA/MS Program [*Admission Closed, Fall 2024*]
Hospitality & Tourism – Hospitality Concentration
  [*Admission Closed, Fall 2024*]
Hospitality & Tourism – Tourism Development Concentration
  [*Admission Closed, Fall 2024*]

Bachelor of Science
Accounting
Finance
Finance – Investment Concentration
General Business (Accelerated Online)
General Business
Information Systems
Information Systems – 5-Year BS/MS Program
Management
Management – Human Resources Concentration
Management – Operations Management Concentration
Marketing
Entrepreneurship [*Admission Closed, Fall 2024*]

Minors
Economics for Elementary Education Majors
Finance for Business Majors
Finance for Non-Business Majors
General Business for Non-Business Majors
Global Business
Global Studies
Information Systems for Business Majors
Information Systems for Non-Business Majors
Management for Business Majors
Management for Non-Business Majors
Marketing for Business Majors
Marketing for Non-Business Majors
Planning & Community Development
Economics [*Admission Closed, Fall 2024*]
Entrepreneurship for Business Majors [*Admission Closed, Fall 2024*]
Entrepreneurship for Non-Business Majors [*Admission Closed, Fall 2024*]
Esports Management for Business Majors [*Admission Closed, Fall 2024*]
Esports Management for Non-Bus. Majors [*Admission Closed, Fall 2024*]
Hospitality and Tourism [*Admission Closed, Fall 2024*]
Real Estate for Business Majors [*Admission Closed, Fall 2024*]
Real Estate for Non-Business Majors [*Admission Closed, Fall 2024*]

Certificates
Information Assurance
Insurance
Internal Auditing
Planning & Community Development
Professional Selling

GRADUATE

Master of Business Administration
Business Administration – Accounting Concentration
Business Administration – Finance Concentration
Business Administration – Information System Concentration
Business Administration – Management & Leadership Concentration
Business Administration – Professional Sales Concentration
Business Administration – Supply Chain Management Concentration

Master of Public Administration
Public Administration [*Admission Closed, Fall 2024*]

Master of Science
Applied Economics
Information Assurance – General Information Systems & Security Conc.
Information Assurance – Information Management Concentration
Information Assurance – Information Security Management Conc.
Information Assurance – Network Security Concentration
Information Assurance – Networking Concentration

Certificates
Accounting
Data Analytics
Finance
Information Systems
Management & Leadership

Planning & Community Development
Professional Sales
Supply Chain Management

School of Graduate Studies

Master of Arts
Interdisciplinary Studies

Master of Science
Interdisciplinary Studies

Certificates
Traffic Safety Education

University College

Bachelor of Arts
General Studies (undecided) [*does not lead to degree*]

Honors College

Minors
Honors
Honors Integrated

Pre-Professional Programs

SCSU offers a number of programs which prepare students for post graduate work in professional areas. Preparation sometimes requires a baccalaureate degree. Some, such as pre-medicine are very specific; others are more liberal arts oriented, such as pre-law. Students should meet with advisers who will assist them in selecting the- program best suited to their graduate school and career goals.

Undergraduate preparation and advising available for the following:
• Chiropractic
• Dentistry
• Law
• Medicine
• Mortuary Science
• Occupational Therapy
• Optometry
• Pharmacy
• Physical Therapy
• Physician Assistant
• Veterinary Medicine

Licensure Programs
Some programs require additional courses to seek third-party licensure. Where appropriate, these courses are included in the following course summaries. However, students are ultimately responsible for knowing the requirements of a potential licensure they wish to seek.
Student residing outside the State of Minnesota will want to review more information on resources available outside the state online at https://www.stcloudstate.edu/coeld/students/disclosure.aspx or https://www.stcloudstate.edu/academics/licensure/default.aspx.

_____

DEGREE REQUIREMENTS

More program information and minor course requirements can be found online at catalog.stcloudstate.edu.

Due to archive compilation dates, please note that catalog requirements may be slightly different than a student's individual Degree Audit Report Summary (DARS). Refer to the DARS for curriculum details.

+Programs selected for admission freeze and teach-out, Fall 2024.

UNDERGRADUATE DEGREE OFFERINGS

AA - Liberal Arts and Sciences *(60 credits)*
Program Description
This program builds a foundation in the liberal arts with a program that focuses on skills in computer-based design, creative writing, English, geography, history, languages, legal studies, politics and public relations. Students learn problem solving, critical thinking and communication skills that prepare them for further study or for entry-level work in any environment including positions in business, social services or government agencies. Students will be able to see which areas of study are of most interest and build credits that can help them pursue a bachelor's degree in an area that intersects with their passion.
Program Requirements
Completion of the Liberal Education program. Completion of a minimum of 60 credits with at least a 2.0 grade point average.
St. Cloud State residency requirement of 20 semester credits.

AS - Individualized Studies *(60 credits)*
Program Description
This program will build knowledge and basic skills in computational, earth and life, physical or mathematical sciences. Courses will introduce students to the scientific method and the foundations of a range of science disciplines that will help them acquire a job as a technician in a science-related field or allow students to continue academic studies. Students will learn problem solving, critical thinking and communication skills that prepare them for further study or excellence in a work environment.
Program Requirements
Completion of 30 general education credits from at least 6 of the 10 goal areas. Completion of a minimum of 60 credits with at least a 2.0 grade point average.
St. Cloud State residency requirement of 20 semester credits.

BA - Anthropology *(48 credits)*
Program Description
This program is offered by the Department of Sociology and Anthropology, and offers courses in all branches of anthropology. The program is designed to prepare students for graduate study in anthropology, professional training in other fields, or careers in which a broad base of understanding the human condition is useful. Students gain actual hands-on experience in either archaeology or cultural anthropology.
Program Requirements
Anthropology Core (15 credits): ANTH 101, ANTH 230, ANTH 240, ANTH 250, ANTH 260.
Theory and Practice (6 credits): ANTH 355, ANTH 480.
Cultural research sequence (12 credits): ANTH 450, ANTH 455, ANTH 470; OR Archaeology research sequence (12 credits): ANTH 430, ANTH435, ANTH 470.
Electives

15 credits: Select from non-required ANTH courses at the 200-level or above. No more than 6 credits may be taken at the 200 level. The following courses may be repeated in any combination up to 9 credits each: ANTH 390, ANTH 391, ANTH 392, ANTH 463.
Students fulfill the University's Upper Division Writing Requirement by successfully completing ANTH 470.

Program Student Learning Outcomes
A broad knowledge of the discipline of anthropology and its four fields.
An understanding of contemporary evolutionary theory, including genetic variability, heredity, and natural selection in the microevolution of populations; evolutionary processes leading to macroevolutionary change (speciation); major patterns of variation and adaptation in modern human populations; the place of the human species within a broader context of primate biology and evolution, and an appreciation of how studies of our closest relatives shed light of human behavior and adaptation; the evolutionary history of our subfamily Homininae, involving both knowledge of the fossil evidence for human evolution and the influence of cultural innovation on human evolutionary patterns; and what it means to say that human beings are biocultural organisms.
An understanding of the anthropological concept of culture, including how knowledge of human cultural learning demonstrates the lack of evidence for the existence of biological "races"; how anthropological views of culture have changed over time; how cultural anthropologists use participant-observation to learn about the ways of life of living peoples; the importance of symbolic activity in human activities such as language, the arts, and other creative human activities; how cultural patterns vary over time and across the world; and how cultural anthropologists study contemporary changes in the ways human beings live.
An understanding of anthropological approaches to the human past, including theory in archaeology, archaeological field methods, analysis and interpretation of archaeological data, and cultural patterns and cultural change in the human past.
Knowledge of major research methods used in anthropology, with firsthand research experience in at least one major formal method.
The ability to read, think and evaluate information critically.
The ability to analyze qualitative and quantitative data.
Writing skills: the ability to communicate ideas clearly, to synthesize information, and the ability to analyze and apply anthropological concepts.
Knowledge of, and respect for, human cultural diversity worldwide and through time.
Understanding and application of anthropological theory and method to a variety of settings.

BA - Art *(51 credits)*
Program Description
The BA-Art is designed to give all students an opportunity to develop an awareness of and experience in the visual arts, and an understanding of the history and development of art. Students will take a range of classes in a variety of media including traditional studio (drawing, painting, sculpture, ceramics) lens-based (video and photography), and digital media.
Program Requirements
Materials and Processes (15 credits): ART 101, ART 110, ART 111, ART 120, ART 121.
Foundational Art History (6 credits): ART 230, ART 231.
Studios (12 credits): Complete four classes from at least 3 of the following areas: *2-D*, ART 311 or ART 340 or ART 350; *3-D*, *ART 360* or ART 370; *Digital*, ART 381 or ART 382; *Lens*, ART 383 or ART 385.

Projects (9 credits): ART 423, ART 443, ART 453, ART 473.
Upper Division Art History (6 credits): Complete at least 2 of the following courses: ART 433, ART 434, ART 435, ART 436, ART 437, ART 438.
Electives (6 credits).
Capstone (3 credits): ART 402.
Program Student Learning Outcomes
Demonstrate technical skills sufficient to achieve basic visual communication and expression in one or more media.
Demonstrate perceptual development to achieve basic visual communication and expression in one or more media.
Demonstrate workable connections between concept and media.
Place works of art/design in historical, cultural and stylistic contexts.
Demonstrate understanding of the nature of contemporary thinking on art and design.
Demonstrate rudimentary discernment of quality in design projects and works of art.

BA - Business Economics *(48-51 credits)*
For information about the 5-year B.A/M.S. track, see M.S. Five-Year Track in Economics.
Program Description
The major and minor programs in economics offer students a set of required and elective courses designed to provide students a greater understanding of society and a method of thinking useful for a variety of career opportunities. The economics department offers students majors (1) in an economics concentration through a traditional liberal arts program and (2) in a business economics concentration, which provides training in practical problem-solving techniques useful in private and public sector decision making as preparation for careers in private business, banking and government. The area of Social Science, Social Studies, and Economics also offer economics related programs for teacher preparation.
Program Requirements
Core (39-42 credits): ECON 205; ECON 206; MATH 1106 or MATH 112 or MATH 115 or MATH 196 or MATH 211 or equivalent; IS 242 or STAT 219 or STAT 239 or STAT 242 or equivalent; ECON 405; ECON 406; ECON 481; ECON 417; ECON 470; ACCT 291; ACCT 292; FIRE 371; FIRE 373 (check the catalog for prerequisites).
Electives (9 Credits): Selected from 400-level ECON courses not in the core. ECON 350 or ECON 360 may be substituted for one 400-level course. A maximum of two of the following noneconomics courses may be substituted for ECON electives: ANTH 372, FIRE 471, FIRE 473, FIRE 474, HIST 345, MGMT 365, MGMT 462, MGMT 470, STAT 304, STAT 427, STAT 433 (check the catalog for prerequisites).
The senior seminar (ECON 481) fulfills the University's Upper Division Writing Requirement and is mandatory.
Admission Requirements
Completion of ECON 205 and ECON 206 with a C or better.
Notes
Minimum grade of C (2.0) in each of: ECON 205, ECON 206, ECON 405, ECON 406, and ECON 481.
Minimum grade of C- in core mathematics (MATH 112 or 115 or 196 or 211 or higher) and core statistics (IS 242 or STAT 219 or higher) courses.
Program Student Learning Outcomes
Understand the measurement and determination of aggregate prices and employment, money and banking process, fiscal policy, monetary policy, and economic growth.
Understand forces behind economic decision-making, marginal analysis, consumer and producer behavior in markets, price and output under different market structures, input markets, and policy analysis.

Understand core areas of microeconomics and macroeconomics.
Introductory understanding of the theoretical principles of microeconomics and macroeconomics.
Understand the application of economic models to real-world problems.
Understand econometrics and/or forecasting and application of these techniques to a capstone research study.
Become familiar with the many competing goals societies face. Students will learn that diversity exists regarding the values people place on alternative goals, and the tradeoffs that exist when public policy attempts to further these goals.
Understand the application of economic principles such as cost-benefit analysis to contemporary local, national and global public-policy issues in the students' elective coursework.
Learn the professional expectations of the discipline, as well as incorporating the skills of related disciplines contributing to economic knowledge.
Able to combine economic models with statistical tools to conduct empirical analyses.
Students will have an understanding of human behavior, market behavior, and the behavior of the aggregate economy with the ability to apply this set of tools in various market opportunities, pursue graduate work in economics, and pursue graduate work in related disciplines.

BA - Communication Studies *(39 credits)*
Program Description
This program helps students to understand communication theory in a variety of contexts: interpersonal, small group, organizational, and public communication. Several types of major and minor programs (including teacher education programs, an interdepartmental major, and a minor in intercultural communication) prepare students to analyze and practice communication in business and professional situations (both profit and non-profit), in educational settings (including preparation for graduate school) and in the community at large.
Program Requirements
Core (18 credits): CMST 210 or CMST 211 or CMST 310; and CMST 220 or CMST 320 or CMST 321 or CMST 322; and CMST 300 or CMST 319; and CMST 330 or CMST 338 or CMST 339; and CMST 301 or CMST 404; and an Upper Division Writing course.
Electives (21 credits): Any CMST courses including those not chosen for the core.
Students fulfill the University's Upper Division Writing Requirement by successfully completing one of the following: CMST 410, CMST 411, CMST 412, CMST 420, CMST 428, CMST 429, CMST 439, CMST 448.
Program Student Learning Outcomes
Students will be able to explain major communication theories and apply them to multiple and diverse contexts.
Students will be able to design and evaluate communication studies research.
Students will be able to demonstrate communication competency in multiple contexts.
Students will be able to demonstrate skills in critical thinking.

BA - Criminal Justice Studies *(45-49 credits)* +
Program Description
This program emphasizes the inter-relatedness of law enforcement, court services, corrections, juvenile justice and private security within the criminal justice continuum.
Program Requirements
Core (30-43 Credits, all concentrations): CJS 111, CJS 411, CJS 415, CJS 420, CJS 430, CJS 431, CJS 433, CJS 486, CJS 487, CJS 488, and PSY 200 and PSY 201, or SOC 304, or STAT 219. Corrections and Reentry Concentration: (9 credits) CJS 441, CJS 444, CJS 470. Public and Private

Safety Concentration: (9 credits) CJS 444, CJS 455, CJS 465. Victim Services Concentration: (9 credits) CJS 442, CJS 482, CJS 485. 21st Century Policing: (9 credits) CJS 420, CJS 444, CJS 465.

Electives (6-15 credits, CJS approved elective courses): CJS 305, CJS 325, CJS 401, CJS 420, CJS 421, CJS 422, CJS 425, CJS 441, CJS 444 (max. of 16 credits), CJS 445, CJS 446, CJS 450, CJS 455, CJS 457, CJS 461, CJS 465, CJS 470, CJS 473, CJS 480, CJS 482, CJS 485, CJS 489, CJS 490, CJS 496, CJS 199-499 (1-16 credits); CHEM 207, CHEM 307; CMST 412; ECON 381; ENGL 216; GEOG 490; HLTH 405; HIST 350; PHIL 212, PHIL 482; POL 413, POL 491, POL 492; SOC 366, SOC 367, SOC 368; SSCI 460, STAT 219. Courses required in the core or selected concentration cannot count as electives.

Students fulfill the University's Upper Division Writing Requirement by successfully completing CJS 488.

Admission Requirements
GPA: 2.65

To be eligible to apply for the BA in CJS, students must have completed 12 credits at SCSU, including CJS 111, with an earned GPA of 2.65 or higher.

Notes
To be eligible to graduate with a BA in CJS, students must have a GPA of 2.5 or higher in CJS courses.

Licensure: The Minnesota Peace Officers Standards and Training (POST) Board criteria states that students who wish to pursue a career in law enforcement in the State of Minnesota must meet licensing requirements for both education and training.

To be eligible to attend the law enforcement skills training, students must complete CJS 111, CJS 421, CJS 422, and CJS 431 with a minimum GPA of 2.65. Students must also complete a Minnesota Emergency Services Regulatory Board (EMSRB) approved First Responder level or higher certification.

PSY 201 has the prerequisites: PSY 115 and MATH 112 or equivalent; STAT 219 has prerequisites: MATH 193 or STAT 193 or satisfactory math placement score.

Program Student Learning Outcomes
Administration of Justice: Contemporary criminal justice system, major systems of social control and their policies and practices; ethics, victimology, juvenile justice; comparative criminal justice.

Corrections: History, theory, practice and legal environment, development of correctional philosophy, ethics, incarceration, diversions, community-based corrections, treatment of offenders.

Theories of Crime and Justice: The nature and causes of crime, typologies, offenders, and victims; policy implications of theories; ethics; legal and criminal justice system responses to crime and victimization.

Law Adjudication: Criminal law, criminal procedures, ethics, prosecution, defense, and court procedures and decision-making.

Law Enforcement: History, theory, practice and legal environment, police organization, discretion, ethics and subculture.

Research and Analytic Methods: Quantitative and qualitative methods for conducting and analyzing criminal justice research in a manner appropriate for undergraduate students. Application of data analysis and statistics for measuring crime and assessing criminal justice system responses to crime.

BA - Earth Sciences *(49-64 credits)*
Program Description
This program will meet licensure requirements for beginning teachers of any science at the 5-8 grad levels and of earth and space science at the 9-12 grade levels.
Program Requirements
Students must complete a core of required courses and pursue one of the concentrations.

Core (25-27 credits, required by all majors): AHS 220, AHS 230, AHS 260, AHS 491, AHS 492; CHEM 210; MATH 115 or both MATH 112 and MATH 113; PHYS 231 or PHYS 234.

General Earth Science Concentration (24 additional credits): 24 credits of AHS electives numbered 300 or above with adviser approval.

Environmental Geology Concentration (37-38 additional credits): AHS 307, AHS 322, AHS 325, AHS 332, AHS 336, AHS 423; CHEM 211; ETS 367; GEOG 216, GEOG 316, and 3-4 credits chosen from AHS 334, AHS 438, CHEM 320, ETS 368, ETS 373, ETS 465, ETS 467, GEOG 350, GEOG 416, GEOG 472 with adviser approval.

AHS 491 and AHS 492 meet the upper division writing requirement.

Program Student Learning Outcomes
Student will be able to demonstrate technical skills required for the earth science professions.

Student will be able to demonstrate a knowledge of the earth sciences appropriate to the Bachelor of Arts level.

Student will be able to communicate earth science information orally and in writing according to professional standards.

Student will be able to apply scientific reasoning to earth science problems.

BA - Economics *(45-48 credits)* +
For information about the 5-year B.A/M.S. track, see M.S. Five-Year Track in Economics.
Program Description
The major and minor programs in economics offer students a set of required and elective courses designed to provide students a greater understanding of society and a method of thinking useful for a variety of career opportunities The economics department offers students majors (1) in an economics concentration through a traditional liberal arts program and (2) in a business economics concentration, which provides training in practical problem solving techniques useful in private and public sector decision making as preparation for careers in private business, banking, and government. The area of Social Science, Social Studies, and Economics also offer economics related programs for teacher preparation.
Program Requirements
Core (24-27 credits): ECON 205; ECON 206; MATH 112 or MATH 115 or MATH 196 or MATH 211 or equivalent; IS 242 or STAT 219 or STAT 242, or equivalent; ECON 405; ECON 406; ECON 470 or ECON 485; ECON 481.

Electives (21 Credits): Selected from 400-level ECON courses not in the core. ECON 350 or ECON 360 may be substituted for one 400-level course. With approval of the adviser, the following courses (all with required prerequisites) may be substituted for ECON electives: MATH 221, MATH 222, MATH 312, MATH 321. Alternatively, a maximum of two of the following may be substituted for ECON electives: ANTH 372, FIRE 371, FIRE 373, HIST 345, POL 313, POL 380, POL 463, STAT 304, STAT 427 (check the catalog for prerequisites).

The senior seminar (ECON 481) fulfills the University's Upper Division Writing Requirement and is mandatory.

Admission Requirements
Completion of ECON 205 and ECON 206 with a C or better.
Notes
Minimum grade of C (2.0) in each of: ECON 205, ECON 206, ECON 405, ECON 406, and ECON 481.

Minimum grade of C- in core mathematics (MATH 112 or 115 or 196 or 211 or higher) and statistics (IS 242 or STAT 219 or higher) courses.
Program Student Learning Outcomes
Understand the measurement and determination of aggregate prices and employment, money and banking process, fiscal policy, monetary policy, and economic growth.

Understand forces behind economic decision-making, marginal analysis, consumer and producer behavior in markets, price and output under different market structures, input markets, and policy analysis.
Understand core areas of microeconomics and macroeconomics.
Introductory understanding of the theoretical principles of microeconomics and macroeconomics.
Understand the application of economic models to real-world problems.
Understand econometrics and/or forecasting and application of these techniques to a capstone research study.
Become familiar with the many competing goals societies face. Students will learn that diversity exists regarding the values people place on alternative goals, and the tradeoffs that exist when public policy attempts to further these goals.
Understand the application of economic principles such as cost-benefit analysis to contemporary local, national and global public-policy issues in the students' elective coursework.
Learn the professional expectations of the discipline, as well as incorporating the skills of related disciplines contributing to economic knowledge.
Able to combine economic models with statistical tools to conduct empirical analyses.
Students will have an understanding of human behavior, market behavior, and the behavior of the aggregate economy with the ability to: apply this set of tools in various market opportunities, pursue graduate work in economics, and pursue graduate work in related disciplines.

BA - English *(40 credits)*
Program Description
A general program that focuses on the English language, including its history, structure and related communications skills; and the literature and culture of English-speaking peoples. Emphases options: Literature, Creative Writing, Linguistics, English Studies, and Professional Writing, Media, and Rhetoric.
Program Requirements
Core (25-30 credits): 6-7 credits: ENGL 300 and choose one course from ENGL 331, ENGL 332, ENGL 333, or ENGL 334. 10-11 literature credits: Choose one course from ENGL 203, ENGL 215, ENGL 216, ENGL 302, ENGL 303, ENGL 305, ENGL 307, ENGL 414, ENGL 432, or ENGL 493. Choose one course from ENGL 310, ENGL 311, ENGL 312, or ENGL 313. Choose one course from ENGL 321, ENGL 322, ENGL 323, ENGL 325, ENGL 326, ENGL 327, ENGL 328, ENGL 423, or ENGL 424. 6-8 credits from ENGL 280, ENGL 334, ENGL 353, ENGL 403, ENGL 430, ENGL 431, ENGL 434, ENGL 437, ENGL 447, ENGL 453, ENGL 490, or ENGL 497. 3-4 credits from ENGL 308, ENGL 361, ENGL 402, ENGL 405, ENGL 436, or ENGL 464. (At least 8 credits in ENGL must be at the 400 level.)
Electives (10-15 credits): any ENGL courses numbered higher than 201, for example ENGL 202, ENGL 205, ENGL 306, CMST 306, ENGL 431, ENGL 436, ENGL 465, ENGL 466, ENGL 469, ENGL 481, or creative writing courses.
Students fulfill the University's Upper Division Writing Requirement by successfully completing ENGL 331, ENGL 332, ENGL 333, or ENGL 334.
Admission Requirements
GPA: 2.50
Notes
BA English Majors (except for those enrolled in the 45-credit Literature concentration) must elect a minor program of study or must complete one year of a foreign language.
Program Student Learning Outcomes
Learn to read and write about texts, demonstrating sensitivity to language, meaning, tone, imagery, point of view, and socio-historical context.

Learn to develop an effective written response, argument, or exposition that is appropriate for a particular purpose, audience, situation, and authorial role.
Develop familiarity with a broad range of the literatures in English--as appropriate to each major program--in terms of its integrating traditions and its diversity.
Learn to recognize and work with the technique and form of a work in relation to its genre, and to see works within a genre tradition.
Learn to respond with understanding and critical sophistication to works that embody behaviors, values, and perspectives that are unfamiliar to the student's own point of view.
Develop an awareness of the disciplinary frameworks, terminology, and theoretical and critical issues in English studies.

BA - Film Studies *(41 credits)*
Program Description
Students can become grounded in film theory, criticism and history. The programs prepare students for careers as teachers, directors, designers and performers, or as an avocation.
Program Requirements
Core (29 credits): FS 175, FS 260, FS 270, FS 294, FS 394, FS 396, FS 451, FS 452, FS 496.
Electives (12 credits): Select from FS 264*, FS 360, FS 370, FS 394*, FS 395*, FS 401*, FS 464*, FS 470*, FS 474*, FS 490, FS 491.
Students fulfill the University's Upper Division Writing Requirement by successfully completing FS 496.
Notes
This major requires either one year in a single foreign language OR a minor.
*See course descriptions for repeatability limits.
Program Student Learning Outcomes
Students will be able to correctly use film terminology and the tools of objective description.
Students will be able to conceptualize and create films from the perspectives of image, story-telling, and emotion.
Students will be able to write critically about the cinema from a multicultural and global perspective.
Students will be able to analyze and write critically about film from a cultural and ideological perspective.
Students will be able to describe major historical landmarks in the development of cinema and conduct historical research.
Students will be able to recognize major theoretical and aesthetic paradigms.

BA - Gender and Women's Studies *(36 credits)* +
Program Description
The Gender & Women's Studies program helps students find their voice, passion, and purpose to become active leaders in their lives and in society. Students study interdisciplinary feminist analysis of gender as it intersects with race, class, sexuality, immigrant status, disability, and national identity. By examining the structural interlocking systems of oppression, both nationally and transnationally, students can better understand the historical and current power dynamics in society. By studying how marginalized groups have always worked for social change, students are prepared to create liberatory social transformation.
Gender & Women's Studies classes feature interactive and applied learning. Students participate in a dynamic feminist community, often becoming leaders in campus/community initiatives and organizations. GWS offers supportive mentoring from feminist faculty/staff and dynamic learning both in and out of the classroom (including optional internships). In this program, students learn to empower themselves

_____

and each other toward liberatory social justice.

Gender & Women's Studies programs greatly enhance a variety of career paths, including social work, psychology, public health, education, journalism, public relations, international relations, global studies, communication studies, the arts, and business.

Program Requirements

Core (21 credits): GWS 201, GWS 270, GWS 315, GWS 340, GWS 415, GWS 485; ETHS 405 or GWS 405.

Electives (15 credits): Courses by approval of GWS advisor from the list of approved electives on the program website. Up to four credits of GWS 444 may be counted toward the major.

Students fulfill the University's Upper Division Writing Requirement by successfully completing GWS 415.

Notes

BA Gender & Women's Studies majors must complete a second major or a minor program of study.

Program Student Learning Outcomes

Students will develop a foundation of Women's Studies ideas, theories, and frameworks of analysis around both national and global issues.

Students will learn how to develop intersectional analysis of race, class, gender, sexuality, and geographic or national location as they study contemporary issues and systems of oppression.

Students will learn diverse feminist methodologies for feminist research and analytical practices and become familiar with the types of analytical questions relevant to a Women's Studies analysis.

Students will be exposed to the interdisciplinary nature of Women's Studies by taking courses in a variety of disciplines and by considering the interdisciplinary nature of scholarship and issues in the field.

Students will become adept at applying Women's Studies concepts and frameworks of analysis to a variety of contemporary women.

BA - Geography *(36 credits)* +

Program Description

This program provides the student with a greater awareness of travel and tourism phenomena and the industry and organizations that support it. Emphasis is placed on increased understanding travel and tourism as a system of interrelated components, which include tourists, destinations, transportation systems, business and the natural environment. Important elements of travel and tourism training include tourism geography, transportation, facilities management, marketing, planning and development and travel operations.

Program Requirements

Core (18 credits): GEOG 106 or GEOG 111, GEOG 216, GEOG 270 or GEOG 271, GEOG 272, GEOG 390, GEOG 432.

Electives (18 credits): must be upper division courses--internships are in addition to the 36 credits. A minimum of 3 credits and a maximum of 6 credits (of the 18 upper division) taken from regional courses (GEOG 368, GEOG 369, GEOG
373, GEOG 374, GEOG 376, GEOG 378, GEOG 384); GEOG 410 may be substituted with approval of advisor.

Completion of GEOG 432 with a grade of C- or better fulfills the university's upper division writing requirement.

Notes

This major requires either one year in a single foreign language OR a minor.

Program Student Learning Outcomes

Understand spatial processes and patterns at the local, national and global scales.

Understand and appropriately apply geographic methods.

Understand the key concepts of place, space, landscape and region.

Understand globalization processes and effects.

BA - Global Studies *(39 credits)* +

Program Description

A program that focuses on global and international issues from the perspective of the social sciences, social services, and related fields.

Program Requirements

Core (15 credits): GLST 195, POL 353, and ANTH 250 or ECON 350, and a social science research methodology course after consultation with the advisor, and GLST 490.

Electives (24 credits): Completed with advisor's approval of which 12 must be topical and 12 must be regional.

GLST 490 satisfies the Upper Division Writing requirement as a capstone seminar with a major research paper.

Notes

Each GS major must have 16 credits (two full years) of foreign language or demonstrate the equivalent proficiency as verified by Languages and Cultures department. Native speakers of a language other than English may qualify for a waiver (see advisor for testing requirements).

Up to 9 credits of GLST 444 Internship or 12 credits of education abroad can be applied to satisfy the electives in the program.

Program Student Learning Outcomes

The student critically analyzes international and global issues.

The student understands the different disciplinary perspectives on international and global matters.

The student understands international and global issues.

The student evaluates international and global issues.

The student analyzes information on international and global issues.

The student communicates orally and in writing about specific international and global issues.

The student appreciates the impact of global phenomena from a variety of disciplinary perspectives.

The student acquires an increased appreciation of diverse social, cultural, political, and economic systems.

BA - History *(42 credits)*

Program Description

This program provides a historical perspective, an understanding of cultural heritage, and analysis of and insight into the present conditions of societies. The program gives a broad knowledge and/or preparation for special careers. A well-planned program, including a history major or minor, can lead to a wide variety of career choices in archival/museum work, communications/publishing, government agencies and private industry, law or teaching.

Program Requirements

Core (21 Credits): HIST 291, HIST 391, HIST 491. Choose two courses from: HIST 109, HIST 140, HIST 141; Choose two courses from: HIST 106, HIST 110, HIST 111.

Electives (21 credits): HIST courses. No more than 1 course at the 100-or 200-level. Choose at least 1 course focused outside the U.S. and Europe: HIST 361, HIST 362, HIST 365, HIST 369, HIST 370, HIST 371, HIST 402, HIST 467, HIST 486, or other course by advisor permission.

Students fulfill the University's Upper Division Writing Requirement by successfully completing HIST 491.

Admission Requirements

Students are required to take either a minimum of one year in a foreign language or a minor outside of history.

Program Student Learning Outcomes

Knowledge of content in American, European, and non-Western History.

Knowledge of the interpretative and multi-disciplinary nature of history.

Ability to think critically.

Ability to do historical research.

Ability to communicate in writing and verbally.

Awareness of and appreciation for cultural difference.

BA - Hospitality and Tourism *(57 credits)* +
Program Description
The Hospitality and Tourism major prepares students for careers in one of the world's fastest growing industries. Graduates of the program work for major companies and corporations in Minnesota and throughout the United States and abroad in such areas as travel planning, lodging, airlines, attractions/events management, corporate travel, cruise lines, government, tour operations, destination management offices and many more. Through class activities, applied research projects, site visits, and invited speakers, students gain the necessary tools and experience to build successful careers in the hospitality and tourism industry.
Program Requirements
Core (36 credits): Program (15 credits): HTSM 111, HTSM 215, HTSM 415, HTSM 425, HTSM 434. Cognate Requirement (15 credits): ACCT 291, BLAW 235, MGMT 201, CNA 169 or CSCI 169, MKTG 220 or HTSM 395. Practical Field Experience (6 credits): HTSM 444.

Electives (21 credits): Student selects either HOSPITALITY Emphasis (15 credits): HTSM 294, HTSM 297, HTSM 360, HTSM 362, HTSM 364, HTSM 368, HTSM 370, HTSM 372, or HTSM 498. TOURISM DEVELOPMENT Emphasis (15 credits): HTSM 396, HTSM 496, HTSM 497, HTSM 498, GEOG 393, CMTY 350, CMTY 464, or CMTY 455. And all students choose REGIONAL Electives (6 credits): GEOG 368, GEOG 369, GEOG 373, GEOG 374, GEOG 376, GEOG 378, GEOG 384, or GEOG 410.
To satisfy the UDWR students in the Hospitality and Tourism major will need to complete HTSM 434 Hospitality and
Tourism Seminar with a grade of "C" or better.
Admission Requirements
Completion of HTSM 111 Introduction to Hospitality and Tourism with a "C" grade or better.
Notes
All of the following must be completed with a "C" grade or better: HTSM 111, HTSM 215, HTSM 415, HTSM 425, HTSM 434.

Students choose either Hospitality Emphasis or Tourism Development Emphasis, and then all students take courses from the Regional Electives.
Program Student Learning Outcomes
Expand understanding of hospitality and tourism, the industries and organizations that support it, and the global impacts hospitality/tourism has on people, places and cultures.
Understand the interconnectedness of place and the linkages (political, transportation, cultural) between tourist generation regions and destinations.
Value geographic diversity (physical, cultural, and economic) as a catalyst for tourism, and recognize the importance of conservation in protecting these resources.
Demonstrate interpersonal communication, both oral and written, research, analytical and leadership skills in preparation for success as a hospitality and tourism professional.

BA - International Relations *(40 credits)*
Program Description
A program that focuses on the systematic study of international politics and institutions, and the conduct of diplomacy and foreign policy. Includes instruction in international relations theory, foreign policy analysis, national security and strategic studies, international law and organization, the comparative study of specific countries and regions, and the theory and practice of diplomacy.
Program Requirements
Core (12 credits): POL 101, POL 111, POL 201, POL 251. 15 credits: POL 337, POL 353, POL 354, POL 355, POL 454.

Electives (6 credits): Select from POL 351, POL 451, POL 452, POL 453, POL 456, POL 457, POL 458.
Comparative Government Electives [Pick 2]: POL 331, POL 332, POL 333, POL 334, POL 335, POL 336, POL 338, POL 339, POL 434, POL 436.
Students fulfill the University's Upper Division Writing Requirement by successfully completing the senior project course POL 420.
Admission Requirements
The student must submit a transcript or course summary.
A student must have completed POL 101, POL 111, and POL 251 with a "C-" or better in each course in order to be admitted into the major.
Notes
Lower division courses are offered each semester. Required upper division courses are offered annually. Elective courses are offered only in alternate years. All course work must receive at least a "C-" to count towards the major. See the Department of Political Science for instructions on the application process.
Program Student Learning Outcomes
Foundation in political ideas and institutions both nationally and globally.
Diverse methodologies and data collection and analysis techniques necessary to engage in sophisticated analysis of political phenomenon. Knowledge of emerging political and governmental issues in the Nonwestern World.
Thorough grounding in the policies and processes, governing systems, and political behavior of actors in the international system.
Enhanced understanding of the interaction of state and non-state actors in the international system and how these interactions impact each other in such areas as conflict, conflict resolution, environmental sustainability.
Understand the diversity of international actors in county and regional specific courses.
Increased analytical and critical thinking skills after surveying their major learning experiences and addressing career discipline issues.

BA - Mathematics *(41-49 credits)*
Program Description
This program offers training which prepares students for mathematics careers in business, government, industry, education, and/or graduate study.
Program Requirements
Core (22 credits): MATH 221, MATH 222, MATH 271, MATH 304, MATH 312, MATH 321; MATH 325 (3-4 credits; MATH 327 may be substituted for MATH 325).
Programming (3-7 credits): MATH 252 (CNA 267 or CSCI 201 may be substituted for MATH 252).
Electives (4 credits): choose at least one course, MATH 411 or MATH 421 (A second Core Math Elective may be counted as a
Supporting Math Elective).
Supporting Math Electives (minimum 10 cr.): choose three or four courses, MATH 252, MATH 353, MATH 423, MATH 427, MATH 452, MATH 455, MATH 465, MATH 480, STAT 447, STAT 448. MATH 252 satisfies the Programming requirement [MATH 252, CYP 267, CSCI 201] and also counts as a Supporting Math Electives.
Students fulfill the University's Upper Division Writing Requirement by successfully completing MATH 485 with a grade of "C-" or better.
Admission Requirements
GPA: 2.0
Completion of MATH 221 and MATH 222 and at least three program credits at SCSU. 2.4 GPA in all program courses. A student who fails or withdraws from three or more mathematics courses may be denied admission to the major.

Notes

Students are required to complete one of the following: 1) a minor from the College of Science and Engineering or a minor from Economics or Information Systems; 2) the Philosophy Minor for Mathematics majors; 3) a second major; or 4) 12 additional credits in Mathematics or science that are approved by the Mathematics and Statistics Department. Students must earn at least a "C-" in all program courses.

Program Student Learning Outcomes

Demonstrate mastery of a body of mathematical knowledge.

Reason mathematically.

Apply mathematics to solve problems using analytic, graphing and numerical methods.

Communicate in the language of mathematics, both orally and in writing.

Demonstrate an understanding of the breadth of mathematics and the connections between mathematics and other disciplines.

Undertake individual, creative work.

BA - Music *(40 credits)* +

Program Description

This program is developed to prepare students for private studio teaching and/or further graduate study for careers in professional performance and college teaching.

Program Requirements

Core (37 credits): MUSM 101, MUSM 111, MUSM 125, MUSM 202, MUSM 205, MUSM 212, MUSM 303, MUSM 313, MUSM 352, MUSM 353, MUSP 373. 4 semesters of applied major (must pass 200 level). 4 semesters of performing organization. 4 semesters of MUSP 100.

Electives (3 credits): Music electives.

Students fulfill the University's Upper Division Writing Requirement by successfully completing MUSM 353.

Admission Requirements

Successful admittance into an applied studio is required for all music majors. See department website for specific requirements for each applied studio.

Notes

A grade of "C" or above in all music classes is required for all music major or minor degree programs. A "C-" in a music course is not considered a passing grade for the music major. All students will demonstrate functional piano skills as a requirement for graduation. Students satisfy this requirement by successfully completing the degree curriculum. See department for details.

Program Student Learning Outcomes

Understand and be able to apply analytical, aural and keyboard skills in a variety of musical situations.

Student shall demonstrate skills necessary to analyze music from diverse periods and cultures, and be able to use the analysis to enhance performance, conducting, and/or teaching; shall demonstrate application of keyboard skills appropriate for music concentration; and demonstrate advanced sight-singing and melodic, harmonic, and rhythmic dictation skills.

Demonstrate knowledge and understanding of a diverse body of music in its historical and cultural context. Student shall demonstrate knowledge of significant composers (both Western and non- Western) with respect to their life span, cultural influences, style, and most representative works; and shall demonstrate an understanding of dynamic relationships among musical structure, music history, and performance practices.

Apply music technology in its various forms for teaching, performance, composition, and/or scholarly pursuits. Student shall demonstrate skill in creating derivative or original music that is notated using music technology and created using music technology; shall demonstrate skill

in using music technology in rehearsal, performance and pedagogy; and shall demonstrate technological skills necessary to complete advanced undergraduate music research projects.

Demonstrate knowledge of styles, literature, advanced solo and ensemble performance skills on at least one instrument from wind, percussion, string, keyboard or voice. Student shall demonstrate skills requisite for artistic self-expression in at least one major performance area at a level appropriate for their music concentration; shall demonstrate understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory; and shall demonstrate growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences.

Demonstrate ability to act independently at a high level as a musical creator, scholar, performer, and/or teacher. Student shall demonstrate skills and dispositions required to be an independent and collaborative musician in the area of concentration; and shall produce at least one high quality composition, performance, teaching unit or other musical artifact with a minimum of guidance from faculty.

Demonstrate ability to communicate effectively--musically, verbally and in writing. Student shall demonstrate ability to communicate musically with a variety of audiences; shall demonstrate verbal ability required for communication with a variety of groups, including audiences, students, and musicians; and shall research and write scholarly papers at a level appropriate for upper division students.

BA - Planning and Community Development *(42 credits)*

Program Description

Community Development is a dynamic field of study that works to improve the economic, social, and environmental qualities of our communities. It focuses on the design and implementation of programs designed to make a community a better place to live and work. Community Development integrates the following key elements: the characteristics of rural, suburban, and urban communities, emphasizing their heritage, built and natural environments, economic and social conditions, and cultural features; the issues confronting communities, such as suburban sprawl, rural development, affordable housing, traffic congestion, downtown revitalization, aging populations, heritage preservation, and neighborhood cohesion, to name a few; and strategies to address community issues, which can combine aspects of community organization, urban and regional planning, citizen participation, community design, economic development, advocacy, and sustainable development.

Program Requirements

Core (42 credits): CMTY 200, CMTY 333, CMTY 350, CMTY 354, CMTY 363, CMTY 367, CMTY 369, CMTY 422, CMTY 444, CMTY 450, CMTY 451, CMTY 452, CMTY 454, CMTY 464.

Students fulfill the University's Upper Division Writing Requirement by successfully completing CMTY 350 with a grade of C or better.

Notes

This major requires either one year in a single foreign language or a minor.

Program Student Learning Outcomes

Fully comprehend the basic physical, social, and economic characteristics of urban, suburban, and rural communities, together with the key problems and issues facing these communities and strategies used by Community Development and Planning professionals to address these issues.

Basic interpersonal communication, oral and written communication, research, analytical, and teamwork skills to become a successful Community Development professional.

_____

BA - Political Science *(37 credits)*
Program Description
This program enhances civic understanding, provides pre-professional training, and serves as a basis for entering a professional position. Students complete courses in all general areas of the discipline and are given the opportunity to specialize by selecting electives in areas of American politics, comparative politics, international relations, and political theory. The department also offers survey research training and a pre-law program. A social studies program with a political science emphasis provides a background for teaching at the secondary school level.
Program Requirements
Core: POL 101, POL 111, POL 201, POL 251 and POL 420. One course in American government (300 or 400 level). One course in comparative government (300 or 400 level). One course in international relations (300 or 400 level). One course in political theory (300 or 400 level). Electives (12 Credits): approval of the department.
Admission Requirements
A student must pass POL 101 and POL 111 with a grade of "C-" or better before admission to the major.
Completion of POL 101, POL 111.
Notes
Any POL course not used to meet the requirements may be used as an elective, with the following exceptions: A maximum of 6 credits from POL 444 and up to 3 credits of independent study as a survey director may be earned.
A maximum of 3 credits may be used from non-departmental offerings, including the following courses: ECON 350, ECON 360, ECON 460, ECON 461, ECON 474, ECON 478, ECON 483 and other courses by petition and with the approval of the department.
At least 24 credits must be taken at the 300 level or above.
For a current list of courses, see the Department of Political Science Office.
Program Student Learning Outcomes
Foundation in political ideas and institutions both nationally and globally.
Diverse methodologies and data collection and analysis techniques necessary to engage in sophisticated analysis of political phenomenon.
Understand disciplines of political science.
Enhanced analytical and critical thinking skills after surveying major learning experiences and addressing career discipline issues.

BA - Professional Communication *(45 credits)*
Program Description
This online, interdisciplinary program brings together communication courses primarily from Communication Studies, English, and Mass Communications with a focus on workplace communication and grounded in both theory and application and real-world experience. Students have an opportunity to take courses that emphasize digital communication and communicating with diverse audiences. Students can take the program entirely online, but some courses are also available face-to-face.
Program Requirements
Core (39-42 Credits): PCOM 300, ENGL 403, ENGL 405, MCOM 200, MCOM 203, CMST 300, CMST 341, PHIL 329, PCOM 494; MCOM 300 or ENGL 308 or CMST 441 or CMST 448; ENGL 332 or MKTG 333 or MCOM 375; ENGL 430 or ENGL 434 or ENGL 437 or MCOM 260; CMST 330 or ENGL 432; select one or two of the following: ENGL 497 or MCOM 444 or CMST 444 or PHIL 329 or CMST 404.
Electives (3-6 Credits): Select one of the following: 1. 3-6 credits from ENGL, CMST, or MCOM as approved by advisor. 2. 3 credits from ENGL, CMST, or MCOM as approved by advisor or 3 credits of internship in

ENGL 497 or MCOM 444 or CMST 444. ENGL 332 or MKTG 333.
Program Student Learning Outcomes
Create effective communication strategies appropriate for diverse audiences and purposes.
Evaluate concepts and apply theories in the use and presentation of images and information.
Conduct research and evaluate information by methods appropriate to the professional context, audience and desired outcome.
Evaluate communication artifacts for their ethical dimensions.
Critically evaluate their own work and that of others for accuracy, fairness, clarity, and professionalism.
Create a personal brand and develop a plan for promoting it.

BA - Psychology *(41 credits)*
Program Description
This program provides students the opportunity to learn the science of psychology and to study a variety of areas of psychology, including disorders, developmental, cognitive, industrial, and social psychology, as well as gain research experience. We prepare students for a variety of career paths in human services, graduate school (e.g., clinical psychology, school psychology, counseling, occupational therapy) or other professional programs (e.g., medical school, law school, human resources, etc.). Capstone courses encourage students to apply their knowledge in an internship, seminars, or intensive research. Graduates work in a variety of human service and business settings where a Psychology B.A. provides a useful background. NOTE: Students in this program may take on-ground and/or online courses in any combination OR may apply to the completely online program.
Program Requirements
Core (32 credits): 14 credits: PSY 115, PSY 119, PSY 200 and PSY 201 (taken as co-requisites), PSY 202, PSY 380. Foundations (15 credits): select from the following, PSY 240, PSY 250, PSY 270, PSY 327, PSY 353, PSY 378, PSY 386, PSY 490. Capstone (3 credits): PSY 401, PSY 429, PSY 430, or PSY 432.
Electives (9 Credits): Select any Psychology courses with advisor's permission.
The upper division writing requirement may be met by the successful completion of any of the capstone courses: PSY 401, PSY 429, PSY 430, PSY 432.
Admission Requirements
GPA: 2.50 overall
Notes
In order to graduate, students must have a Minor or one year of foreign language and 15 Psychology credits in residence. A minimum 2.5 GPA in Psychology is also required.
Program Student Learning Outcomes
Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
Students will understand and apply psychological principles to personal, social, and organizational issues.
Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
Students will be able to communicate effectively in a variety of formats.

Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

BA - Sociology *(36 credits) +*
Program Description
The Sociology major has a strong theory and methods core. Sociology majors find employment in a variety of occupations, including human services, corrections, law enforcement, marketing, management, human resources, research, and social activism. The sociology program also provides excellent preparation for graduate study in sociology and related fields. Although the Sociology major can work well for many students, it is especially appropriate for students who are double majors, students who already have substantial work experience, and students who plan to enter professional schools or traditional sociology graduate programs immediately after graduation.

Program Requirements
18 credits: SOC 111 or SOC 160 (preferred), SOC 201, SOC 302, SOC 303, SOC 304, SOC 365.

9 credits from one of the four following areas:

Social Problems, Deviance and Social Justice: SOC 211, SOC 362, SOC 366, SOC 367, SOC 368, SOC 374, SOC 460, SOC 473.

Family, Health and Aging: SOC 273, SOC 276, SOC 350, SOC 355, SOC 365, SOC 374, SOC 412, SOC 472, SOC 475, other electives: SOC 310, SOC 366, SOC 400, SOC 460, SOC 462, SOC 473 with advisor approval.

Political Economy of Society: SOC 273, SOC 345, SOC 355, SOC 362, SOC 389, SOC 455, SOC 456, SOC 460, other courses such as SOC 400, SOC 412, SOC 462, SOC 468, SOC 473, SOC 482 with advisor approval.

Global Sociology: SOC 200, SOC 345, SOC 355, SOC 362, SOC 374, SOC 412, SOC 467, SOC 468, SOC 474, SOC 475, SOC 482, other courses such as SOC 400, SOC 460, SOC 462 with advisor approval.

Electives (9 credits): sociology emphasis and elective courses must be at 300/400-level and none may be at 100-level. ANTH 250 may be used for 3 elective credits with approval of advisor.

Students fulfill the University's Upper Division Writing Requirement by successfully completing SOC 488; SOC 480 may be substituted with approval of advisor (480 requires an applied project).

Admission Requirements
GPA: 2.0
Notes
This major requires either one year in a single foreign language OR a minor.

Program Student Learning Outcomes
Students in the program will exhibit communication and research skills such that they will participate effectively in group processes and function as a working member of a team; be able to identify and describe major patterns in statistical or narrative data and understand how to use computer hardware and software to conduct online library searches, to conduct web searches, to enter information into databases, and to analyze statistical and narrative data.

Students in the program will develop a sociological orientation, such that they will be familiar with the ethical standards of the discipline, as outlined in the ethics codes of the American Sociological Association and/or the Association for Applied and Clinical Sociology and/or apply those ethical standards.

Students in the program will be socially responsible citizens, such that they will be able to critically evaluate evidence and research about social conditions, express desire to change social conditions that they determine are unjust or oppressive and demonstrate an understanding of the importance of transnational/global perspectives.

Students in the program will be familiar with the discipline of sociology, such that they will be able to describe what sociology is and how it differs from other social sciences; be able to describe and provide examples of the social construction of reality at the micro, meso, and macro levels of analysis and be able to adopt a sociological perspective toward a situation or problem and explain how this perspective is sociological.

Students in the program will be familiar with sociological theory such that they will understand the value, as well as the limitations, of sociological theories as tools for examining issues & making recommendations for change; be able to describe, compare, apply, and/or critique sociological theories at the micro, meso, and macro level and be able to explain and provide examples of how theory influences practice and how practice influences theory.

Students in the program will be familiar with research methods and their relationship to sociology, such that they will be able to describe, compare, and critique a wide range of research methods; be able to articulate and critically assess research questions by scholars and be able to use research methods as tools for action in various settings, including academic, work, or community settings.

Students in the program will be familiar with how culture and social structure operate, such that they will be able to identify how institutions interlink in their effects on each other and on individuals; demonstrate how social relations and social structure vary across time and place, and the effect of such variations and identify forms and effects of institutional oppression locally and/or globally.

Students in the program will be familiar with reciprocal relationships between individuals and society, such that they will be able to explain how the self develops sociologically; identify how social structure influences social processes and individual behavior and identify how social processes influence social structure: how individuals as social agents actively adapt, challenge, and transform social structure.

Students in the program will be familiar with the internal diversity of U. S. society and its place in the international context, such that they will be able to describe the significance of variations by race, class, gender, etc.

Through the substantive emphasis students in the program will be familiar with current policies and trends in social policy in the area and important theories, methods, and research in the area.

BA - Spanish *(37 credits)*
Program Description
A program that focuses on the Spanish language and related dialects. Includes instruction in Spanish philology, Modern Castillan, various Latin American dialects, regional Spanish dialects, and applications in business, science/technology, and other settings.

Program Requirements
Core (31 credits): SPAN 201, SPAN 202, SPAN 221 or SPAN 222, SPAN 310, SPAN 331, SPAN 341, SPAN 345, SPAN 444 or SPAN 457, SPAN 421 or SPAN 422, SPAN 441 or SPAN 445.

Electives (6 credits): 300-400 level, among which 3 credits may come from another department, with prior approval of major advisor.

BA majors in Spanish satisfy the University's Upper Division Writing Requirement by receiving a B- or better in SPAN 421, SPAN 422, SPAN 441, SPAN 445, SPAN 447 or SPAN 457.

Admission Requirements
GPA: 2.3
This major requires either one year in a single foreign language [other than Spanish or English] OR a minor.

Notes
Please see the Languages and Cultures Placement Guidelines on the program website.

Program Student Learning Outcomes
Students will achieve an advanced low level of Spanish language skills. They will be able to communicate effectively with native speakers and interact with them in Spanish.

Students will be able to demonstrate an understanding of the history, geography, customs and cultures of the Spanish-speaking world and the varied groups that speak Spanish.

Students will be able to demonstrate an understanding and appreciation for different forms of cultural expression in Spanish, including art, literature, music, film, forms of dress, customs, food, etc.

Students will be able to successfully navigate the Spanish-speaking world and articulate their relationship to it.

Identify, describe and analyze (a) cultural, social or literary issue(s) pertaining to the culture in Spanish-speaking countries in a research paper that demonstrates at least advanced low level of written proficiency according to the ACTFL scale.

Evaluate their own language with regard to grammar, stylistics and pragmatics, and accurately communicate the interrelationships of language and culture and understand that cultural knowledge and understanding are interdisciplinary.

BES - Geography *(36 credits)*
Program Description
The Geography Program at SCSU equips students with spatial concepts and perspectives examining a range of issues at global, national, and local scales. Geography provides an integrative and interdisciplinary framework that combines analysis of human and physical environments and incorporates use of the latest technologies and applications, including remotely sensed data, Geographic Information Systems/Science (GIS), and unmanned aerial systems (UAS) or drones. Through active local, regional and global learning opportunities—including online course options, fieldtrips, numerous study abroad opportunities, and hands-on faculty-student research—the geography program prepares students with geographic knowledge and skills for twenty-first century careers in the public and private sectors and advanced graduate education. Ultimately, the geography program seeks to positively transform our students into responsible and effective stewards of the local and global communities and environments in which they live and work.

Program Requirements
36 credits in geography with approval of major advisor. This option allows students, in conjunction with their advisor, the opportunity to design a specialized program in BES Geography.

Students fulfill the University's Upper Division Writing Requirement by successfully completing GEOG 432 with a 'C-' or better.

Program Student Learning Outcomes
Understand and appropriately apply geographic methods.

Understand globalization processes and effects.

Understand spatial processes and patterns at the local, national and global scales.

Understand the key concepts of place, space, landscape and region.

BES - Liberal Studies *(120 credits)*
Program Description
A program that is a structured combination of the arts, biological and physical sciences, social sciences, and humanities, emphasizing breadth of study. Includes instruction in independently designed, individualized, or regular programs.

Program Requirements
Completion of the Liberal Education program. Completion of a minimum of 120 credits with at least a 2.0 grade point average. No more than 60 credits in one academic discipline.

St. Cloud State residency requirement of 30 semester credits.

Obtained at least 40 credits of upper division (300-400) level courses. A maximum of six internship credits may be used as part of the 40 credits at the upper division level. Additional internship credits may still be used as electives toward graduation.

BFA - Graphic Design *(81 credits)*
Program Description
Students learn processes to identify and solve visual communication problems in a variety of contexts, investigate conceptual and technical applications for creating and disseminating visual communication, and integrate print and digital practices to create effective user-driven communication. Project work is grounded in visual concepts, form, and research to use, create and integrate symbols, typography and imagery for applications including system, identity and information design; package design; user experience; motion graphics; web design; and interactive design. The Bachelor of Fine Arts (BFA) in Graphic Design is the degree for entry-level professional practice and growth. The American Institute of Graphic Artists (AIGA) and The National Association of Schools of Art and Design (NASAD) do not recognize two-year degrees or BA, BS, or BFA degrees in other majors as adequate preparation for graphic design professionals even though they may contain courses in graphic design or visual communication. National and state projections regarding employment related to graphic design are for those with four-year degrees.

Program Requirements
Core (60 credits or 33 credits with AFA): A completed AFA or First Year Foundations (15 credits): ART 101, ART 110, ART 111, ART 120, ART 121. A completed AFA or Second Year Foundations (12 credits): ART 201, ART 202, ART 230, ART 231. Graphic Design Courses (27 credits): ART 220, ART 221, ART 320, ART 321, ART 322, ART 323, ART 420, ART 421, ART 422, and 6 credits of Graphic Design Internship ART 444.

Electives (21 credits or 18 credits with AFA): 12 credits of Studio electives or a completed AFA and 9 credits from the following: ART 311, ART 315, ART 340, ART 350, ART 351, ART 360, ART 370, ART 381, ART 382, ART 383, ART 385, ART 389. 3 credits of Studio electives from the following: ART 312, ART 341, ART 352, ART 361, ART 371, ART 384, ART 386. 6 credits of Art History with at least 3 credits from the following: ART 332, ART 436. Remaining art history electives from the following: ART 332, ART 433, ART 434, ART 435, ART 436, ART 437, ART 438, ART 439.

Students fulfill the University's Upper Division Writing Requirement by successfully completing one of the following courses: ART 433, ART 434, ART 435, ART 436, ART 437, ART 438, ART 439.

Admission Requirements
Art department allows direct admit to all programs.

Students may be directly admitted with a 60-credit AFA in art that preferably includes 24 credits of studio and 6 credits of art history. The cumulative AFA GPA must be 2.5 or higher.

Notes
Students must pass a portfolio review (benchmark) after successful completion of First Year Foundation. Students have two opportunities to pass the portfolio review.

Must have 2.5 overall GPA to graduate.

AFA Transfer students who cannot complete the LEP/Minnesota Transfer Curriculum in 9 credits, who have less than 24 credits of studio, or less than 6 credits of art history will have to take more than 60 credits at SCSU to make up the deficit.

Students transferring in with an AFA should see an Art Department advisor to determine if there may be additional credits required to complete the BFA.

Program Student Learning Outcomes

Demonstrate functional competency with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.

Demonstrates perceptual acuity, conceptual understanding and technical facility at a professional entry level in their chosen field(s).

Analyze works of art/design perceptively and to evaluate them critically.

Place works of art/design in historical, cultural and stylistic contexts.

Demonstrate working knowledge of technologies and equipment applicable to their area(s) of specialization.

Work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history and technology.

Demonstrate competence by the development of a body of work for evaluation in the major area of study.

BS - Accounting *(91 credits)*
Program Description

This program is designed for students desiring careers in public accounting, industry, not-for-profit organizations and government. Courses emphasize the development of students' analytical capabilities, communication skills, interpersonal skills, and understanding of the usefulness and limits of accounting information.

Program Requirements

Business Core (22 credits): HBS 211, FIRE 371, IS 340, MGMT 201, MGMT 383, MGMT 497, MKTG 220, MKTG 333 or ENGL 332 or CMST 341. Accounting Major Required Courses (21 credits): ACCT 381, ACCT 382, ACCT 383, ACCT 390, ACCT 450, ACCT 451, ACCT 486. Electives (15 credits): Select from ACCT 294, ACCT 304, ACCT 344, ACCT 404, ACCT 405, ACCT 444, ACCT 470, ACCT 481, ACCT 484, ACCT 485, ACCT 487, ACCT 490, ACCT 493, ACCT 498, BLAW 436; or 12 credits from listed courses plus 3 credits from 300- and 400-level courses in BLAW, FIRE, IS, MGMT, MKTG and 400-level courses in ECON. A maximum of three credits of ACCT344 or 444 can count toward these 15 credits. A maximum of 9 credits of ACCT 490 with different topics can count toward these 15 credits.

Students fulfill the University's Upper Division Writing Requirement by successfully completing ACCT 451.

Admission Requirements

GPA: 2.5

Aggregate 2.50 GPA from ACCT 291 and ACCT 292 40 earned credits (from courses numbered 100 or higher).

(14 credits) These courses must be completed before admittance to HBS Upper Division Status: ACCT 291, CMST 192, ENGL 191, HBS 111, and MATH 112 or
MATH 196.

(19 credits) These courses must be completed or enrolled in before admittance to HBS Upper Division Status: ACCT 292, BLAW 235, CSCI 169 or CNA 169, ECON 205, ECON 206, and IS 242 or STAT 242.

Grade of C- or better in ACCT 291, CSCI 169 or CNA 169, IS 242 or STAT 242, and MATH 112 or MATH 196.

Notes

Only business majors with HBS Upper Division Status or admitted business minors may enroll in 300 and 400 level Business School courses.

Department permission required for all other students.

Some of the required courses will count in the Liberal Education Program.

Program Student Learning Outcomes

Our students will be effective written and oral communicators.

Our students will be competent problem solvers.

Our students will be effective collaborators.

Our students will be competent in the business core.

Our students will be competent in their respective disciplines/majors.

BS - Addiction Counseling *(60 credits)*
Program Description

Students graduating from these programs meet the training requirements to become a Licensed Drug and Alcohol Counselor in Minnesota, and typically have employment opportunities in counseling, clinical, educational, health, industrial/organizational and community settings. Students also have ample opportunities to continue graduate training in psychology-related areas.

Program Requirements

Core (60 Credits): PSY 115, STAT 219, CPSY 101, CPSY 262, CPSY 280, CPSY 323, CPSY 325, CPSY 327, CPSY 376, CPSY 402, CPSY 419, CPSY 428, CPSY 437, CPSY 438, CPSY 439, CPSY 445 (12 credits), CPSY 484.

Students fulfill the University's Upper Division Writing Requirement by successfully completing CPSY 376.

Admission Requirements

GPA: 2.5

Notes

In order to be eligible for the Licensed Alcohol and Drug Counselor license students are required to complete a two-semester internship (880 hours total). Most internship sites require proof of sobriety as a condition for acceptance into an internship.

All applicants for licensure are required to complete a fingerprint based criminal background check after submitting licensure application.

A formal application and interview are required after the completion of 60 credits. Information about the application process can be found on the CPCF website. Completion of this process does not guarantee admission to the Addiction Counseling major.

Program Student Learning Outcomes

Apply critical thinking skills in expanding self-awareness, social awareness, personal growth, and life choices. Identify history, theory, and trends in applied psychology their impact on one's life and the lives of others.

Develop coherent philosophy, knowledge base, and skills related to multicultural counseling at an individual and societal level.

Demonstrate ability to interpret and apply results of basic applied statistical procedures.

Develop an understanding of the biological, social, cognitive and psychosocial domains of human development across the life span.

Identify history, theory, and trends in counseling and their application to a helping relationship.

Demonstrate mastery of a personal model of helping that is relevant in a multicultural and global context, and one based on personal awareness and knowledge of current theoretical approaches. Apply appropriate counseling strategies for working with diverse populations. Demonstrate mastery over relevant basic helping skills that are effective in a multicultural and global context. Integrate theoretical and experiential learning to form a personal model of helping in the context of current psychological theories.

Observe and describe group process variables. Interpret the dynamics of a group process. Identify basic principles and procedures of behavior analysis and their application to everyday life. Apply knowledge of principles of behavior in designing, assessing, and evaluating behavior change procedures in applied settings.

Obtain an enhanced understanding of multicultural values and beliefs and their influence on counseling and psychological processes. Analyze

the nature, dynamics, and role of helper in bringing about social change. Explore local, national, world events and think critically about their relationship to daily lives of individuals, Microsystems, organizations, localities, and macro systems.

Learn the concepts and application for addiction screening, assessment, treatment planning, case management, crisis intervention, and working with diverse populations completing a full client file from intake to aftercare which will be reviewed by site supervisor. Show capacity for curriculum development in psych educational group demonstration. Understand the ethics and legal requirements of addiction professionals.

To learn the range of substance abuse treatment services and client placement criteria. Develop an understanding of therapist responsibility, competence and confidentiality as they relate to ethical issues. Integrate knowledge of key ethical principles into a multicultural context. Demonstrate the ability to evaluate and design psychological research. To examine your own cultural beliefs, racial/ethnic heritage, as well as your attitudes, values, and biases in an effort to enhance your appreciation of how these variables influence counseling and psychological processes.

To have a basic understanding of the routes of drug administration, absorption, and metabolism. To understand the neuro-behavioral mechanisms of different medications and how this affects behavior. To learn methods of evaluation and intervention of substance abuse problems. To demonstrate the ability to assess substance abuse disorders using the DSM-IV TR. To review a variety of treatment models including medical models, personality models, and mind-body models. Evaluate the incidence and prevalence of substance abuse and dependency in differing populations.

BS - Art Education *(53 credits)*
Program Description
This program trains students to become licensed Pre K-12 art teachers in the state of Minnesota.
Program Requirements
Core (50 Credits): First Year Foundations 15 credits: ART 101, ART 110, ART 111, ART 120, ART 121. Second Year Foundations (12 credits): ART 201, ART 202, ART 230, ART 231. Art Education courses (8 credits): ART 390, ART 395, ART 490. Studio courses (15 credits): ART 340, ART 350 or ART 351, ART 360, ART 370, ART 385.

Electives (3 credits): Art history select from: ART 433, ART 434, ART 435, ART 436, ART 437, ART 438, ART 439. New Media Elective from: AER 381, AER 382 or AER 383.

Students fulfill the University's Upper Division Writing Requirement by successfully completing one of the following courses: ART 433, ART 434, ART 435, ART 436, ART 437, ART 438, ART 439.

Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.
Notes
Students must pass a portfolio review (benchmark) after successful completion of First Year Foundation courses (ART 101, ART 102, ART 103, ART 104, ART 105). Students have two opportunities to pass the portfolio review.

Must maintain 2.75 average overall for admission to Teacher Education and for licensure.
Program Student Learning Outcomes
The potential to inspire others and to excite the imagination of students, engendering a respect and desire for art and visual experiences.

The ability and desire to seek out, evaluate, and apply new ideas and developments in both art and education.

The ability to maintain positive relationships with individuals and various social and ethnic groups, and empathize with students and colleagues of differing backgrounds.

The ability to articulate and communicate the goals of an art program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner.

Familiarity with the basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences.

Instruction should include traditional processes as well as newer technological developments in environmental and functional design fields.

BS - Biochemistry and Molecular Biology: Biochemistry *(76-81 credits)*
Program Description
This program provides graduates with the technical, instrumental and laboratory skills to be successful in a bio-molecular work environment. It also serves as a good preparation for post graduate studies in medical, bio-medical or pharmaceutical disciplines.
Program Requirements
Core (68-72 credits): BMB 123, CHEM 210, CHEM 211, CHEM 310, CHEM 311, CHEM 350, CHEM 391, CHEM 480, CHEM 481, CHEM 491, BIOL 151, BIOL 152, BIOL 262, BIOL 360. One of the following: CHEM 420 or CHEM 482. One pair of the following: MATH 211 and MATH 212, or MATH 221 and MATH 222. One pair of the following: PHYS 231 and PHYS 232, or PHYS 234 and PHYS 235.

Electives (8-9 credits): Choose one of: BIOL 362, BIOL 476, BIOL 486. Choose one of: CHEM 432, 450, CHEM 455.

Students fulfill the University's Upper Division Writing Requirement by successfully completing CHEM 391 and CHEM 491.
Program Student Learning Outcomes
Ability to apply the process of science.
Ability to communicate and collaborate with other disciplines.
Ability to tap into the interdisciplinary nature of science.
Ability to understand the relationship between science and society.
Ability to use modeling and simulation.
Ability to use quantitative reasoning; Evolution core concept.
Integration of information flow, exchange and storage core concept.
Pathways and transformations of energy and matter core concept.
Structure and function core concept.
Systems core concept.

BS - Biochemistry and Molecular Biology: Biotechnology *(86 credits)*
Program Description
This program provides graduates with the technical, instrumental and laboratory skills to be successful in a bio-molecular work environment. It also serves as a good preparation for post graduate studies in medical, bio-medical or pharmaceutical disciplines.
Program Requirements
Core (82 credits): BMB 123, BIOL 151, BIOL 152, BIOL 262, BIOL 360, BIOL 362, BIOL 444, BIOL 468, BIOL 472, BIOL 482, BIOL 484. CHEM 210, CHEM 211, CHEM 310, CHEM 311, CHEM 480, CHEM 481. PHYS 231, PHYS 232, MATH 211, MATH 212, STAT 239 and BIOL 339 (to be taken concurrently).

Electives (4 credits): Select from BIOL 466, BIOL 476, BIOL 478, BIOL 486, or other courses approved by advisor.

Students fulfill the University's Upper Division Writing requirement by successfully completing one of the following courses with a "C" or better: BIOL 456, BIOL 468, BIOL 478, BIOL 482, BIOL 484, or BIOL 494.
Program Student Learning Outcomes
Ability to apply the process of science.
Ability to communicate and collaborate with other disciplines.

_____

Ability to tap into the interdisciplinary nature of science.
Ability to understand the relationship between science and society.
Ability to use modeling and simulation.
Ability to use quantitative reasoning; Evolution core concept.
Integration of information flow, exchange and storage core concept.
Pathways and transformations of energy and matter core concept.
Structure and function core concept.
Systems core concept.

BS - Biology: Biodiversity, Ecology and Evolution *(71-84 credits)*
Program Description
The Biology: Biodiversity, Ecology, and Evolution major is a natural science program with coursework including a breadth of topics at the cutting edge of the biological sciences. The major covers the biology of organisms, including how they live, interact, evolve and adapt over time. Coursework in this major offers educational experience that will prepare you for a variety of careers in scientific research, conservation, federal agencies, industry, academia, veterinary, and more.
Program Requirements
Core in Biology (33 credits): BIOL 151, BIOL 152, BIOL 222, BIOL 262, BIOL 306, BIOL 308, BIOL 312, BIOL 362 or BIOL 430, BIOL 456.
Chemistry (8 credits): CHEM 210, CHEM 211 or CHEM 240 or CHEM 320.
Quantitative and Technical courses (10-15 credits): MATH 112, STAT 239 and BIOL 339 (to be taken concurrently), plus two of the following: GEOG 216, GEOG 316, STAT 321, STAT 325, STAT 421, MATH 221, MATH 222, BIOL 466, CSCI 172.
Electives: Select a total of seven courses from the following two elective areas, including at least two courses from each area (20-28 credits).
Evolution and Biodiversity elective area: BIOL 314, BIOL 316, BIOL 318, BIOL 322, BIOL 324, BIOL 414, BIOL 420, BIOL 422, BIOL 430, BIOL 434, BIOL 457, BIOL 460, BIOL 465, BIOL 475, GEOG 473. Ecology, Conservation and Management elective area: BIOL 313, BIOL 326, BIOL 418, BIOL 436, BIOL 441, BIOL 442, BIOL 448, BIOL 461, BIOL 491, ETS 367, ETS 368, ETS 465, GEOG 303, GEOG 379. Students can replace one of the seven elective courses with a total of 3 credits from BIOL 444 and BIOL 451.
Students fulfill the University's Upper Division Writing requirement by successfully completing BIOL 456 or BIOL 457 with a 'C' or better.
Program Student Learning Outcomes
Ability to apply the process of science.
Ability to communicate and collaborate with other disciplines.
Ability to tap into the interdisciplinary nature of science.
Ability to understand the relationship between science and society.
Ability to use modeling and simulation.
Ability to use quantitative reasoning; Evolution core concept.
Integration of information flow, exchange and storage core concept.
Pathways and transformations of energy and matter core concept.
Structure and function core concept.
Systems core concept.

BS - Biomedical Science *(80 credits)*
Program Description
This program will allow students to prepare for entrance into schools which provide training in the health care fields, graduate school, or a career in a laboratory or health-related area.
Program Requirements
Core (57 credits): BIOL 151, BIOL 152, BIOL 262, BIOL 360, BIOL 362, BIOL 494, CHEM 210, CHEM 211, CHEM 310, CHEM 311, CHEM 480, PHYS 231, PHYS 232, STAT 239 and BIOL 339 (to be taken concurrently).
Electives (23 credits) with advisor approval. The following courses are limited to a maximum number of credits which will count for electives, including no more than seven total credits from all of them: BIOL 444

(maximum 4 cr.), BIOL 450 (maximum 3 cr.), BIOL 451 (maximum 4 cr.), BIOL 453 (maximum 4 cr.), BIOL 455 (maximum 3 cr.).
Students fulfill the University's Upper Division Writing Requirement by successfully completing one of the following courses with a 'C' or better: BIOL 456, BIOL 468, BIOL 478, BIOL 482, BIOL 484, or BIOL 494.
Program Student Learning Outcomes
Ability to apply the process of science.
Ability to communicate and collaborate with other disciplines.
Ability to tap into the interdisciplinary nature of science.
Ability to understand the relationship between science and society.
Ability to use modeling and simulation.
Ability to use quantitative reasoning; Evolution core concept.
Integration of information flow, exchange and storage core concept.
Pathways and transformations of energy and matter core concept.
Structure and function core concept.
Systems core concept.

BS - Chemistry/General Science Education Grades 5-12 *(67 credits)*
Program Description
This program provides the background required by State of Minnesota science-content and science-education licensure standards for science teachers in grades 5 -8 and chemistry teachers grades 9 - 12.
Program Requirements
5-8 Science Education Component (43 credits). ASTR 106; BIOL 151, BIOL 152; CHEM 210, CHEM 211; AHS 205; PHYS 231, PHYS 232; SCI 420; SCI 430; SCI 440. 9-12 Chemistry Education Component (24 credits). CHEM 310; CHEM 311; CHEM 350; CHEM 420; CHEM 489 (1 credit); MATH 211, MATH 212. ED 451 and Professional Education Sequence needed for degree and license.
Upper division writing requirement is satisfied by earning a grade of C or better in SCI 420.
Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.
Admission Requirements
GPA: 2.75
Completion of a minimum of 36 semester hours, with at least 12 semester hours in residence of SCSU. C or better in ENGL 191 and CMST 192. Must participate in a STEM Education Admissions Event to assess student skills in writing and oral communication as well as student dispositions.
Notes
The Liberal Education Program (LEP) incorporates the ten goals of the Minnesota Transfer Curriculum. LEP must be satisfied by completion of all ten goals and achieve a total of at least 40 credits. Completion of major courses satisfies 8 credits from goal area 3 and 3 credits from goal area 4. ED 431, IM 422, STEM 420 and SCI 420 are corequisites. ED 421, ED 451, STEM 421 and SCI 430 are co-requisites.
Program Student Learning Outcomes
Students will be able to communicate ideas and processes of chemistry, clearly and precisely, both orally and in writing.
Students will demonstrate the processes and skills associated with chemistry research, including an integrated working knowledge of instrumentation and chemical processes. This will occur through participation in a research project as part of an upper-level chemistry course and/or as part of an individual research experience.
Students will demonstrate the processes and skills associated with chemistry research, including an integrated working knowledge of instrumentation and chemical processes. This will occur through participation in a research project as part of an upper-level chemistry course and/or as part of an individual research experience.
Content goals will be identified for each course, and be agreed upon by

_____

all faculty teaching the course.
Students will demonstrate basic laboratory skills appropriate to each chemistry course.
Appropriate laboratory skills will be identified for each course, and be agreed upon by all faculty teaching the course.

BS - Chemistry Education Grades 9-12 *(63 credits)*
Program Description
A program that prepares individuals to teach chemistry at the 9-12 grade levels.
Program Requirements
Core (51 credits): CHEM 210, CHEM 211, CHEM 310, CHEM 311, CHEM 350, CHEM 420, CHEM 480, CHEM 489 (1 credit), MATH 211, MATH 212; PHYS 231, PHYS 232; SCI 420, SCI 430, SCI 440, STEM 420, STEM 421. ED 451 and Professional Education Sequence needed for degree and license.
Electives (8 CHEM credits): 300 or 400 level must be approved by Chemistry advisor.
Upper division writing requirement is satisfied by earning a grade of C or better in SCI 420.
Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.
Admission Requirements
GPA: 2.75
Completion of a minimum of 36 semester hours, with at least 12 semester hours in residence of SCSU. C or better in ENGL 191 and CMST 192. Must participate in a STEM Education Admissions Event to assess student skills in writing and oral communication as well as student dispositions.
Notes
The Liberal Education Program (LEP) incorporates the ten goals of the Minnesota Transfer Curriculum. LEP must be satisfied by completion of all ten goals and achieve a total of at least 40 credits. Completion of major courses satisfies 8 credits from goal area 3 and 3 credits from goal area 4. ED 431, IM 422, STEM 420 and SCI 420 are corequisites. ED 421, ED 451, STEM 421 and SCI 430 are co-requisites.
Program Student Learning Outcomes
Students will be able to communicate ideas and processes of chemistry, clearly and precisely, both orally and in writing.
Students will demonstrate the processes and skills associated with chemistry research, including an integrated working knowledge of instrumentation and chemical processes. This will occur through participation in a research project as part of an upper-level chemistry course and/or as part of an individual research experience.
Students will demonstrate the processes and skills associated with chemistry research, including an integrated working knowledge of instrumentation and chemical processes. This will occur through participation in a research project as part of an upper-level chemistry course and/or as part of an individual research experience.
Content goals will be identified for each course, and be agreed upon by all faculty teaching the course.
Students will demonstrate basic laboratory skills appropriate to each chemistry course.
Appropriate laboratory skills will be identified for each course, and be agreed upon by all faculty teaching the course.

BS - Chemistry (ACS Approved) *(70-72 credits)*
Program Description
The Professional Chemistry ACS Approved Major and ACS Approved Options are designed for those individuals who wish to obtain a professional chemistry degree and who are interested in chemical

industries, chemical professions or graduate study in chemistry and its related fields. Because of the breadth of these programs, students may apply to waive or double count the distribution requirements in the core. The ACS approved majors include a senior-year capstone experience involving student -faculty collaborative research.
Program Requirements
Core (60 credits): CHEM 210, CHEM 211, CHEM 310, CHEM 311, CHEM 350, CHEM 391, CHEM 420, CHEM 421, CHEM 422, CHEM 423, CHEM 432, CHEM 480, CHEM 491; MATH 221, MATH 222; PHYS 234, PHYS 235.
Electives (10-12 credits): Select 8 credits: CHEM 433, CHEM 450, CHEM 455, CHEM 481. Select 2-4 additional credits from the electives above or from: CHEM 320, CHEM 444, CHEM 489, PHYS 328, PHYS 346, BIOL 367, MATS 411, MATS 412, MATS 414.
Students fulfill the University's Upper Division Writing Requirement by successfully completing CHEM 391 and CHEM 491.
Program Student Learning Outcomes
Students will be able to communicate ideas and processes of chemistry, clearly and precisely, both orally and in writing.
Students will demonstrate the processes and skills associated with chemistry research, including an integrated working knowledge of instrumentation and chemical processes. This will occur through participation in a research project as part of an upper-level chemistry course and/or as part of an individual research experience.
Students will demonstrate general knowledge of the basic areas of chemistry that is appropriate for each successive chemistry course. This content will allow them to continue in successive chemistry courses, as well as relate the knowledge to real-world situations.
Content goals will be identified for each course, and be agreed upon by all faculty teaching the course.
Students will demonstrate basic laboratory skills appropriate to each chemistry course.
Appropriate laboratory skills will be identified for each course, and be agreed upon by all faculty teaching the course.

BS - Communication Arts and Literature *(47-51 credits)*
Program Description
A program that prepares individuals to teach English grammar, composition and literature programs at various educational levels.
Program Requirements
Core (47-51 credits): Communication and Language (16 credits) CMST 211, CMST 229, CMST 310, CMST 339, ENGL 361.
Advanced Writing (3-4 credits): ENGL 331 or ENGL 332 or ENGL 333 or ENGL 334 or ENGL 353 or ENGL 464. Literature
(19-22 credits): ENGL 300, ENGL 323; Diversity: ENGL 203 or ENGL 215 or ENGL 216 or ENGL 302 or ENGL 303 or ENGL 305 or ENGL 414 or ENGL 493. British Literature: ENGL 321 or ENGL 322 or ENGL 325 or ENGL 326 or ENGL 327 or ENGL 328. American Literature: ENGL 310 or ENGL 311 or ENGL 312 or ENGL 313. Choose ENGL 454 or ENGL 402 or one more American or British Literature course. Pedagogy (9 credits): ENGL 351, CMST 452, ENGL 451.
Students fulfill the University's Upper Division Writing Requirement by successfully completing ENGL 451.
Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.
Program Student Learning Outcomes
Students will be able to explain major communication theories and apply them to multiple and diverse contexts.
Students will be able to design and evaluate communication studies research.
Students will be able to demonstrate communication competency in

multiple contexts.
Students will be able to demonstrate skills in critical thinking.

BS - Communication Sciences & Disorders *(52 credits)*
Program Description
The undergraduate degrees in Communication Disorders are offered at a pre-professional level to prepare students to pursue their interests in the profession of speech-language pathology. State Departments of Education and of Health as well as the national professional organization have established credentials governing the practice of speech language pathology. The master's degree is the minimum entry level credential for the independent practice of speech-language pathology in any employment setting. Students on the B.S. degree program should take the national Pre-Professional Skills Test (PPST) in order to enroll in upper-division classes offered through the College of Education and be admitted to teacher education.
Program Requirements
Core (52 credits): CSD 130, CSD 220, CSD 322, CSD 326, CSD 426, CSD 427, CSD 432, CSD 434, CSD 441, CSD 442, CSD 450, CSD 460, CSD 461, CPSY 262 or PSY 240.
Students fulfill the University's Upper Division Writing Requirement by successfully completing CSD 450 with a 'C' or better.
Notes
To progress in the major, student must maintain a cumulative GPA of 3.0 or higher in major courses.
Program Student Learning Outcomes
The student will demonstrate an understanding of principles of communication sciences & disorders, and linguistics.
The student will demonstrate knowledge of the principles of Biological Sciences, Physical Sciences, Mathematics, and Social/Behavioral Sciences.
The student will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
The student will demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in: Articulation; fluency; voice and resonance, including respiration and phonation; receptive and expressive language in speaking, listening, reading, writing, and manual modalities; hearing, including the impact on speech and language; swallowing; cognitive and social aspects of communication; and communication modalities.

BS - Community Health *(54 credits)*
Program Description
A program that prepares individuals to serve as facilitators, advocates, and referral professionals linking health care and related social services with affected recipient communities. Includes instruction in public and community health, human and social services, health services administration, group counseling, health education, group advocacy, cross-cultural and multilingual communication, and applicable laws and policies.
Program Requirements
Core (48 credits): HLTH 210, HLTH 215, HLTH 225, HLTH 250, HLTH 325, HLTH 350, HLTH 405, HLTH 433, HLTH 475, HLTH 481, HLTH 482, HLTH 484. PESS 249 or BIOL 202, and STAT 239 or SOC 304.
Electives (6 credits): Select from the following: HLTH 255, HLTH 412, HLTH 430, BIOL 362, CMTY 455, GERO 208, PHIL 481, POL 380, PSY 345, PSY 492, SOC 475.

Students fulfill the University's Upper Division Writing Requirement by successfully completing HLTH 484.
Admission Requirements
GPA: 2.50
C- or better in all major courses.
Completed HLTH 210, HLTH 215, HLTH 225, HLTH 325 and PESS 249 or BIOL 202 with a C- or better.
Notes
Students may have no more than 7 credits of C- or lower in courses required for the Community Health major. Courses within the major must be taken for a letter grade except for Internships and Independent Studies. Students must take 15 credits of Community Health program requirements at SCSU (excluding HLTH 444: Internship, General, HLTH 446: Internship, Community Health and independent study courses). Additional transfer credits may be approved as electives with advisor permission. Admission to the major does not guarantee admission to the required internship program. Special fees are required for HLTH 446: Internship. To be eligible for the Community Health internship, students must: 1) Be admitted to the major; 2) Possess a 2.5 GPA in the Community Health major and 2.5 GPA overall with no more than 7 credits in the community health major at C- or lower; 3) Submit the internship application forms by the deadline; 4) Have an approved internship site approved one semester prior to the internship; 5) Provide evidence of current CPR (infant, child, adult), First Aid, and AED certification.
Program Student Learning Outcomes
Student will be able to demonstrate understanding of at least 4 health behavior models and theories. Students will be able to utilize knowledge of the determinants of health behavior and health promotion in designing health prevention programs.
Students will be able to use epidemiologic methods to analyze patterns of disease and injury and discuss application to control problems.
Students will be able to design and implement health education program utilizing a variety of complex technologies.
Students will identify how various Public Health organizations work collaboratively to solve health issues and concerns. Describe the core functions of public health.
Students will be able to understand the relationship between environmental factors and community health; discuss remediation for environmental health problems.
Students will identify the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.
Students will be able to identify the basic sociological and psychological concepts, processes, approaches, and interventions that address the major health-related needs and concerns of individuals and communities.
Students will be able to describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and public health.
Students will be able to conduct literature searches and written papers on a health issues using a variety of academic and public resources to include references and related resources, regarding a current issue, related trends, and potential interventions for an assigned public health challenge.
Students will be able to Assess Needs, Assets and Capacity for Health Education.

BS - Community Psychology *(51 credits)*
Program Description
This program offers students the opportunity to develop combinations of courses in particular areas of psychology in order to meet special academic or career needs. Students may select courses related to the

sub-fields of psychological services, education, behavior analysis, chemical dependency and community counseling. Coursework is designed to prepare students for graduate work in psychology and related disciplines. Students are also prepared for bachelor-level employment in psychological and
human service settings.

Program Requirements
Core (51 credits): PSY 115, CPSY 101, CPSY 262, CPSY 280, CPSY 323, CPSY 325, CPSY 330, STAT 219, CPSY 376, CPSY 428, CPSY 433, CPSY 437, CPSY 444, CPSY 419, and CPSY 384 or CPSY 438, and CPSY 327 or CPSY 434 or CPSY 439.
Students fulfill the University's Upper Division Writing Requirement by successfully completing CPSY 376.

Notes
A minimum program GPA of 2.5 and at least 60 earned credits are required to register for CPSY 325.
A minimum program GPA of 2.5 is required to register for internship (CPSY 444).

Program Student Learning Outcomes
Identify the relationship between the well-being of individuals and the effectiveness of families, community organizations, communities, and the broader society.
Apply current theoretical approaches to a personal model of helping relevant in a multicultural, global context.
Exhibit mastery over relevant basic helping skills (interventions) for a multicultural, global context.
Apply principles of behavior in designing, assessing, and evaluating behavior change procedures in applied settings.
Apply knowledge of quantitative and qualitative procedures for exploring, understanding, and describing individual and social concerns.
Apply awareness of self in the context of a helping relationship.
Apply key ethical principles in a multicultural context.
Demonstrate ability to write in the formats required in the major.

BS - Computer Engineering *(106 credits)*
Program Description
A program that generally prepares individuals to
apply mathematical and scientific principles to the design, development and operational evaluation of computer hardware and software systems and related equipment and facilities; and the analysis of specific problems of computer applications to various tasks.

Program Requirements
Core (72 credits): GENG 101, GENG 102, GENG 380, ECE 201, ECE 202, ECE 220, ECE 301, ECE 314, ECE 320, ECE 323, ECE 461, ECE 462; CSCI 201, CSCI 301, CSCI 310, CSCI 311, CSCI 331; PHYS 234, PHYS 235; MATH 221, MATH 222, MATH 271, MATH 327.
Electives: Statistics Elective (3 credits): Select either STAT 353 or STAT 417. Junior Elective (3 credits): Select from ECE 316, ECE 391, ECE 390, CSCI 330, CSCI 430, MATH 312, MATH 320, MATH 321, MME 420. Math and Physics Electives (3 credits): Select from MATH 312, MATH 320, MATH 321, MATH 353, MATH 452; PHYS 328, PHYS 333, 346. Senior Elective (3 credits): Select from PHYS 435, PHYS 436, PHYS 445; ENGR 425, ENGR 447; MATH 411, MATH 421, MATH 423, MATH 427, MATH 452, MATH 455; MME 450, or any 400 level ECE or CSCI course not included in the student's Computer Engineering Elective sequence. Computer Engineering Electives (12 credits): Select 1 sequence from the following: Hardware Systems: ECE 421, ECE 422, and ECE 423 (ECE 422 cannot double count as the Junior Elective), and 3 credits of 400 level CSCI coursework (CSCI 412 Highly Recommended). Software Systems: CSCI 411, CSCI 412, and CSCI 413, and 1 of the following: ECE 421, ECE 422 (cannot double count as Junior Elective), ECE 423.

Students fulfill the University's Upper Division Writing Requirement by successfully completing ECE 380.

Admission Requirements
GPA: 2.50
Prerequisite courses must be completed before admission to the major: GENG 101, GENG 102, ECE 201, ECE 220, ENGL 191, MATH 221, MATH 222, MATH 271, PHYS 234 and PHYS 235 and CSCI 201 with a grade point average (GPA) of at least 2.5 and with an overall GPA of 2.5 Students must earn a C or better in GENG 102, ECE 201 and ECE 221.

Notes
The Bachelor of Science in Electrical Engineering, and the Bachelor of Science in Computer Engineering, offered by the Electrical and Computer Engineering Department, are accredited by the Engineering Accreditation Commission (EAC) of ABET, http://www.abet.org.

Program Student Learning Outcomes
An ability to apply knowledge of mathematics, science, and engineering.
An ability to design and conduct experiments, as well as to analyze and interpret data.
An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
An ability to function on multidisciplinary teams and an ability to identify, formulate, and solve engineering problems.
An understanding of professional and ethical responsibility and an ability to communicate effectively.
The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
A recognition of the need for, and an ability to engage in life-long learning.
A knowledge of contemporary issues.
An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

BS - Computer Science *(77-82 credits)*
Program Description
This program provides student with a broad competence to take on any role in the IT sector. The program core lays down all the essentials for a strong foundation in Computer Science. Electives provide students with breadth in applications and advanced topics, and the concentrations enable students to go in depth into high-demand specializations. Areas of employment include software development as well as other jobs as a computing professional.

Program Requirements
Core (62-67 credits): CSCI courses (37 credits): CSCI 201, CSCI 220, CSCI 300, CSCI 301, CSCI 310, CSCI 312, CSCI 320, CSCI 330, CSCI 331, CSCI 332, CSCI 334, CSCI 414. Math/Stat courses (16-18 credits): MATH 221, MATH 271, MATH 312, STAT 353 or STAT 417, and MATH 222 or MATH 303 or MATH 304. Professional Communication (3-4 credits): ENGL 332 or CMST 341. Science courses (select any two of the following, 6-8 credits): ASTR 311, ASTR 312, BIOL 151, BIOL 152, CHEM 207, CHEM 307, CHEM 210, CHEM 211, ECE 201, ENGR 332, AHS 220, AHS 260, PHYS 231, PHYS 232, PHYS 234, PHYS 235, PHYS 328, PHYS 329, PHYS 333.
Big Data Applications Concentration (24 credits): Data Management: CSCI 411, SE 413; Data Mining: SE 412 or STAT 415; Statistics: STAT 321, STAT 427; Senior Electives: Select 2 courses from the following groups: *Theory elective,* CSCI 402, CSCI 404, CSCI 406; *Artificial Intelligence*, CSCI 440, CSCI 441, CSCI 442, CSCI 443; *Software Development*, CSCI 430; *Applications*, CSCI 450. Additional concentration elective (3 credits): CSCI 400, CSCI 402, CSCI 404, CSCI 406, CSCI 440, CSCI 441, CSCI 442,

CSCI 443, CSCI 430, CSCI 450, CSCI 444, CSCI 413, CSCI 415, MATH 452, MATH 453, SE 477, SE 482.

Artificial Intelligence and Machine Learning Concentration (21 credits): Machine Learning: CSCI 441, STAT 415 or SE 412; Artificial Intelligence: CSCI 440, CSCI 442 or CSCI 443 or CSCI 488; Senior Electives: Select 2 courses from the following groups: *Systems*, CSCI 411, CSCI 413, CSCI 415; *Theory,* CSCI 402, CSCI 404, CSCI 406; *Software Development*, CSCI 430; *Applications*, CSCI 450. Additional concentration elective (3 credits): CSCI 400, CSCI 402, CSCI 404, CSCI 406, CSCI 411, CSCI 413, CSCI 415, CSCI 430, CSCI 434, CSCI 450, CSCI 444, MATH 452, MATH 453, STAT 321, STAT 427, SE 413, SE 477, SE 482.

Electives (15 credits): Senior Electives (12 credits): select courses from at least 3 of the following areas. Systems: CSCI 411, CSCI 412, CSCI 413, CSCI 415; Theory: CSCI 402, CSCI 403, CSCI 404, CSCI 406; Artificial Intelligence: CSCI 440, CSCI 441, CSCI 442, CSCI 443; Software Development: CSCI 430, CSCI 434; Applications: CSCI 450. In addition, select at least three credits from: CSCI 444, CSCI 400, CNA 474, CNA 430, CNA 431, MATH 452, MATH 453, STAT 321, STAT 415, STAT 427, or any course listed as a Senior Elective.

The upper division writing requirement is met through CSCI 334.

Notes
Milestone 1: Complete MATH 271, CSCI 201, and CSCI 220, all with a grade of "C-" or better, before registering for any CSCI course numbered higher than 301.

An overall SCSU GPA of at least 2.5 and a program GPA of at least 2.5 (including transfer courses) is required to register for any CSCI course numbered higher than 301.

While in the major, students must maintain a GPA of at least 2.50, both overall and in courses required for the major.

A minimum grade of "C-" is also required in all courses to be applied toward a departmental major or minor program.

At least one-half of the 300- and 400-level CSCI courses must be taken at SCSU.

Program Student Learning Outcomes
Apply structured principles and good practices to the task of developing software systems.

Understand how hardware provides the necessary structure for execution and influences the design of software.

Understand general operating system functions and structures, comprehend system capabilities, and modify systems to meet specifications.

Effectively communicate both technical and nontechnical aspects of their work in formal and informal situations.

Understand the professional code of ethics and the need to conduct themselves in a professional manner.

Apply formal methods to the process of constructing systems and appreciate the need to
study and develop such methods.

Analyze the processes used when designing a system and employ established frameworks to evaluate the completed work.

Apply the principles learned in the core curriculum to various application domains, build on these principles, and stay current in their knowledge.

BS - Construction Management *(70 credits)*
Program Description
The program focuses on construction management principles in both residential and commercial construction. A focus on management principles and hands-on technical courses to prepare for a career in the construction industry.
Program Requirements

Core (55 credits): CM 134, CM 335, CM 336, CM 418, CM 435, CM 436, CM 437, CM 438, CM 439, CM 450, ETS 115, ETS 156, ETS 260, ETS 310, ETS 373, ETS 456, MGMT 393, MATH 112 or MATH 106, STAT 242 or IS 242

Electives (15 credits): Select 6 credits of MGMT courses (or other courses in the Herberger Business School with advisor approval). Select 9 credits of CM or ETS courses or other courses with advisor approval. A maximum of 6 credits can be counted from ETS 444.
Program Student Learning Outcomes
Identify technological assessment and management skills that will enhance work in an entry level or a mid-level managerial position.

Communicate and facilitate effectively in writing and speaking to groups and individuals by applying appropriate managerial skills.

Apply appropriate facilitation skills when working in groups to implement, control, and/or solve technological assessment and management problems in the industry, business, and society.

Continue professional growth and engage in lifelong learning.

BS - Cybersecurity *(80-85 credits)*
Program Description
Students in the Cybersecurity major will learn all aspects of computer and network security, including ethical hacking, intrusion detection, high-level programming, privacy, legal and ethical issues, and cryptography. Students benefit from a strong core of courses as well as a selection of electives that provide for in-depth education in the subject. Demand is high for students with
skills and knowledge in Cybersecurity.
Program Requirements
Math and Statistics (6-11 credits): MATH 115, MATH 271, STAT 239 or STAT 242 or STAT 353 or STAT 417 [Students may place out of MATH 115 with a placement test]. Core Courses (28 credits): CYB 267, CYB 270, CYB 462, CSCI 201, CSCI 220, CSCI 332, IS 443 or SE 211, SE 480, ENGL 332. Cybersecurity Courses (34 credits): CYB 100, CYB 301, CYB 338, CYB 428, CYB 430, CYB 433, CYB 460, CYB 461, CYB 490, IS 372, IS 381.

Electives (12 credits): Select from the following: CYB 451, CYB 463, CYB 465, CYB 475, IS 483, CJS 486, CJS 496, SE 450, CYB 444, up to six credits of CNA 444. Additional courses with permission of advisor.

The Upper Division Writing requirement is met through ENGL 332.
Admission Requirements
GPA: 2.50

Completion of CNA 397, CSCI 201, and MATH 271 or equivalent. Grade of "C" or better in each of the above courses with a 2.50 GPA or higher in the above courses.
Program Student Learning Outcomes
Write correct, well documented and readable programs.

Describe and use networks.

Describe and use operating systems.

Articulate ethical and professional standards of behavior.

Communicate effectively in written and oral exchanges.

Design and implement secure network architecture based on security policies.

Identify and correct security weaknesses in operating systems, networks, and applications.

Demonstrate understanding of theoretical foundations of security by solving problems.

BS - Early Childhood Education *(79 credits)*
Program Description
This major focuses on preparing teachers of young children from birth through grade 3. The program emphasizes child development, working with parents, inclusive educational practices, understanding diversity

and authentic assessment. The program prepares students to work in early education and care settings as well as primary grades (K-3). The program includes a variety of field experiences ending with student teaching experiences in Pre-Kindergarten for 8 weeks and a K-3 setting for 8 weeks.

Program Requirements
Foundation (17 credits). ED 200 or CFS 200, CFS 315, HURL 497, IM 423, MATH 201, MATH 301. Early Education I (18 credits): CFS 220 or CFS 260, CFS 421, CFS 431, CFS 422, CFS 443. Early Education II (17 credits): CFS 406, CFS 413, CFS 408, CFS 428 or ED 428, SCI 226, PESS 388. Final Year (27 credits): CFS 423, CFS 433, CFS 460 (6 Cr.), ED 417, ED 418, ED 419, ED 420 (6 Cr.)

The Upper Division Writing Requirement (University's Upper Division Writing Requirement) is initiated in CFS 423 and completed in CFS 460. Special license requirements are interwoven throughout the courses.

Program Student Learning Outcomes
Understand child development and learning.

Plans, designs, and implements developmentally appropriate learning experiences for Infants and Toddlers, Pre-primary, and Young Children.

Establishes and maintains positive, collaborative relationships with families.

BS - Earth and Space Science/General Science Education, Grades 5-12 *(99-100 credits)*
Program Description
A program that prepares individuals to each earth and space science or general science education, at the grades 5-12 level.

Program Requirements
5-8 General Science Education component (42-43 credits): ASTR 106; BIOL 151, BIOL 152; CHEM 210, CHEM 211; AHS 205 or AHS 220; PHYS 231, PHYS 232; SCI 420, SCI 430, SCI 440, STEM 420, STEM 421. 9-12 Earth and Space Science Education component (23 credits), AHS 230, AHS 260, AHS 285, AHS 305, AHS 307, AHS 325; ASTR 107.

To satisfy the upper division writing requirement, students must complete SCI 420 with a C or better.

Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.

Notes
It is essential to see an advisor during the first semester you are enrolled in science courses.

Students are required to participate in a STEM Education Admissions Event to assess student skills in writing and oral communication as well as student dispositions.

ED 431, IM 422, STEM 420, and SCI 420 should be taken together during the Science Education Fall block. ED 421, ED 451, STEM 421, and SCI 430 should be taken together during the Science Education Spring block.

A grade of C or better is required in AHS 205 or AHS 220, ENGL 191, and CMST 192 in order to progress to the Science Ed blocks during the last three semesters of the program.

Program Student Learning Outcomes
Student will be able to demonstrate technical skills & knowledge required for the earth science professions and teaching therein.

Student will be able to demonstrate a knowledge of the earth and space sciences appropriate to the Bachelor of Science level.

Student will be able to communicate earth and space science content information orally and in writing according to professional standards.

Student will be able to apply scientific reasoning to earth and space science problems.

BS - Electrical Engineering *(106-109 credits)*
Program Description
This program emphasizes analog and digital electronics, computers, communications, controls and computer aided design. The coursework is designed to equip the student with the skills to work in research and design positions in the high technology electronics industry. The program is also preparation for graduate study in electrical engineering, computer engineering, or computer science.

Program Requirements
Core (85-86 credits): GENG 101, GENG 102, ECE 201, ECE 202, ECE 210, ECE 220, ECE 301, ECE 314, ECE 316, ECE 320, ECE 323, GENG 380, ECE 391, ECE 461, ECE 462; CSCI 201; CHEM 210; PHYS 234, PHYS 235; MATH 221, MATH 222, MATH 327, and MATH 320 or MATH 321 or PHYS 346.

Electives (21-23 credits): Junior Elective (3-4 credits): Select one course from MME 201, MME 211, MME 224, MME 243; PHYS 328, PHYS 329, PHYS 333, PHYS 334, PHYS 435, PHYS 436, PHYS 445, ECE 390, any 400 level ECE courses. STAT Elective (3 credits): STAT 353 or STAT 417. Depth Sequence (6 credits): Select one sequence from the following: (1) Electronics: ECE 411 and ECE 482. (2) Power: ECE 411 and ECE 412. (3) Digital: ECE 421 and ECE 422 or ECE 423 or ECE 424. (4) Systems: Select two courses from ECE 424, ECE 431, ECE 432, ECE 433, ECE 451, ECE 452, ECE 471, ECE 473, ECE 474. Breadth Electives (6 credits). Select two courses from ECE 411, ECE 412, ECE 421, ECE 422, ECE 423, ECE 424, ECE 431, ECE 440, ECE 451, ECE 471, ECE 482. Senior Elective (3-4 credits): Select one course from PHYS 435, PHYS 436, PHYS 445; ENGR 425, ENGR 447; MATH 411 MATH 421, MATH 423, MATH 427, MATH 452, MATH 455; STAT 447; CSCI 330, CSCI 331, CSCI 421, CSCI 450; any 400 level ECE courses; MME 352, MME 450. No elective courses can double count.

Students fulfill the University's Upper Division Writing Requirement by successfully completing GENG 380.

Notes
Required to complete GENG 101, GENG 102, ECE 201, ECE 210, ECE 220, ENGL 191, MATH 221, MATH 222, PHYS 234, PHYS 235, and CHEM 210 with a grade point average (GPA) of at least 2.00.

C or better in GENG 102, ECE 201, and ECE 220 is required.

The Bachelor of Science in Electrical Engineering offered by the Electrical and Computer Engineering Department, are accredited by the Engineering Accreditation Commission (EAC) of ABET, http://www.abet.org.

Program Student Learning Outcomes
Our graduates will have the ability to apply technical knowledge to analyze and solve practical electrical and computer engineering problems.

Our graduates will have the ability to practice engineering in a professional manner with effective communication and teamwork skills.

Our graduates will have the ability to pursue postgraduate or continuing education opportunities to acquire the latest knowledge and skills.

Our graduates will be able to understand the societal and ethical issues associated with the engineering profession.

BS - Elementary Education (K-6) *(89 credits)*
Program Description
Elementary education and teaching programs prepare students to teach grades one through six.

Students learn to teach all subject areas to young children. They learn to plan lessons and projects designed to motivate and challenge students. They also learn to counsel students and work with families.

Program Requirements
Core (89 credits): ED 200, ED 303, ED 305, ED 310, ED 315, ED 404, ED 405, ED 406, ED 407, ED 408, ED 409, ED 411, ED 412, ED 414, ED 420 (6 credits), ED 422 (8 credits), ED 462, MATH 201, MATH 301, SCI 226, SCI

227, SST 320, ART 396, MUSE 201, IM 421, CPSY 262, CPSY 361, SPED 203, PESS 398, HURL 497, HURL 498.

Students fulfill the University's Upper Division Writing Requirement by successfully completing and receive a passing grade on a foundations paper. The paper is to be completed during the Foundation of Education course, ED 414.

Special license requirements are interwoven throughout the courses.

Notes

SPED 203, MATH 201, and CPSY 262 count in Liberal Education.

C (not C-) or better in ENGL 191, CMST 192, ED 200, and in each completed course required for the

major.

In order to enter the Education Blocks, students must have and maintain a 2.75 GPA.

A minimum of 36 semester hours, with at least 12 semester hours in residence at SCSU, is required to enter the Education Blocks.

Program Student Learning Outcomes

The teacher designs and implements developmentally appropriate learning experiences that promote curiosity, democratic values, love of learning, classroom community, and respect for others from different cultures, ethnicities, races, religions, and backgrounds.

The teacher demonstrates understanding of individual differences and diverse cultures and communities by ensuring inclusive learning environments that enable each learner to meet high standards that require students to think, collaborate, and consider multiple perspectives and that encourage positive social interaction, active engagement in learning, and self-motivation.

The teacher organizes the classroom in ways that promote student efficacy, voice, ownership of learning, and responds to cultural differences driven by poverty in ways that build student abilities to negotiate social and academic structures.

The teacher creates learning experiences through selection of resources or media that make the central concepts, tools of inquiry, and structures of the discipline(s) accessible and meaningful for learners to assure mastery of the content.

The teacher plans instruction that supports every student in meeting learning goals by drawing upon knowledge of content areas, state and local standards, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

The teacher encourages learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways by using a variety of instructional strategies.

The teacher constructs and uses multiple methods of assessment to capture intellectual and affective growth, engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

The teacher interprets testing mandates and data with an understanding of the limitations of these instruments and recognition that not all learning can be described with numbers.

The teacher continually evaluates his/her practice and adapts practice using evidence to meet the needs of each learner.

BS - Entrepreneurship *(88 credits)* +
Program Description

A program that generally prepares individuals to perform development, marketing and management functions associated with owning and operating a business.

Program Requirements

Business Core (55 Credits): HBS 111, ENGL 191, CMST 192, ACCT 291, MATH 106 or MATH 112; ACCT 292, BLAW 235, ECON 205, ECON 206, IS 242 or STAT 242, CSCI 169 or CYB 169; HBS 211, MGMT 201, MKTG 220;

IS 340, FIRE 371, MGMT 383, MGMT 497, MKTG 333 or ENGL 332 or CMST 341.

Entrepreneurship Major Required Courses (27 Credits): ENTR 200, ENTR 305, ENTR 335, ENTR 364, ENTR 490, FIRE 372, MGMT 352, MKTG 322, and either MGMT 444 or MGMT 498.

Electives (6 Credits): Select from: IS 365; MGMT 365 MGMT 450, MGMT 452; MGMT 462, MGMT 485, MGMT 486; MKTG 321, MKTG 402, MKTG 403, MKTG 404, MKTG 411, MKTG 413, MKTG 415 MKTG 416, MKTG 419, MKTG 420, MKTG 425, MKTG 426, MKTG 429; ACCT 371, ACCT 451.

Students fulfill the University's Upper Division Writing Requirement by successfully completing ENTR 364.

Admission Requirements

GPA: 2.50

40 earned credits (from courses numbered 100 or higher)

(14 credits) These courses must be completed before admittance to HBS Upper Division Status: ACCT 291, CMST 192, ENGL 191, HBS 111, and MATH 112 or MATH 196.

(19 credits) These courses must be completed or enrolled in before admittance to HBS Upper Division Status: ACCT 292, BLAW 235, CSCI 169 or CNA 169, ECON 205, ECON 206 and IS 242 or STAT 242.

Grade of C- or better in ENTR 200, ACCT 291, CSCI 169 or CNA 169, IS 242 or STAT 242, and MATH 112 or MATH 196.

Notes

Only business majors with HBS Upper Division Status or admitted business minors may enroll in 300 and 400 level Business School courses. Department permission required for all other students. Some of the required courses will count in the Liberal Education Program.

Program Student Learning Outcomes

Our students will be effective written and oral communicators. Students will communicate a business idea using appropriate organization, expression, and mechanics; write competently in their disciplines (assessed in required major courses); and make an effective business presentation.

Our students will be competent problem solvers. Students will prepare and defend an effective solution to a business case or problem.

Our students will be effective collaborators. Students will effectively contribute to the completion of group tasks; responsibly fulfill their role(s) in the group; and cooperate with and value the viewpoints of other group members.

Our students will be competent in the business core. Students will demonstrate understanding of and apply core disciplinary concepts in business; recognize ethical problems and present defensible ethical solutions; and apply global perspectives to business situations.

Our students will be competent in their respective disciplines/majors. Objectives for this goal are different for each major. Entrepreneurship majors will develop a complete business plan; identify the key roles of a small business manager/owner; describe factors of ethical and socially responsible behavior in small businesses; apply analytical techniques to small business situations; assess the global aspects of markets on small business; understand the process of new product/service/business development; identify and apply legal principles related to small business; and conduct and interpret market research.

BS - Environmental Engineering *(106 credits)* +
Program Description

An interdisciplinary program that integrates the natural sciences and engineering to focus on identification and solution of problems at the interface between the Earth and human society. Includes instruction in the sciences (biology, chemistry, geology, physics), mathematics (calculus, differential equations, statistics) and engineering. Concepts and principles from surface and ground water hydrology, water resources management, environmental process and systems analysis,

and physical, chemical and biological process design. Specific recommendations are included for relevant coursework in the Minnesota Transfer Curriculum. Accrediting agency is the Engineering Accreditation Commission (EAC) of ABET.

Program Requirements

Core (97 credits): MATH 221, MATH 222, MATH 320, MATH 327, STAT 239 or STAT 353, CHEM 210, CHEM 211, PHYS 234, AHS 220, BIOL 151, ENVE 101, GENG 101, GENG 102, MME 300 or MME 303, AHS 230, AHS 332, AHS 334, AHS 434, ENVE 201, ENVE 302, ENVE 321, ENVE 327, ENVE 328, ENVE 426, ENVE 427, ENVE 438, ENVE 480, ENVE 481, ENVE 482.

Electives (8 credits): from CHEM 240, CHEM 241, CHEM 320, CHEM 350, CHEM 440, PHYS 235, AHS 260, BIOL 326, AHS 336, AHS 338, AHS 432, AHS 438, ETS 463, ETS 465, ETS 467, GEOG 316, ENVE 400 (6 cr. max), or alternative courses with approval of advisor.

Upper Division Writing requirement satisfied in ENVE 480 and ENVE 481.

Admission Requirements

GPA: 2.50
Completion of the following with an average GPA of 2.50 or better: ENGL 191, CMST 192, GENG 101, GENG 102, CHEM 210, MATH 221, PHYS 234, ENVE 201.

Program Student Learning Outcomes

Problem Solving: an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

Engineering Design: an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

Communication: an ability to communicate effectively with a range of audiences.

Professionalism: an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

Teaming: an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

Experimentation: an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

Self-Education: an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

BS - Environmental Science *(86 credits)* +
Program Description

Graduates of this program know and understand major concepts in management, human resources, marketing, and customer service. They are able to interpret financial data and have a general knowledge of accounting. They develop an appreciation for general education and are able to relate it to business situations. They develop a deeper understanding in the area of business administration and acquire skills in word processing, spreadsheet creation, database management, and presentation software. They develop communication, problem solving, and decision-making skills that are necessary in business.

Program Requirements

Core (74 credits): Interdisciplinary Science: BIOL 151, BIOL 152, BIOL 306 or BIOL 308, BIOL 312, CHEM 210, CHEM 211, CHEM 240, AHS 230, AHS 260, PHYS 231 or AHS 220 (approval of advisor required).
Environmental: ETS 260, ETS 310, ETS 367, ETS 368, ETS 375, ETS 444, ETS 461, ETS 469, CHEM 350, ECON 351, ENGL 332, STAT 239.

Electives (12 credits): Select at least 3 credits from each of the following groups (approval of major advisor required). GROUP A - Environmental Studies: ETS 262, ETS 360, ETS 363, ETS 373, ETS 444, ETS 463, ETS 465, ETS 467, ETS 468, ETS 482. GROUP B - Natural Sciences: BIOL 326, BIOL 436, CHEM 320, CHEM 440, AHS 305, AHS 322, AHS 325, AHS 332, AHS 334, AHS 336, AHS 338, AHS 380, AHS 423, AHS 432, AHS 434. GROUP C - Social Sciences: ANTH 352, ECON 451, GEOG 303, GEOG 316, GEOG 325, GEOG 372, GEOG 379, GEOG 394, GEOG 472, GEOG 473, GEOG 492, HIST 349, HLTH 482, MGMT 301.

Students fulfill the University's Upper Division Writing Requirement by successfully completing ETS 461.

Admission Requirements

GPA: 2.50
MATH 112 is a prerequisite for several required courses.
Completion of 3 of the following courses: ETS 260, ETS 367, ETS 373, ETS 375, ETS 461, BIOL 151, BIOL 152, BIOL 306 or BIOL 308, BIOL 312, CHEM 210, CHEM 211, CHEM 240, CHEM 350, AHS 220, AHS 230, AHS 260, PHYS 231, MGMT 301, STAT 239.

Notes

Liberal Education requirements: Goal Area 3 Natural Sciences; Goal Area 4 Mathematical/Logical Reasoning; Goal Area 10 People and the Environment and half of Goal Area 5 History and Social and Behavioral Sciences are satisfied by this program.

Program Student Learning Outcomes

Compare and contrast technological systems used in society and how they relate to environmental problems.

Apply scientific and quantitative literacy principles and concept to real-world environmental problem-solving experiences.

Critically examine the fate of major environmental contaminants based on their chemical properties and location within the ecosphere.

Apply appropriate scientific literature and research principles to solving environmental problems in both the private and public sector of society.

Demonstrate writing and presentation skills necessary to communicate scientific information to professional audiences.

BS - Environmental Studies *(66 credits)* +
Program Description

Environmental Studies intends to prepare students to understand the causes and effects of environmental problems and provide them with tools to assess and manage these problems. The program is interdisciplinary with requirements in both natural and social sciences.

Program Requirements

MATH 112 is a prerequisite for several of the courses.
Department Core (22 credits): ETS 156, ETS 260, ETS 322, ETS 363, ETS 373, ETS 374, ETS 388, ETS 456. Major Requirements (32-33 credits): ETS 262, ETS 310, ETS 367, ETS 368, ETS 375, ETS 469; CHEM 210; AHS 230; ECON 351; STAT 239.

Electives (12 credits): Technical Electives: At least six credits in Group A and at least three credits in Groups B and C chosen with the approval of the student's advisor. GROUP A-Technology Studies: ETS 360, ETS 444, ETS 463, ETS 465, ETS 467, ETS 468, ETS 482. GROUP B-Natural Sciences: BIOL 312, BIOL 326; CHEM 211, CHEM 240, CHEM 320; AHS 220, AHS 260, AHS 332, AHS 334; PHYS 208. GROUP C-Social Sciences: ANTH 352; CMTY 350, CMTY 451, CMTY 466; ECON 451; ENGL 332, ENGL 341; GEOG 303, GEOG 316, GEOG 325, GEOG 372, GEOG 379, GEOG 393, GEOG 394, GEOG 416, GEOG 472, GEOG 473, GEOG 492, GEOG 496; HIST 349, HIST 480; HLTH 482; MGMT 301; PSY 323: REC 412.

Students fulfill the University's Upper Division Writing Requirement by successfully completing ETS 456.

Admission Requirements

GPA: 2.50

Completion of 3 of the following courses: ETS 156, ETS 260, ETS 322, ETS 363, ETS 373, ETS 374, ETS 388, or ETS 456.

Notes
In the Liberal Education program, Goal Areas 3, 4 and 10 as well as half of Area 5 are fulfilled by completion of the Environmental Studies curriculum.

Program Student Learning Outcomes
Compare and contrast all technological systems used in society and how each of these technological systems relates to environmental problems.

Apply the scientific and quantitative literacy principles and concepts to real-world environmental problem-solving experiences.

Apply state-of-the-art environmental measuring instrumentation to the solution of common environmental problems.

Conduct sound research principles to the solution of environmental problem in society.

Research scientific literature and develop writing skills to enhance environmental research projects and problems in both the private and public sector of society.

Apply an engaging and comprehensive professional growth program to improve the effectiveness and quality of environmental work within the private and public sector of society.

Demonstrate effective and successful disposition in teamwork and leadership skills to improve the effectiveness of environmental work within the private and public sector of society.

BS - Exercise Science *(66 credits)*
Program Description
The Exercise Science major prepares students for a variety of careers in the areas of health, fitness, and wellness. Coursework focuses on human movement science, exercise physiology, and exercise assessment program design for a variety of populations. Students in this program may also complete an M.S. in Clinical Exercise Physiology with only one additional year of study. Students completing the Transfer Pathway A.S. allows completion of a Bachelor's degree in two years or an M.S. in Clinical Exercise Physiology in three years. Students completing their Bachelor's degree in Exercise Science are prepared to sit for the industry standard in certification exams through the American College of Sports Medicine (ACSM) or the National Strength and Conditioning Association (NSCA).

Program Requirements
Core (66 credits): BIOL 202, BIOL 204, PSY 115, CHEM 210, STAT 239, HLTH 210, HLTH 215, EXSC 200, EXSC 320, EXSC 360, EXSC 410, EXSC 411, HLTH 412, EXSC 448, EXSC420 or EXSC 451, EXSC 430, EXSC 440, EXSC 441, EXSC 488.

A minimum of 15 credits in Upper Division major courses must be completed at SCSU, excluding EXSC 444.

Program Student Learning Outcomes
Demonstrate foundational understanding of biology, chemistry, nutrition, health, and wellness.

Demonstrate advanced understanding of human anatomy and physiology as they relate to responses and adaptations to human movement and exercise.

Demonstrate knowledge of the importance and influence of physical activity and nutrition on health, performance, and disease prevention.

Interpret results from landmark and current research investigations in the area of exercise science.

Demonstrate factors influencing human performance, principles of exercise, and adaptations associated with cardiovascular and resistance exercise.

Conduct appropriate fitness evaluations for a variety of individuals based on age, sport, health status, and health risk.

Identify and implement behavior change tools surrounding exercise participation and adherence.

Demonstrate advanced laboratory skills pertaining to assessments, laboratory methods, experimental and analytical practices, data acquisition and reporting in the exercise sciences.

Develop and implement effective exercise programs based on evaluation results and individual goals.

Prepare for and successfully complete an experiential learning experience and certification in preparation for a career in exercise physiology or post-graduate education.

BS - Finance *(88 credits)*
Program Description
This program prepares the student for positions as financial managers and investment analysts in private business or non-profit organizations and within governmental units. Those completing the program are qualified for employment in the securities industry, financial intermediaries, financial management or investment organizations, international finance, corporate finance, banking industry and in government regulatory, administrative, or service agencies.

Program Requirements
Business Core (55 Credits): HBS 111, ENGL 191, CMST 192, ACCT 291, MATH 106 or MATH 112; ACCT 292, BLAW 235, ECON 205, ECON 206, IS 242 or STAT 242, CSCI 169 or CYB 169; HBS 211, MGMT 201, MKTG 220; IS 340, FIRE 371, MGMT 383, MGMT 497, MKTG 333 or ENGL 332 or CMST 341.

Finance Major Required Courses (21 Credits): FIRE 373, FIRE 375, FIRE 378, FIRE 471, FIRE 472, ACCT 371, ECON 471.

Electives (12 credits): Select at least four electives, one from Group I, two from Group II and one from Group III. Group I: FIRE 473, FIRE 474, FIRE 481, FIRE 487. Group II: FIRE 372, FIRE 386, FIRE 473, FIRE 474, FIRE 475, FIRE 476, FIRE 479, FIRE 480, FIRE 481, FIRE 483, FIRE 484, FIRE 487, FIRE 490, FIRE 498. Group III: FIRE 372, FIRE 386, FIRE 427, FIRE 473, FIRE 474, FIRE 475, FIRE 476, FIRE 479, FIRE 480, FIRE 481, FIRE 483, FIRE 484, FIRE 487, FIRE 490, FIRE 498; ACCT 482, ACCT 483; MKTG 415, BLAW 434, BLAW 436; MGMT 462, MGMT 365, MGMT 479, MGMT 452, MGMT 470; MATH 211, MATH 212, MATH 222, MATH 312; PHIL 481; CMST 211, CMST 213, CMST 341, CMST 441; ECON 405, ECON 406, ECON 417, ECON 460, ECON 470, ECON 472, ECON 485, ECON 486; IS 150, IS 341, IS 356.

Students fulfill the University's Upper Division Writing Requirement by successfully completing FIRE 378.

Admission Requirements
GPA: 2.5

40 earned credits (from courses numbered 100 or higher)

(14 credits) These courses must be completed before admittance to HBS Upper Division Status: ACCT 291, CMST 192, ENGL 191, HBS 111, and MATH 112 or MATH 196.

(19 credits) These courses must be completed or enrolled in before admittance to HBS Upper Division Status: ACCT 292, BLAW 235, CSCI 169 or CNA 169, ECON 205, ECON 206, and IS 242 or STAT 242. Grade of C- or better in ACCT 291, CSCI 169 or CNA 169, IS 242 or STAT 242, and MATH 112 or MATH 196.

Notes
Only business majors with HBS Upper Division Status or admitted business minors may enroll in 300 and 400 level Business School courses.

Department permission required for all other students.

Some of the required courses will count in the Liberal Education Program.

Program Student Learning Outcomes
Our students will be effective written and oral communicators. Students

_____

will communicate a business idea using appropriate organization, expression, and mechanics; write competently in their disciplines (assessed in required major courses); and make an effective business presentation.

Our students will be competent problem solvers. Students will prepare and defend an effective solution to a business case or problem.

Our students will be effective collaborators. Students will effectively contribute to the completion of group tasks; responsibly fulfill their role(s) in the group; and cooperate with and value the viewpoints of other group members.

Our students will be competent in the business core. Students will demonstrate understanding of and apply core disciplinary concepts in business; recognize ethical problems and present defensible ethical solutions; and apply global perspectives to business situations.

Our students will be competent in their respective disciplines/majors. Objectives for this goal are different for each major. Finance majors will be able to apply finance knowledge/theories to analyze real-world problems; apply equity valuation techniques, as bond, stock, or option valuations, in domestic and/or global financial markets; and apply risk-management techniques, as diversification or risk-hedging in domestic and/or global financial markets.

BS - General Business *(82 credits)*
Program Description
The General Business major is intended for students who prefer a diversified business background without extensive concentration in any single field. It is intentionally designed to give the student maximum flexibility in course selection and to equip its graduates with multi-career adaptability. Students interested in pursuing a career with a large corporation, government or their own business are provided with an in-depth exposure to several disciplines. The general nature of the major also makes it appropriate for students planning to enter law school.
Program Requirements
Business Core (55 Credits): HBS 111, ENGL 191, CMST 192, ACCT 291, MATH 106 or MATH 112; ACCT 292, BLAW 235, ECON 205, ECON 206, IS 242 or STAT 242, CSCI 169 or CYB 169; HBS 211, MGMT 201, MKTG 220; IS 340, FIRE 371, MGMT 383, MGMT 497, MKTG 333 or ENGL 332 or CMST 341.

Electives (27 credits): Select from 300-400 level courses from at least three of the following ten areas: Accounting (12 credits max); Business Law (12 credits max); Entrepreneurship (6 credits max); Finance (12 credits max); Information Systems (12 credits max); Insurance (12 credits max); Management (12 credits max); Marketing (12 credits max); Real Estate (12 credits max); Economics and/or other departments outside the Business School (3 credits max).

Students fulfill the University's Upper Division Writing Requirement by successfully completing MKTG 333.
Admission Requirements
GPA: 2.5
40 earned credits (from courses numbered 100 or higher)
(14 credits) These courses must be completed before admittance to HBS Upper Division Status: ACCT 291, CMST 192, ENGL 191, HBS 111, and MATH 112 or MATH 196.
(19 credits) These courses must be completed or enrolled in before admittance to HBS Upper Division Status: ACCT 292, BLAW 235, CSCI 169 or CNA 169, ECON 205, ECON 206, and IS 242 or STAT 242. Grade of C- or better in ACCT 291, CSCI 169 or CNA 169, IS 242 or STAT 242, and MATH 112 or MATH 196.
Notes
Only business majors with HBS Upper Division Status or admitted business minors may enroll in 300 and 400 level Business School courses.

Department permission required for all other students.
Some of the required courses will count in the Liberal Education Program.
Program Student Learning Outcomes
Our students will be effective written and oral communicators.
Our students will be competent problem solvers.
Our students will be effective collaborators.
Our students will be competent in the business core.
Our students will be competent in their respective disciplines/majors.

BS - Health and Physical Education *(55 credits)* +
Program Description
A program that prepares individuals to teach health, physical education, recreation or sport science.
Program Requirements
Core (55 credits): HLTH 210, HLTH 215, HPE 200, HPE 207, HPE 294, HPE 320, HPE 375, HPE 376, HPE 407, HPE 420, HPE 434, HPE 438, HPE 439, HPE 447, HPE 457, PESS 249, PESS 300, PESS 312, PESS 461, ED 451.
Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.
Admission Requirements
GPA: 2.50
Submission of a written essay that earns a minimum score of 7/10 (department rubric) and completion of a successful interview (see Department for specifics).
Notes
Courses within major must be taken for a letter grade; only letter grades of C- or better will be accepted for the major.
Students must show evidence of a Water Safety Instructor certification and have a current certification in Responding to Emergencies or equivalent for student teaching.
Program Dispositions must score a minimum of 2 prior to entering HPE 457. Any candidate who does not successfully navigate Disposition remediation or has received a second score of 0 or 1 in the same area will be removed from the program and may not re-apply for one complete academic year.
Program Student Learning Outcomes
Understands, applies, and assesses the skills necessary to perform varied physical activities.
Understands disciplinary knowledge of Physical Education and personal Health/Wellness.
Demonstrates an understanding that integrates Health, Physical Education with the understanding of pedagogy, students, learning, classroom management, and professional development.
Understands concepts related to health promotion and disease prevention. Understands how to use goal-setting and decision-making skills to enhance health and fitness.
Applies the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences.

BS - Hydrology *(72 credits)* +
Program Description
A program that focuses on the scientific of study of the occurrence, circulation, distribution, chemical and physical properties, and environmental interaction of surface and subsurface waters, including groundwater. Includes instruction in geophysics, thermodynamics, fluid mechanics, chemical physics, geomorphology, mathematical modeling, hydrologic analysis, continental water processes, global water balance, and environmental science.
Program Requirements
Core (62 credits): AHS 220, AHS 230, AHS 260, AHS 332, AHS 334, AHS

336, AHS 338, AHS 432, AHS 434, AHS 491, AHS 492; CHEM 210; ENVE 101, ENVE 201, ENVE 438, GEOG 316, MATH 221, MATH 222, PHYS 234, PHYS 237, STAT 239 or STAT 325 or STAT 353.

Electives (6 credits): numbered 300 or above, which may include but are not limited to AHS 307, AHS 322, AHS 325, AHS 368, AHS 423, AHS 444, ECON 351, ENVE 302, ETS 368, ETS 463, ETS 465, GENG 380, GEOG 406, GEOG 416, and MME 303 with prior advisor approval.

Students fulfill the University's Upper Division Writing Requirement by successfully completing AHS 491 and AHS 492.

Program Student Learning Outcomes

Student will demonstrate skills required for hydrology related professions.

Student will be able to demonstrate knowledge of surface and groundwater hydrology appropriate at the Bachelor of Science level.

Student will communicate scientific information and ideas orally and in writing according to professional standards.

Student will be able to apply scientific reasoning to hydrologic problems.

BS - Information Systems *(91 credits)*

Program Description

The Information Systems program offers a variety of courses to provide students a balance of knowledge and skills with both technical and management areas. The graduates should be able to understand both business and IT. The program meets the model curriculum guidelines set by AITP (Association of Information Technology Professionals) and the model curriculum of ACM (Association of Computing Machinery). The faculty members are dedicated to providing students with an up-to-date and challenging program. Corporate support and contributions help us equip students with the latest development in IS technology tools.

Program Requirements

Business Core (55 Credits): HBS 111, ENGL 191, CMST 192, ACCT 291, MATH 106 or MATH 112; ACCT 292, BLAW 235, ECON 205, ECON 206, IS 242 or STAT 242, CSCI 169 or CYB 169; HBS 211, MGMT 201, MKTG 220; IS 340, FIRE 371, MGMT 383, MGMT 497, MKTG 333 or ENGL 332 or CMST 341.

Information Systems Major Required Courses (21 Credits): IS 250, IS 356, IS 363, IS 443, IS 450, IS 451, IS 460.

Electives (15 Credits): IS 301, IS 344 or IS 359 or IS 444, IS 345, IS 365, IS 371, IS 372, IS 381, IS 443, IS 445, IS 452, IS 454, IS 458, IS 459, IS 473, IS 477, IS 483, IS 484, IS 485, IS 498.

Students fulfill the University's Upper Division Writing Requirement by successfully completing IS 443.

Admission Requirements

GPA: 2.5

40 earned credits (from courses number 100 or higher)

(14 credits) These courses must be completed before admittance to HBS Upper Division Status: ACCT 291, CMST 192, ENGL 191, HBS 111, and MATH 112 or MATH 196.

(19 credits) These courses must be completed or enrolled in before admittance to HBS Upper Division Status: ACCT 292, BLAW 235, CSCI 169 or CNA 169, ECON 205, ECON 206, and IS 242 or STAT 242.

Grade of C- or better in ACCT 291, CSCI 169 or CNA 169, IS 242 or STAT 242, and MATH 112 or MATH 196.

Notes

Only business majors with HBS Upper Division Status or admitted business minors may enroll in 300 and 400 level Business School courses. Department permission required for all other students. Some of the required courses will count in the Liberal Education Program.

Program Student Learning Outcomes

Our students will be effective written and oral communicators. Students will communicate a business idea using appropriate organization, expression, and mechanics; write competently in their disciplines

(assessed in required major courses); and make an effective business presentation.

Our students will be competent problem solvers. Students will prepare and defend an effective solution to a business case or problem.

Our students will be effective collaborators. Students will effectively contribute to the completion of group tasks; responsibly fulfill their role(s) in the group; and cooperate with and value the viewpoints of other group members.

Our students will be competent in the business core. Students will demonstrate understanding of and apply core disciplinary concepts in business; recognize ethical problems and present defensible ethical solutions; and apply global perspectives to business situations.

Our students will be competent in their respective disciplines/majors. Objectives for this goal are different for each major. BCIS majors will be able to articulate the roles of information systems in business organizations; analyze a business problem and recommend an information system solution; apply system concepts for framing an understanding problem; model organizational processes and data; and create information systems applications using system analysis and design processes and techniques.

BS - Land Surveying/Mapping Sciences *(49 credits)*

Program Description

Must have an associate degree, certificate or diploma from a community or technical college that has an articulated agreement with SCSU. (Please contact SCSU Admissions for a list of articulated colleges). To complete the 4-year Bachelor of Science degree in Land Surveying and Mapping Science will require approximately another 2-years of study at SCSU in the Department of Geography.

Program Requirements

Core (49 credits): GEOG 216, GEOG 316, GEOG 335, GEOG 336, GEOG 350, GEOG 394, GEOG 406, GEOG 416, GEOG 433, GEOG 435, GEOG 436, GEOG 438, GEOG 439, GEOG 444, GEOG 455, MATH 211, STAT 239.

Students fulfill the University's Upper Division Writing Requirement by successfully completing GEOG 439.

Notes

Students must complete the following courses (44 credits) at St. Cloud Technical and Community College: LSCE 1502, LSCE 1506, LSCE 1510, LSCE 1514, LSCE 1527, LSCE 1530, LSCE 2502, LSCE 2506, LSCE 2510, LSCE 2514, MATH 1300, MATH 1321, or equivalent courses at other schools approved by SCSU program advisor. Please note listed courses are typically part of an AAS degree in Land Surveying/Civil Engineering Technology or similar program. One credit minimum for GEOG 444, but can be taken for up to 12 credits.

Program Student Learning Outcomes

Ability to apply knowledge of mathematics, science, and applied sciences.

Design and conduct experiments, as well as to analyze and interpret data.

Formulate or design a system, process, or program to meet desired needs.

Function on multidisciplinary teams; communicate effectively.

Identify and solve applied science problems.

Understand professional and ethical responsibility.

Possess the broad education necessary to understand the impact of solutions in a global and societal context.

Recognize the need for and an ability to engage in lifelong learning.

Possess a knowledge of contemporary issues.

Use the techniques, skills, and modern scientific and technical tools necessary for professional practice.

_____

BS - Life Science/General Science Education Grades 5-12 *(63 credits)*

Program Description

A program that prepares individuals to teach biology programs at various educational levels.

Program Requirements

5-8 Science Education Core (43 credits): ASTR 106; BIOL 151, BIOL 152; CHEM 210, CHEM 211; AHS 205; PHYS 231, PHYS 232; SCI 420, SCI 430, SCI 440, STEM 420, STEM 421. 9-12 Life Science Education Emphasis (24 credits): BIOL 202, BIOL 206, BIOL 306, BIOL 308, BIOL 262, BIOL 312. Upper division writing requirement is satisfied by earning a grade of C or better in SCI 420.

Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.

Admission Requirements

GPA: 2.50

C or better in BIOL 151, BIOL 152, BIOL 262, ENGL 191, CMST 192. Passing scores on the Minnesota Teacher Licensure Examination Basic Skills Tests or instructor permission.

Completion of a minimum of 36 semester hours, with at least 12 semester hours in residence at SCSU.

Grades of "C" or better in ENGL 191 and CMST 192.

Notes

The courses in this major satisfy 9 credits in Goal Area 3 of the Liberal Education requirement.

Program Student Learning Outcomes

Ability to apply the process of science.

Ability to communicate and collaborate with other disciplines.

Ability to tap into the interdisciplinary nature of science.

Ability to understand the relationship between science and society.

Ability to use modeling and simulation.

Ability to use quantitative reasoning; Evolution core concept.

Integration of information flow, exchange and storage core concept.

Pathways and transformations of energy and matter core concept.

Structure and function core concept.

Systems core concept.

BS - Life Science Education Grades 9-12 *(65 credits)*

Program Description

A program that prepares individuals to teach biology, at the 9-12 level.

Program Requirements

Core (57 credits): BIOL 151, BIOL 152, BIOL 202, BIOL 206, BIOL 262, BIOL 306, BIOL 308, BIOL 312; CHEM 210, CHEM 211; SCI 420, SCI 430, SCI 440, STEM 420, STEM 421, ED 451.

Electives (8 credits): Advisor approved Biology electives.

Upper division writing requirement is satisfied by earning a grade of C or better in SCI 420.

Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.

Admission Requirements

GPA: 2.50

C or better in BIOL 151, BIOL 152, BIOL 262, ENGL 191, CMST 192. Passing scores on the Minnesota Teacher Licensure Examination Basic Skills Tests or instructor permission.

Completion of a minimum of 36 semester hours, with at least 12 semester hours in residence at SCSU.

Grades of "C" or better in ENGL 191 and CMST 192.

Notes

The courses in the major satisfy 8 credits of Goal Area 3 of the liberal education requirement.

Program Student Learning Outcomes

Ability to apply the process of science.

Ability to communicate and collaborate with other disciplines.

Ability to tap into the interdisciplinary nature of science.

Ability to understand the relationship between science and society.

Ability to use modeling and simulation.

Ability to use quantitative reasoning; Evolution core concept.

Integration of information flow, exchange and storage core concept.

Pathways and transformations of energy and matter core concept.

Structure and function core concept.

Systems core concept.

BS - Management *(82 credits)*

Program Description

A program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.

Program Requirements

Business Core (55 Credits): HBS 111, ENGL 191, CMST 192, ACCT 291, MATH 106 or MATH 112; ACCT 292, BLAW 235, ECON 205, ECON 206, IS 242 or STAT 242, CSCI 169 or CYB 169; HBS 211, MGMT 201, MKTG 220; IS 340, FIRE 371, MGMT 383, MGMT 497, MKTG 333 or ENGL 332 or CMST 341.

Management Major Required Courses (15 credits): MGMT 352, MGMT 365, MGMT 462, MGMT 467, MGMT 470.

Human Resources Concentration (12 credits): MGMT 450, MGMT 451, MGMT 452, MGMT 453.

Operations Management Concentration (12 credits): MGMT 483, MGMT 484, MGMT 485, MGMT 486.

Electives (12 credits): Select four courses from MGMT 344, MGMT 444, MGMT 450, MGMT 451, MGMT 452, MGMT 453, MGMT 483, MGMT 484, MGMT 485, MGMT 486, MGMT 498; ENTR 305, ENTR 335, ENTR 364; BLAW 436, BLAW 438; CMST 330; ECON 417, ECON 471, ECON 474; FIRE 373, FIRE 375, FIRE 378, FIRE 386, FIRE 474, FIRE 475, FIRE 476, FIRE 479, FIRE 480; IS 301, IS 450, IS 454, IS 460, PSY 270, PSY 360; SOC 456.

At least 3 of the 4 courses must be MGMT or ENTR. If a Speech course is taken for elective credit, it may not be used to fulfill the Herberger Business School communication requirement.

Students fulfill the University's Upper Division Writing Requirement by successfully completing MGMT 467.

Admission Requirements

GPA: 2.5

40 earned credits (from courses numbered 100 or higher)

(14 credits) These courses must be completed before admittance to HBS Upper Division Status: ACCT 291, CMST 192, ENGL 191, HBS 111, and MATH 112 or MATH 196.

(19 credits) These courses must be completed or enrolled in before admittance to Upper Division Status: ACCT 292, BLAW 235, CSCI 169 or CNA 169, ECON 205, ECON 206, and IS 242 or STAT 242. Grade of C- or better in ACCT 291, CSCI 169 or CNA 169, IS 242 or STAT 242, and MATH 112 or MATH 196.

Notes

Only business majors with HBS Upper Division Status or admitted business minors may enroll in 300 and 400 level Business School courses.

Department permission required for all other students.

Some of the required courses will count in the Liberal Education Program.

_____

Program Student Learning Outcomes

Our students will be effective written and oral communicators. Students will communicate a business idea using appropriate organization, expression, and mechanics; write competently in their disciplines (assessed in required major courses); and make an effective business presentation.

Our students will be competent problem solvers. Students will prepare and defend an effective solution to a business case or problem.

Our students will be effective collaborators. Students will effectively contribute to the completion of group tasks; responsibly fulfill their role(s) in the group; and cooperate with and value the viewpoints of other group members.

Our students will be competent in the business core. Students will demonstrate understanding of and apply core disciplinary concepts in business; recognize ethical problems and present defensible ethical solutions; and apply global perspectives to business situations.

Our students will be competent in their respective disciplines/majors. Objectives for this goal are different for each major. Management majors will describe the roles of managers; demonstrate knowledge of motivation theories and leadership theories; identify and define human resource activities and their role in organizations; understand the structure, processes, and outcomes of organizations; and compare and contrast management practices across cultures and countries.

BS - Manufacturing Engineering Technology *(80-81 credits)*
Program Description

Manufacturing Engineering Technology is an applied engineering field that looks for better ways to manufacture products. This includes reducing cycle times, maintaining quality, and keeping costs reasonable. The field emphasizes engineering problem solving using a hands-on approach rather than the complex analysis that an engineer would typically use. Technologists often work closely with engineers and technicians. In manufacturing the technologist often has the rewarding challenge of working with many departments in the company, from sales to shipping. The curriculum focuses on hands-on experiences to prepare the graduate for an exciting career in the midst of production activity.

Program Requirements

Core (60-61 credits): MFET 115, MFET 240, MFET 241, MFET 242, MFET 243, MFET 312, MFET 330, MFET 336, MFET 343, MFET 345, MFET 348, MFET 420, MFET 448, MFET 450, MFET 470, MFET 471, MATH 211 or MATH 221, STAT 239, GENG 101, GENG 102, GENG 360, GENG 380, CHEM 210, PHYS 231 or PHYS 234, ETS 183, ECON 205 or ECON 206, ETS 260.

Electives (20 credits): Select from the following, ACCT 291, ENVE 201, ETS 270 ETS 363, ETS 367, ETS 373, ETS 415, ETS 444, ETS 468, MATH 212 or MATH 222, MFET 430, MME 224, MME 470, PHYS 232 or PHYS 235, STAT 321.

Successful completion of ETS 456 and ETS 457 with a C- or better meets the Upper Division Writing requirement.

Admission Requirements

GPA: 2.5

GPA of 2.5 in all major courses.

Program Student Learning Outcomes

Select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly defined engineering technology activities.

Select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies.

Conduct standard tests and measurements; conduct, analyze, and interpret experiments; and apply experimental results to improve processes.

Design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives.

Identify, analyze, and solve broadly-defined engineering technology problems. Function effectively as a member or leader on a technical team.

Apply written, oral, and graphical communication in both technical and non-technical environments; and identify and use appropriate technical literature.

Demonstrate a commitment to quality, timeliness, and continuous improvement.

Define the need for and to engage in self-directed continuing professional development.

Demonstrate an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity.

Demonstrate a knowledge of the impact of engineering technology solutions in a societal and global context.

BS - Manufacturing Engineering *(109 credits)* +
Program Description

A program that prepares individuals to apply scientific and mathematical principles to the design, development, and implementation of manufacturing systems. Includes instruction in materials science and engineering, manufacturing processes, process engineering, assembly and product engineering, manufacturing systems design, and manufacturing competitiveness.

Program Requirements

Block 1 – Pre-Engineering Courses (38-41 credits): GENG 101, GENG 102, CHEM 210, MATH 221, MATH 222, PHYS 234, PHYS 235, MME 120, MME 241; Differential Equations and Linear Algebra (4-7 credits): MATH 327, or MATH 325 AND MATH 312. Block 2 – Fundamental Engineering Courses (34 credits): GENG 360, GENG 380, MATH 320 or MATH 321, ECON 205 or ECON 206, STAT 353 or STAT 417, MME 200, MME 213, MME 242, MME 231, MME 250, MME 331. Block 3 – Core Courses (31 credits): MME 342, MME 346, MME 452, MME 453, MME 454, MME 462, MME 464, MME 471. Block 4 – Senior Design Courses (6 credits): MME 480, MME 481.

Students fulfill the University's Upper Division Writing Requirement by successfully completing GENG 380.

Admission Requirements

GPA: 2.50

Completion of GENG 101 or (GENG 103 and GENG 104), GENG 102, MME 243 or MME 244, ECE 201 or ENGR 332, MATH 221, MATH 222, MATH 327 or equivalent (e.g. MATH 325 and MATH 312), PHYS 234, PHYS 235, CHEM 210, Minimum 2.50 GPA within these required courses.

Notes

Engineering students satisfy the Liberal Education Program as follows: Goal Areas 3, 4 and 9 are satisfied within the major.

The remaining Goal Areas may be satisfied by: two goal Area 1 courses with one writing (4 credits) and one speech (3 credits); any one Goal Area 5 and two Goal Area 6 courses such that all are diversity, and two are dual-listed with Goal area 8, any one goal area 7 course flagged as racial issues. ECON 205 or ECON 206 is required and can be used for one of the courses in Goal Area 5. See department website for examples of fulfilling Liberal Education Requirements.

2.50 or higher overall GPA required for graduation.

Program Student Learning Outcomes

Identify, formulate, and solve complex manufacturing engineering problems by applying principles of engineering, science, and mathematics.

Apply the manufacturing engineering design process to produce

solutions that meet specified needs with consideration for public health and safety, and global, cultural, social, environmental, economic, and other factors as appropriate to the discipline.

Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. Communicate effectively with a range of audiences.

Recognize ethical and professional responsibilities in manufacturing and engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

Recognize the ongoing need to acquire new knowledge, to choose appropriate learning strategies, and to apply this knowledge.

Function effectively as a member or leader of a team that establishes goals, plans tasks, meets deadlines, and creates a collaborative and inclusive environment.

BS - Marketing *(82 credits)*
Program Description
This program examines aspects of strategic planning and tactical decisions appropriate to the management of marketing activities in an organization. Areas covered include product planning and development, distribution, pricing, promotional activities (including advertising), personal selling, consumer behavior, and service aspects of marketing. An emphasis can be created in such areas as sales/sales management, market research, advertising, distribution, retail management or international marketing by selecting elective courses pertaining to one of these concentrations. Included are the major elements of marketing in both domestic and international situations.

Program Requirements
Business Core (55 Credits): HBS 111, ENGL 191, CMST 192, ACCT 291, MATH 106 or MATH 112; ACCT 292, BLAW 235, ECON 205, ECON 206, IS 242 or STAT 242, CSCI 169 or CYB 169; HBS 211, MGMT 201, MKTG 220; IS 340, FIRE 371, MGMT 383, MGMT 497, MKTG 333 or ENGL 332 or CMST 341.

Marketing Major Required Courses (18 credits): MKTG 315, MKTG 321, MKTG 322, MKTG 403, MKTG 404, BLAW 433.

Electives (9 credits): Select 3 of the following: MKTG 344 or MKTG 444, MKTG 402, MKTG 411, MKTG 416, MKTG 419, MKTG 420, MKTG 425, MKTG 426, MKTG 498. With approval of adviser, 3 credits of non-MKTG courses may be used as part of the 9 elective credits. Up to 3 credits for MKTG 344 or MKTG 444 may be used as elective credits.

Students fulfill the University's Upper Division Writing Requirement by successfully completing MKTG 404.

Admission Requirements
GPA: 2.5

40 earned credits (from courses numbered 100 or higher)

(14 credits) These courses must be completed before admittance to HBS Upper Division Status: ACCT 291, CMST 192, ENGL 191, HBS 111, and MATH 112 or MATH 196.

(19 credits) These courses must be completed or enrolled in before admittance to HBS Upper Division Status: ACCT 292, BLAW 235, CSCI 169 or CNA 169, ECON 205, ECON 206, and IS 242 or STAT 242. Grade of C- or better in ACCT 291, CSCI 169 or CNA 169, IS 242 or STAT 242 and MATH 112 or MATH 196.

Notes
Only business majors with HBS Upper Division Status or admitted business minors may enroll in 300 and 400 level Business School courses. Department permission required for all other students. Some of the required courses will count in the Liberal Education Program.

Program Student Learning Outcomes
Our students will be effective written and oral communicators. Students

will communicate a business idea using appropriate organization, expression, and mechanics; write competently in their disciplines (assessed in required major courses); and make an effective business presentation.

Our students will be competent problem solvers. Students will prepare and defend an effective solution to a business case or problem.

Our students will be effective collaborators. Students will effectively contribute to the completion of group tasks; responsibly fulfill their role(s) in the group; and cooperate with and value the viewpoints of other group members.

Our students will be competent in the business core. Students will demonstrate understanding of and apply core disciplinary concepts in business; recognize ethical problems and present defensible ethical solutions; and apply global perspectives to business situations. Marketing majors will demonstrate knowledge of the marketing concept, and will be able to apply the strategic marketing process to solve marketing problems, including: assessing the situation facing the decision maker (culminating in a SWOT chart); segmenting and targeting markets, and positioning product offerings accordingly; and selecting and justifying marketing mix strategies in: product and price, promotion, and distribution. Marketing majors will be able to collect, analyze and interpret information relevant to marketing decision making; demonstrate effective written communication skills applied to the marketing discipline, including writing effective marketing plans; deliver professional presentations, including sales presentations; and understand the fundamental legal and ethical implications of marketing actions.

BS - Mass Communications *(42-46 credits)*
Program Description
This program is a combination of theory and skills to prepare students with strong backgrounds in media history, ethics, theory, law, social institutions as well as skills to prepare students to be competent media practitioners, savvy media consumers and informed citizens. Courses of study under the domain of mass communications include public relations, social media, and journalism.

Program Requirements
Core (19 Credits): MCOM 200, MCOM 203, MCOM 207, MCOM 300, MCOM 401, MCOM 494, MCOM 496.

Journalism Concentration: Core (14 Credits): MCOM 340, MCOM 350, MCOM 440; Electives (13 credits) from following: MCOM 260, MCOM 320, MCOM 330, MCOM 345, MCOM 365, MCOM 370, MCOM 414, MCOM 444

Creative Media Production Concentration: Core (9 credits): MCOM 315, MCOM 320, MCOM 330; Core Electives (6-7 credits) from following: MCOM 325, MCOM 335, MCOM 415, MCOM 420; Electives (6-7 credits) from following: MCOM 338, MCOM 340, MCOM 345, MCOM 350, MCOM 370, MECOM 414, MCOM 444.

Strategic Communications Concentration: Core (18 credits): MCOM 260, MCOM 360, MCOM 370, MCOM 375, MCOM 480; Electives (5 credits) from following: MCOM 330, MCOM 340, MCOM 380, MCOM 414, MCOM 444.

Upper Division Writing Requirement will be fulfilled by any of the following courses ENGL 331 or ENGL 333 or ENGL 341

Notes
Mass Communications majors must complete a minor or complete two college courses (8 credits) in a single foreign language as part of their degree.

Program Student Learning Outcomes
Demonstrate an understanding of the ethical principles that guide media content.

Apply the laws of free speech and the First Amendment in a democracy.

Demonstrate an understanding of the significance and impact of mass communications in a global society.

Identify and apply multimedia concepts, standards, practices, and skills to a chosen professional field.

Conduct research by methods appropriate to the communications professions and assess numerical, statistical, and other information for accuracy.

Think critically, creatively, and independently.

Demonstrate basic skills for effective written, oral, and visual communication.

Demonstrate sensitivity to ethnicity, race, and culture, and understanding of racism and the diversity of groups in a global society, and a comprehension of the importance of diversity and inclusiveness in relationship to mass communications.

BS - Mathematics Teaching *(52-54 credits)*
Program Description
A program that prepares individuals to teach mathematics programs at various educational levels. As an option, students may elect to earn a "Teaching Calculus: Secondary Education" emphasis or elect 9 credits of upper division Math courses based on student interest.

Program Requirements
Core (46 credits): MATH 221, MATH 222, MATH 271, MATH 304, MATH 312, MATH 321, MATH 411, MATH 431, MATH 432, MATH 465, MATH 482, STAT 239, STAT 321, STEM 420, STEM 421. MATH 431, STEM 420, MATH 432, STEM 421, and MATH 482 must be completed at St. Cloud State University.

Electives (6-8 credits): choose two courses from MATH 252, MATH 325 or MATH 327, MATH 353, MATH 421, MATH 423, MATH 427, MATH 452, MATH 455, MATH 480, MTHE 441, STAT 447.

To satisfy the upper division writing requirement, students must complete MATH 431 and 432 with grades of "C-" or better.

Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.

Notes
Students are encouraged to declare their intent to major in mathematics teaching as soon as possible.

All but one required mathematics course in the B.S. program must be completed prior to student teaching.

A student who fails or withdraws from five or more mathematics or statistics classes may be dropped from the program.

Students must earn at least a "C-" in all program courses and overall GPA of 2.25 in all program courses to graduate.

STAT 219, STAT 242, or STAT 353 may be substituted for STAT 239 with permission of advisor.

Must participate in a STEM Education Admissions Event to assess student skills in writing and oral communication as well as student dispositions.

Program Student Learning Outcomes
Demonstrate mastery of a body of mathematical knowledge.
Reason mathematically.
Apply mathematics to solve problems using analytic, graphing and numerical methods.
Communicate in the language of mathematics, both orally and in writing.
Demonstrate an understanding of the breadth of mathematics and the connections between mathematics and other disciplines.
Undertake individual, creative work.
Integrate an understanding of mathematics with an understanding of teaching.

BS - Medical Laboratory Science *(61 credits)*
Program Description
A program that prepares individuals to conduct and supervise complex medical tests, clinical trials, and research experiments; manage clinical laboratories; and consult with physicians and clinical researchers on diagnoses, disease causation and spread, and research outcomes. Includes instruction in the theory and practice of hematology; clinical chemistry; microbiology; immunology; immunohematology; physiological relationships to test results; laboratory procedures and quality assurance controls; test and research design and implementation; analytic techniques; laboratory management and personnel supervision; data development and reporting; medical informatics; and professional standards and regulations.

Program Requirements
Core (37 credits): BIOL 151, CHEM 211, CHEM 240, CHEM 241, MATH 112, MLS 401, MLS 402, MLS 403, MLS 404, MLS 405, MLS 406, MLS 407 or MLS 444 as part of an affiliated clinical internship program. The following courses must be included in the Liberal Education plan of each student: STAT 193 to fulfill Goal Area 4; CHEM 210 and BIOL 103 to fulfill Goal Area 3.

Electives (24 credits): Elective courses are chosen in conjunction with the MLS program director and are designed to optimize the student's application for a specific clinical internship program.

Admission Requirements
GPA: 2.80
Completion of CHEM 210 and MATH 112 with a 2.0 GPA or better in the courses.

Notes
Alternately, students may select to apply for clinical training as SCSU students after completion of the above courses and BIOL 362, BIOL 486; CHEM 480 (instead of 241); and completion of the SCSU Liberal Education program.

Students who have Baccalaureate Degrees in Biology or Chemistry may be eligible for the accelerated option. See Department Chair for information.

See advisor for a list of appropriate courses.

Program Student Learning Outcomes
Each instructor at the MLS Program designs his or her own learning activities and assessments, but all faculty and staff work together to help students achieve the Program's educational goals: discipline knowledge and the ability to apply it.

Each instructor at the MLS Program designs his or her own learning activities and assessments, but all faculty and staff work together to help students achieve the Program's educational goals: life-long learning and critical thinking skills.

Each instructor at the MLS Program designs his or her own learning activities and assessments, but all faculty and staff work together to help students achieve the Program's educational goals: effective communication skills.

Each instructor at the MLS Program designs his or her own learning activities and assessments, but all faculty and staff work together to help students achieve the Program's educational goals: the ability to function in complex, diverse environments.

BS - Meteorology *(78 credits)*
Program Description
This program is designed to provide a degree whose course content, staff and facilities meet the guidelines set forth by the American Meteorological Society and the National Weather Service for undergraduate programs. A Doppler weather radar is located on the campus, and computer-based presentation of weather satellite images and weather maps are provided in the weather forecasting laboratory.

St. Cloud State University is an Academic Affiliate of the University Corporation for Atmospheric Research, a consortium of North American institutions with education and research programs in the atmospheric sciences.

Program Requirements

Core (72 credits): AHS 160, AHS 230, AHS 260, AHS 275, AHS 280, AHS 364, AHS 365, AHS 367, AHS 368, AHS 375, AHS 385, AHS 465, AHS 467, AHS 475, AHS 478, AHS 481, AHS 482, AHS 486, AHS 491, AHS 492, MATH 221, MATH 222, MATH 320 or PHYS 346, PHYS 234, PHYS 237, CSCI 172, CYB 267.

Electives (6 credits): numbered 300 or above with approval of the student's adviser. These may include but are not limited to AHS 334, AHS 338, AHS 387, AHS 420, AHS 444, AHS 485, GEOG 316, MATH 325 or MATH 327.

To satisfy the upper division writing requirement, students must complete AHS 491 and AHS 492, the senior project courses.

Program Student Learning Outcomes

Student will demonstrate technical skills required for meteorology related professions.

Student will be able to demonstrate knowledge of physical, dynamical, synoptic and mesoscale meteorology appropriate to the Bachelor of Science level.

Student will communicate scientific information and ideas orally and in writing according to professional standards.

Student will be able to apply scientific reasoning to meteorological problems.

BS - Music Teaching *(70 credits)* +

Program Description

A program that prepares individuals to teach music and music appreciation programs at various educational levels.

Program Requirements

Core (70 credits): MUSM 101, MUSM 111, MUSM 125, MUSM 202, MUSM 205, MUSM 212, MUSM 303, MUSM 304, MUSM 313, MUSM 351, MUSM 352, MUSM 353, MUSP 101, MUSP 102, MUSP 303, MUSP 373, MUSE 240, MUSE 331, MUSE 468.

6 semesters of major performing organization. 2 semesters of applied major at 100 level; 4 semesters of applied major at 200 level and above (one semester required at 300 level). 6 semesters of MUSP 100. Junior Recital (co-requisite of 1 semester applies lessons at 300 level or above). 2 semesters of applied voice for pianists instead of MUSP 101 and MSUP 102. Instrumental Concentration (11 credits): MUSP 376, MUSE 346, MUSE 347, MUSE 348, MUSE 349.

Vocal Concentration (10 credits): MUSP 304, MUSP 376, MUSE 244, MUSE 334, MUSE 442.

Students fulfill the University's Upper Division Writing Requirement by successfully completing MUSM 353.

Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.

Admission Requirements

GPA: 2.50

C or better in ENGL 191 and CMST 192.

Successful admittance to an applied studio is required of all music majors. See department website for specific requirements for each applied studio.

Notes

Students pursuing a B.S. in Music Education, either vocal or instrumental concentration, must consult with the Music Department for recommended sequencing of liberal education and music classes.

All students will demonstrate functional piano skills as a requirement for graduation. Students satisfy this requirement by successfully completing the degree curriculum. See department for details.

A grade of "C" or above in all music classes is required for all music major or minor degree programs. A "C-" in a music course is not considered a passing grade for the music major.

Program Student Learning Outcomes

Understand and be able to apply analytical, aural and keyboard skills in a variety of musical situations. Student shall demonstrate skills necessary to analyze music from diverse periods and cultures, and be able to use the analysis to enhance performance, conducting, and/or teaching; shall demonstrate application of keyboard skills appropriate for music concentration; and shall demonstrate advanced sight-singing and melodic, harmonic, and rhythmic dictation skills.

Demonstrate knowledge and understanding of a diverse body of music in its historical and cultural context. Student shall demonstrate knowledge of significant composers (both Western and non-Western) with respect to their life span, cultural influences, style, and most representative works; and shall demonstrate an understanding of dynamic relationships among musical structure, music history, and performance practices.

Apply music technology in its various forms for teaching, performance, composition, and/or scholarly pursuits. Student shall demonstrate skill in creating derivative or original music that is notated using music technology and created using music technology; shall demonstrate skill in using music technology in rehearsal, performance and pedagogy; and shall demonstrate technological skills necessary to complete advanced undergraduate music research projects.

Demonstrate knowledge of styles, literature, advanced solo and ensemble performance skills on at least one instrument from wind, percussion, string, keyboard or voice. Student shall demonstrate skills requisite for artistic self-expression in at least one major performance area at a level appropriate for their music concentration; shall demonstrate understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory; and shall demonstrate growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences.

Demonstrate ability to act independently at a high level as a musical creator, scholar, performer, and/or teacher. Student shall demonstrate skills and dispositions required to be an independent and collaborative musician in the area of concentration; and shall produce at least one high quality composition, performance, teaching unit or other musical artifact with a minimum of guidance from faculty. It should demonstrate synthesis of collegiate music study.

Demonstrate ability to communicate effectively -- musically, verbally and in writing. Student shall demonstrate ability to communicate musically with a variety of audiences; shall demonstrate verbal ability required for communication with a variety of groups, including audiences, students, and musicians; and shall research and write scholarly papers at a level appropriate for upper-division students.

BS - Nursing *(98 credits)*

Program Description

The nursing BS prepares caring professional nurses equipped to practice in contemporary health care settings. The curriculum is student-focused and integrates the art and science of critical thinking, communication, ethics, health promotions, caring alternative healing methods and cultural expertise. The program offers clinical experience in a variety of settings such as hospital, nursing home, home health care and other community-based agencies. After graduation, nursing graduates must

take and pass the National Council Licensure Examination (NCLEX) in order to obtain a Registered Nurse (RN) license.

Program Requirements

98 credits (includes 30 credits pre-admission courses and 68 NURS credits). NURS 301, NURS 302, NURS 303, NURS 304, NURS 305, NURS 306, NURS 307, NURS 308, NURS 309, NURS 310, NURS 311, NURS 312, NURS 314, NURS 315, NURS 316, NURS 317, NURS 401, NURS 402, NURS 403, NURS 404, NURS 405, NURS 406, NURS 408, NURS 411, NURS 413. Students fulfill the University's Upper Division Writing Requirement by successfully completing NURS 403.

Admission Requirements

GPA: 2.75

Pre-admission courses (30 credits): Completion of ENGL 191, CMST 192, CHEM 151, BIOL 202, BIOL 204, BIOL 206, and MATH 193 or STAT 193, and CPSY 262 or PSY 240. All pre-admission courses must be completed with a grade of C or higher prior to applying for admission.

Notes

A formal application and entrance exam are required. Information about the application process can be found on the Nursing webpage.

Completion of this process does not guarantee admission to the Nursing major or access to NURS courses.

Students with English as a second language are required to take the TOEFL with a passing score of 560 (paper) or 220 (CBT) or the current equivalent score for nursing programs in the United States.

Program Student Learning Outcomes

Integrate theory and research-based knowledge and skill from the arts, sciences, humanities, informatics and genetics into professional nursing practice.

Practice nurse leadership skills in a culturally diverse, rapidly changing, global society; engaging in professional development to provide high quality and safe patient care through quality improvement.

Utilize critical thinking in the provision of holistic, evidence-based practice including integrative health that is culturally and ethnically sensitive and addresses the needs of individuals, families, groups, communities and populations in all stages of life.

Integrate knowledge and skills in information management and patient care technology into nursing practice.

Examine healthcare policy, including financial and regulatory environments to influence the delivery of high quality and safe patient-centered care.

Communicate and collaborate with inter-professional teams in the design, management and provision of safe, evidence based, patient- centered care.

Contribute to improvements in individual and population health through health promotion and disease prevention including the rural and underserved communities.

Integrate professional values of altruism, autonomy, human dignity, integrity and social justice into a personal philosophy of nursing practice with caring at the core.

BS - RN-BS Completion *(30 credits)*

Program Description

The RN Baccalaureate Completion nursing program (RN to BS) prepares caring professional clinicians to be well equipped to practice in contemporary health care settings.

Program Requirements

(30 credits): NURS 414, NURS 415, NURS 417, NURS 419, NURS 420, NURS 421, NURS 428, NURS 427, NURS 429, NURS 431.

Completion of NURS 417 fulfills the university Upper Division Writing Requirement.

Admission Requirements

Admission is competitive based on Nursing GPA and references.

Proof of active, unencumbered RN license in Minnesota.

Minimum grade of C in each required nursing course from the associate's degree.

Notes

Information regarding applications, prerequisites, and deadlines is on the Nursing Department website.

Must complete goal areas and upper division courses as required by the university.

This is an online cohort program. Students are only admitted in the Fall.

Program Student Learning Outcomes

Integrate theory and research-based knowledge and skill from the arts, sciences, humanities, informatics and genetics into professional nursing practice.

Practice nurse leadership skills in a culturally diverse, rapidly changing, global society; engaging in professional development to provide high quality and safe patient care through quality improvement.

Utilize critical thinking in the provision of holistic, evidence-based practice including integrative health that is culturally and ethnically sensitive and addresses the needs of individuals, families, groups, communities and populations in all stages of life.

Integrate knowledge and skills in information management and patient care technology into nursing practice.

Examine healthcare policy, including financial and regulatory environments to influence the delivery of high quality and safe patient-centered care.

Communicate and collaborate with inter-professional teams in the design, management and provision of safe, evidence based, patient-centered care.

Contribute to improvements in individual and population health through health promotion and disease prevention including the rural and underserved communities.

Integrate professional values of altruism, autonomy, human dignity, integrity and social justice into a personal philosophy of nursing practice with caring at the core.

BS - Physical Education *(44 credits)*

Program Description

The Health, Physical Education, Recreation, and Sport Science Department offers a B.S. degree in Physical Education that leads to a teaching certification: non-teaching degrees include a B.A degree in Physical Education with tracks in Athletic Training, Community Health, Physical Education, Recreation and Sports Management, and Health Education.

Program Requirements

Core (44 credits): HLTH 210, HLTH 215, HPE 200, HPE 207, HPE 294, HPE 320, HPE 375, HPE 376, HPE 407, HPE 434, HPE 447, HPE 457, PESS 300, PESS 312, PESS 461, ED 451.

Admission Requirements

GPA: 2.50

Submission of a written essay that earns a minimum score of 7/10 (department rubric) and completion of a successful interview (see Department for specifics).

Notes

Courses within major must be taken for a letter grade; only letter grades of C- or better will be accepted for the major.

Students must show evidence of a Water Safety Instructor certification and have a current certification in Responding to Emergencies or equivalent for student teaching.

MTLE Pedagogy and Content Area Test(s) must be successfully completed prior to applying for a Minnesota teaching license.

Program Dispositions must score a minimum of 2 prior to entering HPE 457. Any candidate who does not successfully navigate Disposition

_____

remediation or has received a second score of 0 or 1 in the same area will be removed from the program and may not re-apply for one complete academic year.

Program Student Learning Outcomes

Understands, applies, and assesses the skills necessary to perform varied physical activities.

Understands disciplinary knowledge of Physical Education and personal Health/Wellness.

Demonstrates an understanding that integrates Health, Physical Education with the understanding of pedagogy, students, learning, classroom management, and professional development.

Understands concepts related to health promotion and disease prevention.

Understands how to use goal-setting and decision-making skills to enhance health and fitness.

Applies the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences.

BS - Physics *(68-71 credits) +*
Program Description

Students who major in physics learn to observe nature and understand concepts that are the key principles in many other science and engineering fields. Our graduates become problem solvers in a wide variety of industrial and technically sophisticated research and development settings. We also support a program that prepares secondary school teachers. Our distinctive areas include optics, astrophysics, and physics education, and we provide engaging opportunities for student-centered research.

A student may tailor a program to one of several career tracks: professional physics (preparation for graduate school), astrophysics, engineering science, mathematical physics, electro-optics, and self-selection (under supervision of an adviser).

Program Requirements

PHYS 234, PHYS 235, PHYS 328, PHYS 329, PHYS 333, PHYS 346, PHYS 358, PHYS 430, PHYS 431, PHYS 432, PHYS 440, ENGR 332, PHYS 334, MATH 221, MATH 222, MATH 312, MATH 321, MATH 325, CHEM 210; MATH 325 or MATH 327.

Computational requirement (2-4 credits): CSCI 201 or GENG 102.

At least 9 credits selected under the supervision of the physics major advisor in a particular concentration:

Astrophysics (choose from): ASTR 311, ASTR 312, ASTR 323, ASTR 427, MATH 427, PHYS 415. *Electro-Optics* (all): PHYS 435, PHYS 436, PHYS 415. *Mathematical Physics* (choose from): MATH 411, MATH 423, MATH 427, PHYS 415, PHYS 450, PHYS 451, PHYS 452, PHYS 453, PHYS 455. *Self-Selection*: At least 9 credits from the 300- or 400-level courses selected from within ASTR, ENGR, or PHYS rubrics.

Courses must be selected from departments within the College of Science and Engineering.

Students fulfill the University's Upper Division Writing Requirement by successfully completing PHYS 430.

Admission Requirements

GPA: 2.50

Notes

Students must maintain a 2.50 GPA or higher in all PHYS, ASTR, and ENGR courses to remain in the major.

It is recommended that students complete high school algebra and trigonometry before majoring or minoring in Physics. Students without appropriate math skills have the option of completing MATH 072 and MATH 113.

Program Student Learning Outcomes

Students will make inferences and deductions based on knowledge of physics.

Students will demonstrate experimental, computational and laboratory skills.

Students will communicate ideas and processes of physics, clearly and precisely, orally and in writing.

Students will demonstrate the processes and skills associated with physics research, including an integrated working knowledge of instrumentation and physical processes.

BS - Physics/General Science Education, Grades 5-12 *(66 credits) +*
Program Description

This program prepares students for careers as high school physics and middle school science educators. Emphasis is on broad science knowledge with a focus on physics. Students are encouraged to complete a research project.

Program Requirements

Science Core (42 credits): ASTR 205, BIOL 151, BIOL 152, CHEM 210, CHEM 211, AHS 205, PHYS 234, PHYS 235, SCI 420, SCI 430, SCI 440, STEM 420, STEM 421. Physics Emphasis (19 credits): ENGR 332, MATH 221, MATH 222, PHYS 328, PHYS 329, PHYS 430 or PHYS 415 (2 Cr.) Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.

Admission Requirements

GPA: 2.75

Completion of a minimum of 36 semester hours, with at least 12 in residence at SCSU. C or better in ENGL 191, CMST 192.

Must participate in a STEM Education Admissions Event to assess student skills in writing and oral communication as well as student dispositions.

Notes

The Liberal Education Program (LEP) incorporates the ten goals of the Minnesota Transfer Curriculum.

LEP must be satisfied by completion of all ten goals and achieve a total of at least 40 credits.

Completion of major courses allows for a waiver of 8 credits from goal area 3 and 3 credits from goal area 4.

Program Student Learning Outcomes

Students will make inferences and deductions based on knowledge of physics.

Students will demonstrate experimental, computational and laboratory skills.

Students will communicate ideas and processes of physics, clearly and precisely, orally and in writing.

Students will demonstrate the processes and skills associated with physics research, including an integrated working knowledge of instrumentation and physical processes.

BS - Physics Education, Grades 9-12 *(60 credits) +*
Program Description

A program that prepares individuals to teach physics at the 9-12 grade levels.

Program Requirements

Core (45 credits): CHEM 210, CHEM 211, MATH 221, MATH 222, ENGR 332, PHYS 234, PHYS 235, PHYS 328, PHYS 329, PHYS 430 or PHYS 415 (2 Cr.). SCI 420, SCI 430, ED 451.

Electives (15 credits): from the following ASTR 311, ASTR 312, ASTR 323, ASTR 427, PHYS 304, PHYS 333, PHYS 346, PHYS 358, PHYS 431, PHYS 435, PHYS 436, PHYS 440.

Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.

Admission Requirements

GPA: 2.75

Completion of a minimum of 36 semester hours, with at least 12 semester hours in residence at SCSU.

Grades of "C" or better in ENGL 191 and CMST 192. Must participate in a STEM Education Admissions Event to assess student skills in writing and oral communication as well as student dispositions.

Notes

The Liberal Education Program (LEP) incorporates the ten goals of the Minnesota Transfer Curriculum.

LEP must be satisfied by completion of all ten goals and achieve a total of at least 40 credits.

Completion of major courses allows for a waiver of 8 credits from goal area 3 and 4 credits from goal area 4.

Program Student Learning Outcomes

Students will make inferences and deductions based on knowledge of physics.

Students will demonstrate experimental, computational and laboratory skills.

Students will communicate ideas and processes of physics, clearly and precisely, orally and in writing.

Students will demonstrate the processes and skills associated with physics research, including an integrated working knowledge of instrumentation and physical processes.

BS - Radiologic Technology *(88 credits)*

Program Description

A program that prepares individuals to be radiologic technologists and to be in related professions.

Program Requirements

Pre-Clinical Core (25 credits): BIOL 202, BIOL 204, BIOL 266, CHEM 210, PHYS 131, PHYS 231, PHYS 232, MATH 112 (or higher level algebra or calculus course). MATH 193 and MATH 196 are not acceptable. Clinical Education: 56 credits. RADT 375 (14 credits), RADT 475 (14 credits), PHYS 354 (14 credits), PHYS 454 (14 credits). Professional Core (7 credits): PHYS 308, PHYS 309, PHYS 408.

Students fulfill the University's Upper Division Writing Requirement by successfully completing an approved writing project in PHYS 309 with a grade of C- or better.

Admission Requirements

GPA: 2.0 (overall and in major courses)

Completion of 15 credits or more, including MATH 112 and PHYS 231, 12 credits or more in residence at SCSU, and approval of the Radiologic Technology program director.

Notes

All courses except for RADT 375, RADT 475, PHYS 354, PHYS 454 and PHYS 309 must be completed prior to beginning the clinical phase. Admission to the major does not guarantee admission to a required clinical program.

Because of required coursework in mathematics and science, students graduating with a major in Radiologic Technology are considered as having satisfied the liberal education requirement in mathematics and natural/physical science.

Program Student Learning Outcomes

Students will make inferences and deductions based on knowledge of physics.

Students will demonstrate experimental and laboratory skills.

Students will communicate knowledge of Radiologic Technology in writing.

Students will demonstrate clinical competence in Radiologic Technology.

BS - Recreation and Sports Management *(53 credits)*

Program Description

These programs are designed to prepare students to work in a variety of fields: recreation administration, therapeutic recreation, outdoor wilderness, commercial recreation, municipal recreation, or quasi-public recreation. Students may major in recreation and minor therapeutic recreation.

Program Requirements

Core (50 credits): REC 201, REC 241, REC 301, REC 333, REC 415, REC 416, REC 418, REC 420, REC 433, REC 444, REC 488, PESS 370, ACCT 291, BLAW 235, MGMT 201, and MKTG 220.

Electives (3 credits): advisor approved electives at the 300-400 level.

Admission Requirements

Complete REC 201, REC 241, REC 301 and ACCT 291 with overall and major GPA of 2.6 before admission to remaining REC courses.

Notes

C or better in all courses required in the major.

15 credits of required REC courses (not including independent study/topic courses) must be taken at SCSU prior to enrolling in REC 444: Senior Internship. Additional transfer credits may be approved as electives with advisor permission.

2.75 major GPA and current certification in CPR/AED and First Aid required prior to enrollment in REC 444: Senior Internship.

Program Student Learning Outcomes

Conceptual foundations of play, games, recreation, leisure, sport, and events.

Professional competence, organizations, standards of practice and ethics.

Interrelationship of delivery systems for diverse and inclusive populations.

Program and event planning and operations.

Management principles and procedures in the operations of sport/leisure service organizations.

Legal aspects for the operations of sport/leisure service organizations. Field experiences.

BS - Social Studies Education *(68 credits)*

Program Description

Social Studies Education majors build a broad base of knowledge and skills across the social sciences and in pedagogy to teach 5th-12th grade students. Students will engage with faculty to learn economics, geography, history, political science, psychology, and sociology through an interdisciplinary program that also offers the opportunity for global learning experiences. Future educators in the Social Studies Education program are prepared to serve middle and high school students with varying academic, social, and emotional needs while learning to create a curriculum with engaging experiences that will interest their own students. Field experiences occur three times throughout the program, including a full 16-week student teaching opportunity the semester before graduation.

Program Requirements

Social Studies Licensing Core: ECON 110, MATH 110, GEOG 372, GEOG 471, GEOG 486; POL 453; HIST 110, HIST 111, HIST 346, HIST 470, HIST 310; SSE 253, SSE 411, SSE 421, SSE 453.

Electives (9 credits): selected from GEOG 368, GEOG 369, GEOG 372, GEOG 373, GEOG 374, GEOG 384, GEOG 471 or GEOG 486. GEOG 410 may be substituted with approval of advisor.

Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.

Admission Requirements

GPA: 2.50

Completion of a minimum of 36 semester hours, with at least 12 semester hours in residence at SCSU.

Grades of "C" or better in ENGL 191 and CMST 192.

Notes

Students selecting this major must complete the Liberal Education program, the Social Studies Licensing Core, one of the emphases in the B.S. Social Studies major designated for licensure and the Professional Education component.

Students in the Geography Concentration are not required to take GEOG 253 in their Social Studies Licensing Core.

Many of the social studies licensure core courses may be used for the liberal education program.

PSY 240 may be substituted for CPSY 262 in the education core. Please contact the social studies teaching program to set up an advising appointment if you have any questions.

Program Student Learning Outcomes

Students will evaluate the concepts, theories and philosophies of the various social sciences (history, geography, sociology, psychology, economics and political science).

Students will demonstrate how to convert knowledge of specific content into organized curriculum and pedagogical methods to improve instruction for middle school and high school students.

Students will assess state and national standards and develop pedagogical methods to meet these.

Students will critique and select/adapt Social Studies curriculum materials appropriate for various types of Social Studies instruction and assessment.

Students will investigate appropriate instructional technologies and describe/demonstrate how to incorporate them into the classroom setting.

Students will develop student assessment materials appropriate for various age groups and content areas.

BS - Social Work *(64 credits)*

Program Description

This major prepares students for entry-level professional social work practice. Students are eligible to be licensed as social workers by The State of Minnesota. The program emphasizes the development of professional social workers who are committed to working for social justice and life-long learning about human diversity. All graduates complete an internship under the supervision of the faculty and a social worker in the community. Graduates are also eligible for admission to Masters of Social Work programs in which they receive advance standing as a result of their undergraduate social work education. This program is accredited by The Council on Social Work Education.

Program Requirements

Pre-Professional Core (22 credits): SW 190, SW 216, BIOL 103, HURL 201, HURL 206, PSY 240 or CPSY 262, SOC 160, STAT 193 (Completion of the pre-professional core with a C- or better in each course).

Core (42 credits): SW 330, SW 340, SW 345, SW 350, SW 360, SW 410, SW 411, SW 412, SW 442, SW 444, SW 445.

Students fulfill the University's Upper Division Writing Requirement by successfully completing SW 340 and SW 412.

Admission Requirements

GPA: 2.60

(22 credits) Completion of the pre-professional core with a C- or better in each course: SW 195, SW 216, BIOL 103, HURL 201, HURL 206, PSY 240 or CPSY 262, SOC 160, STAT 193.

Notes

Students must seek admission into the major during the semester that they are enrolled in SW 340.

Students must earn a C- or better in every social work course.

Program Student Learning Outcomes

Ability to implement the values and ethics of the social work profession.

Ability to practice generalist social work effectively at all levels, incorporating systems theory and integrating a strengths perspective.

Ability to practice without discrimination, and with respect, knowledge, and skills, related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Ability to understand the forms and means of oppression and discrimination, and advocate for social, economic, and political justice.

Ability to use supervision, consultation, and collaboration to enhance social work practice within organizational structures and service delivery systems, as well as to seek necessary organizational change.

Ability to analyze and formulate policy alternatives and understand how to influence social policies on all levels.

Ability to apply research findings to practice and evaluate one's own practice interventions.

Ability to know the history of the social work profession and understand its relationship to contemporary issues.

Ability to use all modes of communication skillfully and demonstrate critical thinking skills in all professional encounters.

BS - Software Engineering *(100 credits)*

Program Description

This program prepares individuals to apply scientific and technological principles to analyze, design, implement, verify & validate, deliver, and maintain software systems for communications, business, medical, industrial, military, aerospace, scientific, and general computing applications.

Program Requirements

Core (75 credits): MATH 221, MATH 271, MATH 312, STAT 353, ENGL 332 or CMST 341, CSCI 201, CSCI 301, SE 210 or CSCI 310, SE 211 or CSCI 411, GENG 101, SE 221, SE 231, SE 250, SE 342, SE 350, SE 444, SE 460, SE 465, SE 470, SE 475 or CSCI 430, SE 480, SE 490, SE 491.

Electives (25 credits): Choose 3 courses from: CSCI 220, CSCI 450, SE 266, SE 276, SE 412, SE 413, SE 450, SE 466, SE 477, SE 478, SE 479, SE 482. Math Electives: Choose 2 courses from: MATH 222, MATH 320, MATH 304, STAT 321.

Basic Science Electives: Choose 1 course from Goal Area 3 and 7 credits from ASTR, BIOL, CHEM, or PHYS courses with the consent of the advisor.

The Upper Division Writing Requirement is met through the following courses: SE 460 and SE 490 and SE 491.

Notes

Students must maintain at least a 2.5 GPA in the Software Engineering required program courses.

The software engineering program contains a total of 122 credits, including 40 credits of liberal education.

Students can take upper level (400 level) courses after completing MATH 271, CSCI 201, and SE 250 with a grade of C- or better, and with GPA within the program of at least 2.5.

Program Student Learning Outcomes

An ability to apply knowledge of mathematics, science, and engineering.

An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, and safety.

An ability to function on multidisciplinary teams.

An ability to identify, formulate, and solve real-world problems.

An understanding of professional and ethical responsibility.

An ability to communicate effectively. An ability to work in one or more significant application domains. An ability to manage the development of software systems.

A recognition of the need for, and an ability to engage in life-long learning.

An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

An ability to appropriately analyze, design, verify, validate, implement, apply, and maintain software systems.

An ability to apply discrete mathematics, probability and statistics, and relevant topics in computer science and support disciplines to complex software systems.

BS - Spanish *(44 credits)*
Program Description
A program that prepares individuals to teach Spanish language programs at various educational levels.
Program Requirements
Core (44 credits): SPAN 201, SPAN 202, SPAN 221 or SPAN 222, SPAN 310, SPAN 331, SPAN 341, SPAN 345, SPAN 453, SPAN 454; LC 461, LC 462; ENGL 361; SPAN 421 or SPAN 422; SPAN 441 or SPAN 445; ED 451
Admission Requirements
GPA: 2.50
Completion of a minimum of 36 semester hours, with at least 12 semester hours in residence at SCSU.
Grades of "C" or better in ENGL 191 and CMST 192.
Notes
See Languages and Cultures Department B.S. advisors for licensure requirements.
Program Student Learning Outcomes
Understand language as a system.
Understand first and second language acquisition theory and how this informs practice.
Demonstrate advanced-low level speaking proficiency as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.
Comprehend, interpret, and evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency.
Comprehend, interpret, and evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency.

BS - Special Education *(57 credits)*
Program Description
The Department of Special Education offers an undergraduate, comprehensive major which leads to licensure to teach students with learning disabilities, emotional/behavioral disorders, or developmental disabilities. Students will complete a common sequence of coursework which will culminates in a student teaching experience and specialized coursework during their senior year. After obtaining one license at the undergraduate level, students will have completed a majority of the coursework for the additional licenses, which may be obtained at the graduate level.
Program Requirements
Core (12 credits): SPED 203 (counts as Diversity) SPED 420, SPED 421, SPED 431. General Education Block (16 credits): SPED 338, SPED 339, SPED 405, SPED 415, SPED 418, SPED 445. Special Education Block (15 credits): SPED 411, SPED 416, SPED 419, SPED 440, SPED 455. Student Teaching Semester (16 credits): SPED 490, SPED 452, SPED 456, SPED 457. Special licensure requirements: ED 200 or SPED 200 or CFS 200, CEEP 262, CEEP 361, HURL 497, HURL 498, IM 422 (competencies required - see IM section), and MATH 301.
Professional Education Sequence (special licensure requirements): ED 200 or SPED 200 or SFC 200, CPSY 262, CPSY 361, HURL 497, HURL 498,

IM 422 (competencies required; see IM section), MATH 301.
Admission Requirements
GPA: 2.75
Overall grade point average of 2.75 or higher in courses taken at SCSU at the time the application to major.
Completion of prerequisite courses: CEEP 262, ED 200 or SPED 200 or CFS 200, MATH 301, SPED 203, SPED 420, SPED 421, SPED 431.
Program Student Learning Outcomes
Understands the central concepts, tools of inquiry and history and context of developmental disabilities as a foundation on which to base practice.
Understands referral, assessment, planning, and placement procedures specific to teaching student with developmental disabilities.
Understands how to use individual education plans to design and implement developmentally appropriate instruction for students with developmental disabilities.
Communicates and interacts with students, families, other teachers, and the community to support student learning and well-being.
Applies the standards of effective practice in teaching students with developmental disabilities through a variety of early and ongoing clinical experiences.

BS - Statistics *(45 - 60 credits)*
Program Description
This program prepares students for careers in actuarial science; mathematical statistics, applied statistics, network modeling and simulation; quality control; related fields such as econometrics; biometrics; psychometric; and graduate work in statistics.
Data Science Concentration *(60 credits)*
Program Requirements
Math (7 cr.): MATH 221, MATH 271. Computing (14 cr.): CYB 267, CSCI 201, CSCI 301, IS 443. Statistics (30 cr.): STAT 239, STAT 304, STAT 321, STAT 325, STAT 360, STAT 380, STAT 381, STAT 421, STAT 415, STAT 417.
Electives
9 credits of 300- or 400-level STAT courses not including STAT 353.
Data Analytics Concentration *(45 credits)*
Program Requirements
Math (3 cr.): MATH 211. Computing (6 cr.): CYB 267, IS 443. Statistics (30 cr.): STAT 239, STAT 304, STAT 321, STAT 325, STAT 360, STAT 380, STAT 381, STAT 421, STAT 415, STAT 417.
Electives
6 credits of 300- or 400-level STAT courses not including STAT 353.
Mathematical Statistics Concentration *(57-59 credits)*
Program Requirements
Math (18-19 cr.): MATH 221, MATH 222, MATH 271, MATH 312, and either MATH 321 or MATH 320. Programming (3-4 cr.): Choose one of the following: CYB 267, CSCI 201, or MATH 252. Statistics (27 cr.): STAT 239, STAT 304, STAT 321, STAT 325, STAT 380, STAT 381, STAT 421, STAT 447, STAT 448.
Electives
9 credits of 300- or 400-level STAT courses not including STAT 353 or STAT 417.
Students fulfill the University's Upper Division Writing Requirement by successfully completing STAT 381 with a grade of "C-" or better.
Admission Requirements
GPA: 2.40
GPA of 2.40 in all major courses.
Completion of STAT 239, STAT 321, and three additional program credits.
Completion of at least 3 program credits at SCSU. A student who fails or withdraws from three or more mathematics or statistics courses may be denied admission to the major.

_____

Notes

Students must earn at least a "C-" in all major courses.

Students must maintain at least a 2.40 GPA in the major to graduate.

STAT 219, STAT 242, or STAT 353 may be substituted for STAT 239 with permission of advisor.

Program Student Learning Outcomes

Will demonstrate an understanding of the theoretical underpinnings and assumptions of common statistical models.

Will choose appropriate models to draw conclusions from data analysis.

Will perform data manipulation and computation.

Will communicate statistical results effectively.

BS - Technology Education *(53 credits)*
Program Description

The BS-Technology Education program provides students with a broad base of experience in the technology education field with a professional education series of coursework that allows them to become licensed 5-12 technology education teacher in the state of Minnesota. Students in this program complete state-required testing and student teaching in order to qualify for licensure.

Program Requirements

Core (39 credits): CM 130, CM 134, ETS 115, ETS, 153, ETS 156, ETS 253, ETS 260, ETS 322, ETS 345, ETS 353, ETS 388, ETS 415, ETS 456.

Electives (14 credits): from ETS or CM courses, with no more than 3 credits from ETS 444.

Students fulfill the University's Upper Division Writing Requirement by successfully completing ETS 456.

Professional Education Sequence (special licensure requirements): ED 205, ED 300, ED 416, ED 432, ED 436, ED 441, ED 450, ED 455, ED 460, ED 446 or ED 467, SPED 203.

Admission Requirements

GPA: 2.50

Completion of 3 of the following courses: ETS 156, ETS 260, ETS 322, ETS 363, ETS 373, ETS 374, ETS 388, or ETS 456.

Completion of a minimum of 36 semester hours, with at least 12 semester hours in residence at SCSU.

Grades of "C" or better in ENGL 191 and CMST 192.

Program Student Learning Outcomes

Compare and contrast all technological systems used in society and how each of these technological systems relates to environmental problems.

Analyze the components of the Designed World as identified by the Standards for Technological Literacy.

Identify the nature of technology within the context of the Designed World.

Compare and contrast the relationships and impacts between technology and society in the context of the Designed World.

Apply common design principles to the development of technology within the context of the Designed World.

Identify common technology problems and design appropriate solutions to these problems within the context of the Design World.

Design, implement and evaluate curricula based upon the Standards for Technological Literacy.

Use a variety of effective teaching practices that enhance and extend learning of technology.

Design, create, and manage learning environments that promote technological literacy.

Apply the principles of student learning to a diverse learning style of students.

Apply an engaging and comprehensive professional growth program to improve the teaching of technology.

BSME - Mechanical Engineering *(109 credits)*
Program Description

A program that prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of physical systems used in manufacturing and end-product systems used for specific uses, including machine tools, jigs and other manufacturing equipment; stationary power units and appliances; engines; self-propelled vehicles; housings and containers; hydraulic and electric systems for controlling movement; and the integration of computers and remote control with operating systems.

Program Requirements

Block 1 (38-41 credits) – Pre-Engineering Courses (34 credits): GENG 101, GENG 102, CHEM 210, MATH 221, MATH 222, PHYS 234, PHYS 235, MME 120, MME 241; Differential Equations and Linear Algebra (4-7 credits): MATH 327, or MATH 325 AND MATH 312. Block 2 (41 credits) – Fundamental Engineering Courses (38 credits): GENG 360, GENG 380, MATH 320 or MATH 321, ECON 205 or ECON 206, STAT 353 or STAT 417, MME 200, MME 213, MME 242, MME 231, MME 250, MME 331; Electives (3-4 credits; list below). Block 3 (24 credits) – Core Courses (12 credits): MME 342, MME 346, MME 401; Electives (12 credits; list below). Block 4 (6 credits) – Senior Design Courses: MME 480, MME 481.

Electives

Block 2: MATH 312, MATH 427, MATH 452, MATH 453; CHEM 211, CHEM 240, CHEM 320, EXSC 448, BIOL 202, BIOL 366, MME 444, MME 462, ETS 345, MFET 345. Block 3: MME 405, MME 406, MME 407, MME 421, MME 441, MME 446, MME 447, MME 452, MME 453, MME 454, MME 462, MME 471. Others with advisor approval. Check prerequisites.

Optional Concentration selections (12 credits): *Automation*: MME 452, MME 453, MME 454; *Engineering Mechanics*: MME 441, MME 446, MME 447; *Computation and Simulations*: MME 405, MME 421, MME 447; *Energy Systems*: MME 405, MME 406, MME 407.

Students fulfill the University's Upper Division Writing Requirement by successfully completing GENG 380.

Admission Requirements

GPA: 2.50

Completion of GENG 101 or (GENG 103 and GENG 104), GENG 102, MME 243 or MME 244, ECE 201 or ENGR 332, MATH 221, MATH 222, MATH 327 or equivalent (e.g. MATH 325 and MATH 312), PHYS 234, PHYS 235, CHEM 210. Minimum 2.50 GPA within these required courses.

Notes

Engineering students satisfy the Liberal Education Program as follows: Goal Areas 3, 4 and 9 are satisfied within the major.

The remaining Goal Areas may be satisfied by: two goal Area 1 courses with one writing (4 credits) and one speech (3 credits); any one Goal Area 5 and two Goal Area 6 courses such that all are diversity and two dual-listed with Goal 8; any one goal area 7 course flagged as racial issues; ECON 205 or ECON 206 is required and can be used for one of the courses in Goal Area 5. See department website for examples of fulfilling Liberal Education requirements.

2.50 or higher overall GPA required for graduation.

Program Student Learning Outcomes

Identify, formulate, and solve complex engineering problems by applying principles of mechanical engineering, science, and mathematics.

Apply the engineering design process to produce solutions that meet specified needs with consideration for public health and safety, and global, cultural, social, environmental, economic, and other factors as appropriate to the discipline.

Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

Communicate effectively with a range of audiences.
Recognize ethical and professional responsibilities in mechanical engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
Recognize the ongoing need to acquire new knowledge, to choose appropriate learning strategies, and to apply this knowledge.
Function effectively as a member or leader of a team that establishes goals, plans tasks, meets deadlines, and creates a collaborative and inclusive environment.

_____

UNDERGRADUATE CERTIFICATE PROGRAMS

Note: Students are unable to be awarded stand-alone certificates separate from a primary undergraduate degree program. Certificates are conferred at time of dually-enrolled primary program graduation. Full Outcomes of certificates can be found in the [online catalog](#).
Must earn a 3.00 average in the program requirements to earn certificate.

CERT - 2-D Art *(9 credits)*
Program Description
Students will learn the basics in visual communication and expression in 2D media such as drawing, painting and printmaking.
Program Requirements
Select at least one course from: ART 101, ART 110. Select at least two courses from: ART 311, ART 340, ART 350.

CERT - 3-D Art *(9 credits)*
Program Description
Students will learn the basics in visual communication and expression in 3D media such as sculpture and ceramics.
Program Requirements
ART 111, ART 360, ART 370

CERT - American Indian Studies *(12 credits)*
Program Description
Students pursuing a certificate in American Indian Studies learn about the unique status of Indigenous nations as sovereign nations. Causes and effects of stereotypes on Native Americans will be explored and students will develop an understanding of Indigenous Knowledge and philosophies about land. These courses will broaden your understanding of issues that confront the lives of American Indian women and ultimately encourage you to practice an attitude of respect when working with Native communities.
Program Requirements
ETHS 210, ETHS 310, ETHS 312, ETHS 410

CERT - Communication in Health Care Contexts *(15 credits)*
Program Description
This certificate provides students in the health services industries with competency and comprehension of health communication theories and practices related to patient/provider, social support, health care liaison and other interaction processes.
Program Requirements
CMST 220, CMST 229, CMST 460, CMST 461, CMST 330 or CMST 339

CERT - Data Management and Data Visualization *(12 credits)*
Program Description
This certificate prepares students for best practices in managing and manipulating data for analytical purposes, as well as utilizing Visual techniques to improve the understanding and communication of complex data.
Program Requirements
CYB 302, CYB 303, STAT 360, STAT 219 or STAT 242

CERT - Digital Art *(9 credits)*
Program Description
Students will learn the basics in visual communication and expression in digital media.
Program Requirements
ART 120, ART 381, ART 382

CERT - Feminist Leadership *(15 credits)*
Program Description
This certificate prepares students to become an inclusive, collaborative, and transformative feminist leader in a variety or personal and professional contexts. Students study feminist leadership skills, practices, and theories that help them find their own leadership style, voice, and purpose.
Program Requirements
GWS 201, GWS 270, GWS 430, GWS 485, 3 elective credits from list of approved courses on program website or 3 credits of GWS 444, in consultation with GWS advisor.

CERT - Game Development *(14-15 credits)*
Program Description
Learn the principles of game development and how to analyze, design, build and document a game, complete with realistic audio and video output. Students study computer animation logic and programming, data representation and visualization, and motion capture technologies.
Program Requirements
SE266, SE 482, CSCI 481, MUSM 433 or MUSM 434, CSCI 350 or CSCI 450

CERT - Executive Health Care Administration *(45-46 credits)*
Program Description
Students who pursue a Health Administration Certificate are preparing for work in one of the fastest-growing employment fields. Through our program, students prepare to take the license examination needed to manage a long-term care facility at a time when health care workers are in great demand due to the aging baby boomer generation. Students acquire the mix of business tools and knowledge of medical services necessary to manage and coordinate work in settings such as clinics and care facilities.
Program Requirements
GERO 208, GERO 411, GERO 420 or GERO 430, GERO 425, GERO 435, GERO 465, GERO 475, ACCT 291, ACCT 292, MGMT 201, MGMT 352, MGMT 365, GERO 444 (9-10 credits).

CERT - Histotechnician *(18 credits)*
Program Description
The Histotechnician Program provides both academic and hospital laboratory training. Graduates work in a vital medical field preparing specimens for medical diagnosis. This certificate program teaches students the technique and art of how to embed, cut, stain and prepare a tissue sample for examination under a microscope. This blended program combines online and face-to-face training in lectures, lab sessions, and clinical rotations.
Program Requirements
18 Credits: BIOL 364, BIOL 483; 12 Credits: BIOL 444

CERT - Information Assurance *(9 credits)*
Program Description
Information assurance is the practice to manage any risk related to data, system, or application. Sometimes it is used interchangeably with information security. It covers risk management, business continuity, disaster recovery, and so on. The Information Assurance (IA) Certificate Program is designed to prepare individuals to have advanced and specialized knowledge and skills in Information Assurance and related area.
Program Requirements
IS 371, IS 372, IS 483

CERT - Insurance *(15 credits)*
Program Description
The Insurance Certificate program will help students
prepare for working in the insurance industry and insurance - related areas such as human resources, risk management and financial planning. Insurance is a vital industry providing employment for numerous types of careers including accountants, information specialists and those skilled in the medical profession.
Program Requirements
FIRE 375, FIRE 475, FIRE 476, FIRE 479, FIRE 480

CERT - Internal Auditing *(12 credits)*
Program Description
The Internal Auditing certificate provides students with skills and knowledge to begin a career in internal auditing or participate in
business activities affected by a company's internal controls, risk management, governance structures, and fraud controls.
Program Requirements
ACCT 292, ACCT 304, ACCT 383 or ACCT 384, ACCT 405 or ACCT 485.

CERT - Land Surveying *(24 credits)*
Program Description
Students learn to gather information through observation, measurements, questionnaires, legal research and data analysis. Students will be introduced to the associated services of land surveying such as mapping; construction layout surveys; precision measurements of length, angle, elevation, area and volume; as well as horizontal and vertical control surveys; and the analysis and use of land survey data.
Program Requirements
GEOG 335, GEOG 336, GEOG 439; 15 credits from the following: GEOG 433, GEOG 435, GEOG 436, GEOG 438, GEOG 444, GEOG 455
Notes
Students who pursue a Land Surveying Certificate must already have a four-year degree in a field related to surveying such as civil engineering and want to become a licensed surveyor in Minnesota.

CERT - Lens-Based Art *(9 credits)*
Program Description
Students will learn the basics in visual communication and expression in lens-based mediums, expressing through photography and video.
Program Requirements
ART 121, ART 383, ART 385

CERT - Professional Selling Skills *(15 credits)*
Program Description
Students will learn the basics of essential communication, leadership, professional selling, and sales management skills to succeed in the world of sales.
Program Requirements
MKTG 220, MKTG 315, MKTG 333, MKTG 425, MKTG 426

CERT - Statistics for Teachers *(12 credits)*
Program Description
This certificate provides additional statistical proficiency for education majors. Useful for teachers of math, science, and other subject areas.
Program Requirements
STAT 239, STAT 321; 2 courses from the following: STAT 325, STAT 360, STAT 447

CERT - Teaching English to Speakers of Other Languages *(9-10 credits)*
Program Description
This TESOL undergraduate certificate will prepare novice Teachers of English as a Second Language (TESL) or Teachers of English as a Foreign Language (TEFL) teachers to teach in entry level positions in non-college teaching positions internationally.
Program Requirements
ENGL 461, ENGL 478, ENGL 361 or ENGL 463

_____

GRADUATE DEGREE OFFERINGS

MA - Biological Sciences *(30 credits)*
Program Description
Graduate students in the Biological Sciences Master of Arts degree will gain in-depth knowledge and skills toward your chosen discipline while being introduced to a breadth of topics at the cutting edge of biology. Students will have access to flexible coursework that can be completed fully online with options for in-person coursework as well.
Admission Requirements
GPA: 2.75
Successful completion of a minimum of 32 undergraduate credits in biology and 8 credits in chemistry.
Notes
In some cases it may be necessary for the student to complete additional prerequisite undergraduate work.
Program Requirements
Core (12 credits): BIOL 610 (taken twice), BIOL 618 or BIOL 628, BIOL 620 or BIOL 630 (3 credits combined).
Electives (18 credits): Select from 500- and 600-level BIOL courses and AHS 523, AHS 524, CHEM 580, CHEM 581, ETS 563, ETS 565, ETS 567, ETS 569, GEOG 506, GEOG 507, GEOG 516, GEOG 550, GEOG 562. At least 6 credits of the 18 must be at the 600 level, and BIOL 610 may be taken a third time as an elective.
Program Student Learning Outcomes
Graduates will be prepared for additional advanced study if they wish to continue beyond the Master's degree.
Graduates will be prepared to perform as professional biologists in a number of work settings (e.g., health care, government, business, education, research, etc.).
Graduate students will analyze experimental and/or observational results and draw appropriate conclusions from laboratory or field experiences.
Graduate students will demonstrate content knowledge of the primary literature.
Graduate students will present scientific content (e.g., graduate seminars, lectures, poster sessions).

MA - English Studies *(36 credits)* +
Program Description
The Master of Arts degree in English Studies is appropriate for a program leading to the Ph.D., for community or technical college teaching, and for general cultural enrichment.

Admission Requirements
GPA: 2.75
Meet the admission standards as required by the School of Graduate Studies.
Submission of a 5-10 page sample of academic writing
Notes
To graduate, at least one-half of the required credits must be earned in 600-level courses.
Cognate (optional): To complete a cognate, students may take a maximum of 6 credits in either:
English graduate courses in the Writing Center Administration certificate, in a TESOL certificate, or in graduate courses in another department with approval of their advisor.
Program Requirements
Core (12 credits): ENGL 606; choose one course from ENGL 502, ENGL 505, ENGL 536, ENGL 602, ENGL 605, ENGL 633; one 600-level course in British literature; one 600-level course in American literature.
Electives (Thesis, 18 credits; Starred Paper, 21 credits): Choose as needed from English courses to complete the 18-21 elective credit requirement. Only three credits in any combination from ENGL 653, ENGL 655, ENGL 665 may count toward the degree.
Research (Thesis, 6 credits; Starred Paper, 3 credits): ENGL 699.
Program Student Learning Outcomes
Creatively and critically analyze discourse from a variety of theoretical perspectives pertaining to the fields of rhetoric/composition, linguistics, literary study, and/or creative writing.
Demonstrate understanding of professional ethics, and practice civic responsibility, through research/teaching/tutoring/peer engagement/service learning.
Analyze and evaluate both historical and contemporary research as it pertains to a particular discipline.
Develop an awareness of available professional options and types of preparation necessary for career success.
Integrate critical and theoretical knowledge as well as reflective practice in a variety of forms and in a variety of contexts.
Design and conduct a culminating scholarly or creative project, and report the results for an academic audience in a way that shows awareness of contribution to the field.
Articulate connections between theories and practices while grounding work in evidence.
Develop an understanding of rhetorical situations including the ability to respond to those situations through writing.
Integrate existing and evolving technologies in academic and professional performance.
Develop intercultural communicative competency through course content, peer engagement, and professional development opportunities.

MA - History *(36 credits)* +
Program Description
This program provides a historical perspective, an understanding of cultural heritage, and analysis of and insight into the present conditions of societies. The program gives a broad knowledge and/or preparation for special careers. A well-planned program, including a history major or minor, can lead to a wide variety of career choices in archival/museum work, communications/publishing, government agencies and private industry, law or teaching.
Admission Requirements
GPA: 2.8
The GRE is required.
Successful completion of a minimum of 16 credits in history beyond undergraduate general education requirements.

Submission of a statement of intent, not to exceed 500 words, outlining the person's historical interests, experience, and professional goals.
Submission of a writing sample, not to exceed 30 double-spaced pages.
Notes
An applicant who has at least a 3.0 GPA in undergraduate courses in history and a 2.8 GPA overall may be admitted without conditions. An applicant may be considered for conditional admissions if his/her GPA in history courses was between 2.6 and 2.99, and he/she had at least a 2.6 GPA in the last two years of the undergraduate program.
An applicant with serious gap(s) in his/her history background may be required to take additional undergraduate courses before admission is granted. In some cases, the applicant may be required to complete additional undergraduate work even though a major or minor may have been completed.
Reading knowledge of a foreign language is not required but strongly recommended.
Program Requirements
HIST 610, HIST 672, HIST 673, HIST 696; HIST 674 or HIST 675 or HIST 676; HIST 664 or HIST 667 or HIST 681; HIST 600-level course (3 credits); HIST 500-600 level (3-9 credits); Cognate courses: HIST 500-600 level with Public History Director approval (0-6 credits; HIST 699 (6 credits).
Program Student Learning Outcomes
Knowledge of content in American, European, and non-Western History.
Knowledge of the interpretative and multi-disciplinary nature of history.
Ability to think critically.
Ability to do historical research.
Ability to communicate in writing and verbally.
Awareness of and appreciation for cultural difference.

MA - Teaching English as a Second Language *(36 credits)*
Program Description
The Teaching English as a Second Language (TESL) program will prepare you to teach students in the United States and throughout in the world. A campus-wide focus on cultural diversity will introduce you to a community of learners in a local context. You will learn the intricacies of linguistics and teaching from specialists who have lived, worked and taught throughout the world. You will have the opportunity to put your skills to work in a graduate assistantship at St. Cloud State's English for Academic Purposes program or the Intensive English Center, a program that trains more than 100 English language learners from more than 15 countries each year. These two centers offer 50 assistantships each year.
Admission Requirements
GPA: 2.75
For unconditional admission to the TESL program, one year of a second language or equivalent proficiency and completion of an introductory course in linguistics is required.
Program Requirements
Core (21 credits): *Pedagogy*: required, two courses, 6 credits: ENGL 662, AND either ENGL 661 OR ENGL 671. *Distributed*: select three courses, 9 credits: ENGL 563, ENGL 567, ENGL 652, ENGL 654, ENGL 656, ENGL 667, ENGL 668, ENGL 669, ENGL 670, ENGL 671, ENGL 672, ENGL 673, ENGL 674, ENGL 675, ED 557, ED 558. *Linguistics**: select two courses, 6 credits: ENGL 569, ENGL 573, ENGL 663, ENGL 664, ENGL 666.
Electives: 6 credits maximum may be earned as electives from any of the courses listed above or from any other graduate course in the English department, or from cognate courses in other departments.
Research (9 credits): ENGL 607, ENGL 699.
*Listing above is for Thesis. For Starred Paper: Linguistics, 9 credits from listing above; Research, 6 credits.
Program Student Learning Outcomes
An English as a second language teacher masters a high level of

_____

proficiency in English commensurate with the role of an instructional model and develops an awareness of the process of formal language learning by learning a second language through two years of second language instruction in a high school setting or one year of second language instruction in a postsecondary setting, or the equivalent.

An English as a second language teacher observe, analyze, evaluate and reflect on teaching of English as a second language that integrates understanding of English as a second language with the teachers understanding of pedagogy, students, learning, classroom management, and professional development.

An English as a second language teacher identifies, selects, designs, and prepares a variety of methods, techniques, and program models suitable for second language instruction with diverse learners including adapting existing materials to meet the needs of the students with limited English proficiency. Every even years with Board of Teaching.

An English as a second language teacher identifies, selects, designs, and prepares various content-based methodologies and integrates language acquisition and use of language functions across learning experiences to facilitate full inclusion of students with limited English proficiency in the school setting.

An English as a second language teacher plans, prepares and communicates successfully with students, parents, colleagues, and community members.

An English as a second language teacher identifies, selects, designs, and prepares communicative instruction in the second language context with a focus on the importance of developing communication skills in listening, speaking, reading, and writing across the curriculum.

An English as a second language teacher identifies, selects, designs, prepares and uses formal and informal second language assessment techniques to determine appropriate placement and to evaluate the progress of students with limited English proficiency in order to implement criteria for determining the readiness of students to enter and exit limited English proficiency programs.

An English as a second language teacher identifies, describes, analyzes, and explains or classifies the contributions of general and applied linguistics to second language education. Every even years with Board of Teaching.

An English as a second language teacher identifies and utilizes the fundamentals of the first and second language acquisition processes and their similarities and differences.

An English as a second language teacher identifies and utilizes the historical, social, and political aspects of language and cultural patterns in the United States influence second language instruction.

MBA - Master of Business Administration *(30 credits)*
Program Description
This program is built for the ambitious, hard-working, hands-on students and professionals who, rather than invest in a logo, are ready to invest in themselves. The Herberger Business School MBA program is where real-world case studies replace theoretical lectures. Where you can build a program focused on your success. Where you can apply your knowledge outside the classroom, through experiences with classmates that you'll take with you into the next phase of your career.
Admission Requirements
Undergraduate GPA of 2.75.
GMAT score of 470 or better.
Resume required.
Notes
This program is offered in St. Cloud and Plymouth and 100% Online.
The Plymouth and Online program are cohort-based and part-time only.

Program Requirements
Core (18 credits): MBA 611, MBA 614, MBA 615, MBA 616, MBA 617, MBA 618. Capstone (3 credits): MBA 699.
Concentration (9 credits): *Accounting:* MBA 621, MBA 622, MBA 623; *Finance*: MBA 631, MBA 632, MBA 633; *Information Systems*: MBA 641, MBA 642, MBA 643; *Management and Leadership:* MBA 661, MBA 662, MBA 663; *Professional Sales*: MBA 671, MBA 672, MBA 673; *Supply Chain Management*: MBA 681, MBA 682, MBA 683.
Program Student Learning Outcomes
MBA graduates will be professional communicators.
Students will write competently in multiple business settings; make an effective formal business presentation; and participate effectively in group discussions.
MBA graduates will be effective decision makers.
Students will prepare a written solution to a business case using multi-disciplinary knowledge; recognize ethical problems and present defensible ethical solutions; and apply global perspectives to business situations.
MBA graduates will be leadership oriented. Students will become aware of leadership theories and practices.

MEM - Engineering Management *(33 credits)*
Program Description
A program that focuses on the application of engineering principles to the planning and operational management of industrial and manufacturing operations, and prepares individuals to plan and manage such operations. Includes instruction in accounting, engineering economy, financial management, industrial and human resources management, industrial psychology, management information systems, mathematical modeling and optimization, quality control, operations research, safety and health issues, and environmental program management.
Admission Requirements
GPA: 3.0 preferred
The GRE is not required.
A Baccalaureate degree in engineering or
technology or a closely related field from an accredited institution is required.
GPA of 2.75 acceptable
Notes
The Engineering Management graduate program is only offered in Plymouth. Engineering Management is a program in the Mechanical and Manufacturing Engineering Department.
Program Requirements
Core (15 credits): EM 560 or EMD 650, EM 632, EM 660, EM 663, EM 664.
Electives (15 credits): EM 561, EM 658, EM 661, EM 662, EM 665, EM 666, EM 667, EM 680.
Capstone (3 credits): EM 699.
Program Student Learning Outcomes
Analyze data to inform solutions to engineering management problems.
Demonstrate communication and interpersonal skills by working with multicultural, global, and virtual teams.
Demonstrate leadership skills and develop strategies to obtain business results.
Justify decisions using quantitative and qualitative tools and techniques.
Plan and manage project's cost, schedule, and scope.

Executive Masters of Engineering Management [EMEM] *(33 credits)*
Program Description
The Executive Master of Engineering Management degree program jointly offered by St. Cloud State University and Metropolitan State University has a rigorous and challenging curriculum which is at a much higher level than the one offered at the Maple Grove location. This program is designed specifically for Engineering Managers, Business Executives, technical practitioners and other professionals whose career goals include developing competency in managing engineering and technology organizations. This is a degree that combines management philosophy with technical knowledge to enhance the managerial skills necessary in improving the competitiveness of their organization and leading successful technical projects. The program provides a unique opportunity to pursue an executive master's degree on weeknights and weekends while continuing to work full-time. The program meets the educational needs of part-time working professionals with a flexible and a responsive curriculum to meet their area of interest along with a professionally qualified faculty. This ASEM certified degree is awarded by St. Cloud State University as a cohort program, and one can earn an Executive Master of Engineering Management in 18 months.
Admission Requirements
GPA: 3.0 preferred
Minimum of 5 years' experience after completion of an undergraduate degree.
The GRE is not required.
GPA of 2.75 acceptable.
Notes
Program is normally completed over 18 months in a cohort basis.
The program includes an international business tour.
Students who are unable to tour must find an alternative project in consultation with their adviser.
Program Requirements
Core (24 credits): EM 650, EM 652, EM 653, EM 660, EM 661, EM 662, EM 664, EM 665.
Electives (6 credits): choose from EM 656, EM 658, EM 680.
Capstone (3 credits): EM 699
Program Student Learning Outcomes
Evaluate ethical situations for engineering decision making.
Analyze financial data to inform executive decisions in an organization.
Formulate strategic plans for technical organizations to achieve business goals.
Develop plans to create a culture of innovation in engineering teams.
Assess risk in agile engineering projects and its impact on project outcomes.

MPA - Master of Public Administration *(37-40 credits)* +
Program Description
The Masters of Public Administration (MPA) degree is the professional degree for students seeking a career in public service or nonprofit management. MPA programs develop the skills and techniques used by managers in the public and non-profit sectors to implement policies, projects, and programs that resolve important problems within their organization and communities. The MPA program consists of a common set of core courses and electives arranged into concentrations.
Admission Requirements
GPA: 2.75
Pre-service and in-service students must have a Baccalaureate degree from an accredited institution.
Pre-service and in-service students must submit an essay. See Department website for details.
The GRE is not required. International students are required to take the Test of English as a Foreign Language (TOEFL).

In-service students: Resume outlining professional experiences.
Pre-service students: Three letters of recommendation from academic or professional sources. In-service students: Three letters of recommendation from professional sources that describe probabilities of graduate education success and sincerity of commitment to an interest in a career or career advancement in public administration. See departmental website for details.
Notes
Internship is required for pre-service students.
See department website for required capstone project details.
Program Requirements
Core (31 credits): MPA 600, MPA 601, MPA 602, MPA 603, MPA 604, MPA 605, MPA 606, MPA 607, MPA 620, MPA 621, MPA 690. Research (1 credit): MPA 690.
Concentrations
City and County Leadership and Management (6-8 credits)
Electives (6-8 credits): Students select two courses from MPA 623; MPA 624; MPA 625; MPA 626; ACCT 584; CMTY 564; ECON 560; ECON 561; GEOG 557; GEOG 654. ECON and ACCT courses have pre-requisites that do not count toward the MPA. Pre-service students must also take MPA 644.
International Development Leadership and Management (6-9 credits)
Electives (6-9 credits): Students select two courses from MPA 654; MPA 655; MPA 656; MPA 657; MPA 658; ECON 574*; ECON 645; MPA 624; POL 554*; PSEL 640*. ECON 574, POL 554, PSEL 640 have pre-requisites that do not count toward the MPA. Pre-service students may take MPA 644 as an elective.
Nonprofit Leadership and Management (6-8 credits)
Electives (6-8 credits): Students select two courses from MPA 632; MPA 633; MPA 634; ACCT 584; CMTY 555; ECON 520; ECON 603. ECON and ACCT courses have prerequisites that do not count toward the MPA. Pre-service students must also take MPA 644.
Program Student Learning Outcomes
To analyze, synthesize, think critically, solve problems and make decisions.
To articulate and apply a public service perspective.
To communicate and interact productively with a diverse and changing workforce and citizens.
To lead and manage in public governance.
To participate in and contribute to the policy process.

BA/MS - 5-year BA-Economics/MS-Applied Economics *(54 credits)* +
Program Description
A program that focuses on the application of economic principles and analytical techniques to the study of particular industries, activities, or the exploitation of particular resources. Includes instruction in economic theory; microeconomic analysis and modeling of specific industries, commodities; the economic consequences of resource allocation decisions; regulatory and consumer factors; and the technical aspects of specific subjects as they relate to economic analysis.
Admission Requirements
Completion of ECON 205, ECON 206
Notes
Minimum grade of "B" or better in each of ECON 205, ECON 206, ECON 405, ECON 406, ECON 586 and ECON 587.
Discuss the option with the Applied Economics graduate coordinator during the sophomore year.
Be ready to apply during the last semester of junior year. Students are usually admitted to the track during their last semester as a junior and are granted early conditional admission to graduate school upon completion of a special undergraduate core program.

_____

Program Requirements

33 credits: ECON 205, ECON 206, ECON 405, ECON 406, ECON 481, MATH 112, MATH 115, MATH 211, IS 242, ECON 586*, ECON 587*. 6 credits: Choose two from ECON 561*, ECON 565*, ECON 572*, ECON 574*, FIRE 574*, MGMT 550*, or MGMT 567*. *These courses require Graduate Dean approval while student is still an undergraduate.

Electives

15 credits: Any ECON 300-400 not listed above (or as a 500- level course).

Program Student Learning Outcomes

Understand the measurement and determination of aggregate prices and employment, money and banking process, fiscal policy, monetary policy, and economic growth.

Understand forces behind economic decision-making, marginal analysis, consumer and producer behavior in markets, price and output under different market structures, input markets, and policy analysis.

Understand core areas of microeconomics and macroeconomics. Introductory understanding of the theoretical principles of microeconomics and macroeconomics.

Understand the application of economic models to real-world problems.

Understand econometrics and/or forecasting and application of these techniques to a capstone research study.

Become familiar with the many competing goals societies face. Students will learn that diversity exists regarding the values people place on alternative goals, and the tradeoffs that exist when public policy attempts to further these goals.

Understand the application of economic principles such as cost-benefit analysis to contemporary local, national and global public-policy issues in the students' elective coursework.

Learn the professional expectations of the discipline, as well as incorporating the skills of related disciplines contributing to economic knowledge.

Able to combine economic models with statistical tools to conduct empirical analyses.

Students will have an understanding of human behavior, market behavior, and the behavior of the aggregate economy with the ability to apply this set of tools in various market opportunities, pursue graduate work in economics, and pursue graduate work in related disciplines.

MS - Applied Behavior Analysis *(45-46 credits)*

Program Description

This Master of Science program is designed for those students who desire advanced academic and professional training in behavior analysis. Students may specialize by taking electives in areas such as: autism spectrum disorders, developmental disabilities, behavior therapy, functional analysis, or the experimental analysis of behavior.

Admission Requirements

GPA: 2.75

Notes

Admission Deadline Specific to the Program. M.S. in ABA: February 1 for fall semester start date. See program web site for details.

All students are required to complete a 750-hour clinical internship in an applied setting agreed upon by the student and the faculty advisor. Internship activities are under the direction of a faculty supervisor and an on-site supervisor. Onsite supervision will be provided by a Licensed Psychologist (or equivalent) and or a BCBA certified behavior analyst or equivalent.

Program Requirements

Core (24 credit): ABA 597, ABA 541, ABA 630, ABA 633, ABA 634, ABA 635, ABA 636, ABA 643, ABA 697 (9 credits).

Electives (*Thesis*, 3 credits; *Comprehensive Exam*, 6 credits): choose from CEEP 678, ABA 637, ABA 638, ABA 530.

Research: *Thesis,* ABA 641, ABA 699 (6 credits); *Comprehensive Exam*, ABA 641.

Program Student Learning Outcomes

Use the most effective assessment and behavior change procedures within applicable ethical standards taking into consideration the guideline of minimal intrusiveness of the procedure to the client.

Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony.

Define and provide examples of positive and negative reinforcement.

State the primary characteristics of and rationale for conducting a descriptive assessment.

Identify and address practical and ethical considerations in using various experimental designs.

Identify the measurable dimensions of behavior (e.g., rate, duration, latency, or inter-response times).

Interpret and base decision-making on data displayed in various formats.

Make recommendations to the client regarding target outcomes based upon such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results and best available scientific evidence.

Use positive and negative reinforcement. Provide behavior analysis services in collaboration with others who support and/or provide services to one's clients.

Maintains professional and courteous interactions with clients and coworkers.

MS - Applied Clinical Research *(34-46 credits)*

Program Description

The Master of Science in Applied Clinical Research provides students with the necessary tools and competencies needed to design, conduct and evaluate human clinical trials for the medical device industry. Graduates will be able to translate complex technical clinical results to the general population and accelerate their advancement to a leadership position in a medical device company/consulting agency.

Admission Requirements

GPA: 2.75

The GRE is not required.

A baccalaureate degree in science, engineering, math, statistics, nursing or other appropriate and relevant area is required.

Submit resume.

Notes

Three years of post-undergraduate working experience is recommended.

Recent undergraduates may be considered for admission.

Program Requirements

Core (32 credits): ACR 620, ACR 622, ACR 624, ACR 626, ACR 628, ACR 630, ACR 632, ACR 634, ACR 636, ACR 640, and ACR 641.

Capstone: Research (2 credits): ACR 696.

Portfolio/Internship: Research (4-6 credits): ACR 644; Electives (2-8 credits): Select any two courses from the Regulatory Affairs and Services, Medical Technology Quality, or Applied Clinical Research with adviser's approval.

Program Student Learning Outcomes

Synthesize and Apply Principles of Clinical Research Design and Conduct.

Critique and Describe History of Protections and Regulations.

Manage Logistics and Scientific Requirements of Clinical Trials.

Synthesize and Apply Ethical Practices in Clinical Research.

Appraise the Stakeholders of Clinical Research.

Demonstrate Effective Professional Communication and Problem Solving Skills.

MS - Applied Economics *(36-39 credits)*

Program Description

A program that focuses on the application of economic principles and analytical techniques to the study of particular industries, activities, or the exploitation of particular resources. Includes instruction in economic theory; microeconomic analysis and modeling of specific industries, commodities; the economic consequences of resource allocation decisions; regulatory and consumer factors; and the technical aspects of specific subjects as they relate to economic analysis.

Admission Requirements

GPA: 2.75

The GRE or GMAT is recommended. Most recent GRE or GMAT scores are preferred.

Prerequisites or equivalents: ECON 405 (Intermediate Macroeconomics), ECON 406 (Intermediate Microeconomics), MATH 221 (Calculus 1).

Program Requirements

Core (18 credits): ECON 586, ECON 605, ECON 606, ECON 615, ECON 670, ECON 677.

Electives (12-15 credits): Complete the Data Analytics Certificate (IA 658, IS 534, STAT 615, STAT 660) or Select 12 credits from the following: ECON 542, ECON 551, ECON 560, ECON 561, ECON 565, ECON 571, ECON 572, ECON 573, ECON 574, ECON 578, ECON 580, ECON 583, ECON 584, ECON 587, ECON 597, ECON 598, ECON 600, ECON 601, ECON 603, ECON 630, ECON 632, ECON 645, ECON 679, ECON 690, FIRE 571, FIRE 572, FIRE 573, MGMT 570.

Culminating Project (3-6 credits): ECON 699

Program Student Learning Outcomes

Able to apply mathematical methods to study masters-level economic theories.

Able to apply econometric models to test economic theories and analyze business, economic, financial and other related data.

Able to apply econometric, especially time-series, models to forecast business, economic and financial performance.

Able to demonstrate knowledge of masters-level micro- and macroeconomic theories.

Able to use economic analyses to facilitate decision making within a firm.

Able to gain real world experience in applying theoretical and/or empirical economic analysis.

Able to conduct independent economic research.

Able to demonstrate knowledge in different fields in economics.

MS - Biological Sciences *(30 credits)* +

Program Description

In this program students will gain in-depth knowledge and skills in their chosen discipline while being introduced to a breadth of topics at the cutting edge of biology. Students will have access to a variety of laboratories with state-of-the-art equipment. Our programs prepare students for career placement in academic research, industry, medical professions, natural resource management, teaching and more.

Admission Requirements

The GRE with a minimum of 150 on both verbal and quantitative sections is required for admittance to the program. Previous GRE scores may be submitted.

Successful completion of a minimum of 32 undergraduate credits in biology and 8 credits in chemistry.

Notes

All prospective students should contact a faculty member within the department to discuss research interests and opportunities to find and identify a research mentor willing to sponsor them on a research project.

In some cases it may be necessary for the student to complete additional prerequisite undergraduate work.

Program Requirements

Core (11 credits): BIOL 610 (repeatable course, must be taken for 6 credits, maximum of 9 credits), BIOL 628, BIOL 630 (repeatable course, must be taken for 3 credits); STAT 501.

Electives (10 credits): Select from 500-600 level courses in BIOL or from AHS 523, AHS 524, CHEM 580, CHEM 581, ETS 563, ETS 565, ETS 567, ETS 569, GEOG 506, GEOG 507, GEOG 516, GEOG 550, GEOG 562.

Thesis (6 credits): BIOL 699

Program Student Learning Outcomes

Graduates will be prepared for additional advanced study if they wish to continue beyond the Master's degree.

Graduates will be prepared to perform as professional biologists in a number of work settings (e.g., health care, government, business, education, research, etc.).

Graduate students will analyze experimental and/or observational results and draw appropriate conclusions from laboratory or field experiences.

Graduate students will demonstrate content knowledge of the primary literature.

Graduate students will present scientific content (e.g., graduate seminars, lectures, poster sessions).

Thesis option graduate students will design and implement a formal research proposal and project.

Thesis option graduate students will organize and write the results of original research consistent with requirements of current biological literature, and non-thesis graduate students will take an exit exam demonstrating knowledge of current biological literature.

MS - Child and Family Studies *(32-36 credits)* +

Program Description

Family Studies is a degree for early childhood family education.

Admission Requirements

GPA: 2.75

The GRE is not required.

Complete Graduate Studies application process with three references and an essay.

Notes

Admission decisions are made throughout the year as completed application files are received. A student may start the program fall, spring and summer terms. NOTE: Students must also meet other state requirements for teacher licensure, as needed, based on their undergraduate coursework.

Program Requirements

Core (*Thesis*, 18 credits; *Starred Paper*, 21 credits): select from CFS 505, CFS 515, CFS 521, CFS 522, CFS 605, CFS 625, CFS 631, CFS 635, CFS 645, CFS 665, CFS 666, CFS 675.

Electives (*Thesis*, 8 credits; *Starred Paper*, 12 credits): select from CFS 626, CFS 627, CFS 632, CFS 636, CFS 646, CFS 654, CFS 655. Additional courses may be used for this block with permission of the advisor.

Research: *Thesis*, 6-9 credits: ED 615, COUN 678, CFS 621, CFS 699; *Starred Paper*, 3-9 credits: ED 615, COUN 678, CFS 621.

Additional courses may be needed for teaching licensure, contact your advisor.

Program Student Learning Outcomes

Understand child development and learning.

Plans, designs, and implements developmentally appropriate learning experiences for Infants and Toddlers, Pre-primary, and Young Children.

Establishes and maintains positive, collaborative relationships with families.

_____

MS - Clinical Exercise Physiology *(36-39 credits)*
Program Description
A scientific program that focuses on the anatomy, physiology, biochemistry, and biophysics of human movement, and applications to exercise and therapeutic rehabilitation. Includes instruction in biomechanics, motor behavior, motor development and coordination, motor neurophysiology, performance research, rehabilitative therapies, the development of diagnostic and rehabilitative methods and equipment, and related analytical methods and procedures in applied exercise and therapeutic rehabilitation.
Admission Requirements
GPA: 3.0
The GRE is required.
Applicants should have a strong science background.
Physiology students should have undergraduate course work in human anatomy, physiology, biochemistry, and exercise physiology.
Biomechanics students should possess strong skills in calculus, statics and
Notes
Interviews are not required but encouraged. Contact department for interview schedule.
Program Requirements
Core (21 credits): EXSC 530, EXSC 560, EXSC 575, EXSC 640, EXSC 641, EXSC 688, EXSC 675, PESS 676.
Research Methods (3-6 credits): PESS 673.
Electives (6 credits): Select with approval of the advisor.
Culminating Project (6 credits): EXSC 699.
Program Student Learning Outcomes
Investigate topics that could only be studied in an equally well equipped laboratory setting.
Conduct Research in the exercise and sport science area.
Graduate students will demonstrate content knowledge of the literature in their chosen field.
Graduate students will analyze experimental and/or observational results and draw appropriate conclusions from laboratory or field experiences.
Graduate students will present scientific content (e.g., graduate seminars, lectures, poster sessions) and write the results of their original research consistent with requirements of current literature.

MS - Clinical Mental Health Counseling *(61 credits)*
Program Description
The purpose of the Clinical Mental Health Counseling program is to provide students with self-awareness, knowledge and skills to work as professional clinical counselors with individuals, families, groups and organizations in a variety of mental health and agency settings.
Admission Requirements
GPA: 3.00
A current resume listing education background, professional experience and volunteer and community involvements. See program website for additional information.
Notes
Full-licensure: An additional 2000 post-master's degree supervised clinical contact hours in a clinical setting is required to complete the requirements for Professional Counseling licensure in the state of Minnesota.
The curriculum of CMHC is designed to satisfy both LPC and LPCC licensure requirements in Minnesota. More information can be found online at the BBHT (http://mn.gov/boards/behavioral-health/)
Program Requirements
Core: COUN 601, COUN 603, COUN 666, COUN 668, COUN 651, COUN 620, COUN 658, CPSY 698, COUN 665, COUN 671, COUN 628, COUN

659, COUN 664, CPSY 669, COUN 667, COUN 696 (600 hours). (Prerequisite COUN 620, COUN 651, COUN 658, COUN 666, COUN 668, CPSY 669, COUN 671). Other courses or changes may be substituted with consent of advisor.
Research: *Thesis:* COUN 676 (3 Credits), CPSY 699 (6 Credits); *Comprehensive Exam*: COUN 676 (6 credits).
Electives (6 credits): Only for Comprehensive Exam students.
Program Student Learning Outcomes
Apply psychological principles throughout the lifespan.
Describe theories of counseling, behavior analysis, and chemical dependency.
Demonstrate individual and group helping skills.
Describe principles, procedures, and applications of applied behavior analysis.
Incorporate multicultural and ethical perspectives in the application of psychology.
Apply theories and diagnoses of addictions, family systems, and psychopharmacology.

MS - College Counseling and Student Development *(36-39 credits)*
Program Description
A program that focuses on the organization and provision of counseling, referral, assistance and administrative services to students in postsecondary educational institutions and adult education facilities, and that may prepare individuals to function as professional counselors in such settings. Includes instruction in applicable laws and policies, residential counseling and services, vocational counseling and placement services, remedial skills counseling, and therapeutic counselor intervention.
Admission Requirements
GPA 2.75
The GRE is not required.
Program Requirements
Core (15 credits): CCSD 620, CCSD 625, CCSD 630, CCSD 635, CCSD 655.
Internship (6 credits): CCSD 644 (taken twice, 3 credits each; 450 hours required)
Pre-practicum (9 credits), CCSD 610, CCSD 615, CCSD 618; Practicum (3 credits): CCSD 688.
Program Student Learning Outcomes
Demonstrate knowledge of the historical roots, philosophical assumptions, and critical issues underlying the student affairs profession in higher education.
Demonstrate an understanding and appreciation for students of multicultural and or diverse backgrounds by characterizing the special needs of a variety of student subgroups (e.g., nontraditional adult, racial, ethnic, women, international students).
Demonstrate an understanding of the relationship between theory, practice and informed research by designing student development interventions that utilize these tools of inquiry.
Demonstrate analytical skills through knowledge acquisition and application through the use of assessment and evaluation techniques, research methods, critical thinking, and computer technology.
Demonstrate the ability to transform theoretical knowledge about the development of organizations and individuals into effective counseling, instruction, supervision, program design, administration, research and evaluation practices.
Demonstrate knowledge and understanding of student development, counseling, human growth and development, career development, and organizational theories.

_____

MS - Communication Sciences and Disorders *(56 credits)*
Program Description
The M.S. degree is a professional degree that prepares students to diagnose and treat individuals with communication differences and disorders in a variety of clinical settings and work toward earning the professional credentials set by the Minnesota Department of Health, Minnesota Department of Education and the American Speech-Language-Hearing Association. Students are accepted into the program, which is in-person and full-time, every year.

Admission Requirements
GPA: 3.0
The GRE is required.
A baccalaureate degree in CSD is required for a student to go directly to Phase II (see program website).
Students with a baccalaureate degree in another discipline must complete Phase I before beginning Phase II (see program website).

Notes
8 additional internship credits will be required to meet ASHA certification standards.
Plans A and B are Phase II of the Communication Sciences and Disorders. See program website for Phase I.

Program Requirements
Core (*Thesis**, 41 credits): CSD 636, CSD 642, CSD 675, CSD 625, CSD 566, CSD 601, CSD 605, CSD 603, CSD 606, CSD 602, CSD 670, CSD 604, CSD 676, CSD 611 (4 credits), CSD 612, CSD 613.
Core (*Capstone*, 47 credits): CSD 636, CSD 642, CSD 675, CSD 625, CSD 566, CSD 601, CSD 605, CSD 603, CSD 602, CSD 670, CSD 604, CSD 676, CSD 612, CSD 613, CSD 609, CSD 610, CSD 614,
Research (5 credits): COUN 678, CSD 620.
Practicum (4 credits): CSD 611.
*Thesis (6 credits): CSD 699.

Program Student Learning Outcomes
The student will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases and swallowing processes.
The student will demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in swallowing.
The student will possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders in articulation, fluency, voice and resonance, receptive and expressive language, hearing - including the impact on speech and language, swallowing, cognitive and social aspects of communication, and communication modalities.

MS - Computer Science *(30-36 credits)*
Program Description
This program uses the same core computer science courses as the computer science major. It requires another major or minor and fewer advanced computer science courses. Areas of employment include software development as well as other jobs as a computer science professional.

Admission Requirements
GPA: 3.00
Those without undergraduate computer science background are required to take CSCI 201, CSCI 220, and MATH 271, and preparatory courses CSCI 591, CSCI 592, and CSCI 593.
Those deemed to have inadequate preparation, or those whose ability to perform well at the graduate level is in doubt, are required to take preparatory courses or test out of CSCI 591, CSCI 592, and CSCI 593.

Notes
A course may not be used to satisfy more than one requirement. Students who are required to take preparatory classes (CSCI 591, CSCI 592 and CSCI 593) must complete the courses with grades of B or higher. Failure to do so will render them ineligible to continue in the program.
A student who successfully completes a course may not afterwards take, for credit, any prerequisite to that course.

Program Requirements
Core (10 credits): CSCI 610, CSCI 620, CSCI 681, and one of CSCI 502, CSCI 504, or CSCI 506.
Electives:
Thesis (14 credits): Any three graduate CSCI courses (9 credits), excluding arranged courses. At least one course must be at the 600 level. 5 credits of additional coursework taken with permission of advisor. Up to 3 credits may be internship (CSCI 644) or arranged preparatory courses (CSCI 591, CSCI 592 and CSCI 593).
Starred Paper (19 credits; at least 6 credits at the 600 level): Any four graduate CSCI courses (12 credits), excluding arranged courses. 7 credits of additional coursework taken with permission of advisor. Up to 4 credits may be internship (CSCI 644) or arranged preparatory courses (CSCI 591, 592 and 593).
Portfolio/Project (25 credits; at least 10 credits at the 600 level): 15 credits of graduate CSCI courses, excluding arranged courses (at least 3 credits at the 600 level). 10 credits of additional coursework taken with permission of advisor (at least 4 credits at the 600 level); up to 5 credits may be internship (CSCI 644) or arranged preparatory courses (CSCI 591, 592 and 593).
Research:
Thesis (6 credits): CSCI 699.
Research (3 credits): CSCI 697.
Portfolio/Project (1 credit): CSCI 600.

Program Student Learning Outcomes
Apply structured principles and good practices to the task of developing software systems.
Understand how hardware provides the necessary structure for execution and influences the design of software.
Understand general operating system functions and structures, comprehend system capabilities, and modify systems to meet specifications.
Effectively communicate both technical and nontechnical aspects of their work in formal and informal situations.
Understand the professional code of ethics and the need to conduct themselves in a professional manner.
Apply formal methods to the process of constructing systems and appreciate the need to study and develop such methods.
Analyze the processes used when designing a system and employ established frameworks to evaluate the completed work.
Apply the principles learned in the core curriculum to various application domains, build on these principles, and stay current in their knowledge.

MS - Curriculum and Instruction *(30-36 credits)*
Program Description
This program offers professional development for licensed teachers in the areas of research, contemporary issues in education, and advanced pedagogical techniques. Students who have already completed a teaching certificate may be able to apply some courses towards the

Curriculum and Instruction M.S. program. Curriculum & Instruction is not a licensure program; see the program website regarding a licensure program. If students are seeking initial licensure in either elementary education or secondary/K-12 education, they will need to complete SCSU's undergraduate licensure program. The Curriculum & Instruction program is only offered online.

Admission Requirements
GPA: 2.75
The GRE is not required.
A baccalaureate degree from an accredited institution is required.

Notes
An applicant for this degree must have completed an undergraduate teacher education program from an accredited teacher preparation institution.
SCSU's Curriculum & Instruction master's degree is not a licensure program. See SCSU's Curriculum & Instruction master's degree website regarding a licensure program. If students are seeking initial licensure in either elementary education or secondary/K-12 education, they will need to complete SCSU's undergraduate licensure program.

Program Requirements
Core (9 credits): ED 647, ED 654, ED 611 or ED 612
Electives (6-18 credits):
Thesis (6 credits): Choose from 600-level courses in ED or HURL 682, EDAD 603, EDAD 620, EDAD 632, EDAD 633, EDAD 650.
Starred Paper (15 credits): ED 614, ED 660, ED 616, ED 659, ED 683, or other 600-level courses in ED or HURL 682, EDAD 603, EDAD 620, EDAD 632, EDAD 633, EDAD 650.
Portfolio/Project (18 credits): Choose from 600-level courses in ED or HURL 682, EDAD 603, EDAD 620, EDAD 632, EDAD 633, EDAD 650.
Research (3-9 credits): *Starred Paper* or *Portfolio/Project* (3 credits), ED 610; *Thesis* (9 credits), ED 610, at least 6 credits from ED 614, ED 615, COUN 675, COUNT 678, ANTH 530.
Culminating Project (3-6 credits): ED 699 (*Thesis*, 6 credits; *Starred Paper,* 3 credits).

Program Student Learning Outcomes
Explore contemporary theories in curriculum design, instruction differentiation, and assessment strategies.
Implement contemporary curriculum theories with research-based teaching strategies into school settings.
Formulate meaningful research questions and conduct action research.
Integrate and promote equity, diversity, and inclusion in K-12 schools.

MS - Early Childhood Special Education Studies *(32-36 credits)* +
Program Description
Early childhood special education is a degree that has been jointly developed with the special education department. This degree is for persons who would like to assume teaching positions in programs for young children who have disabilities or in programs working with parents of children with disabilities.

Admission Requirements
GPA: 2.75
The GRE is not required.
Complete Graduate Studies application process with three references and an essay.

Notes
Admission decisions are made throughout the year as completed application files are received. A student may start the program fall, spring and summer terms.
A minimum of half of a graduate program's credits must be at the 600-level.

Program Requirements
Core (*Thesis,* 18; *Starred Paper*, 21 credits): Choose from CFS 505, CFS 506, CFS 513, CFS 515, CFS 521, CFS 522, CFS 560, CFS 605, CFS 608, CFS 611, CFS 623, CFS 625, CFS 626, CFS 627, CFS 631, CFS 632, CFS 633, CFS 635, CFS 636, CFS 643, CFS 645, CFS 653.
Special Needs Block Courses (*Thesis,* 8 credits; *Starred Paper*, 12 credits): Choose from SPED 503, SPED 505, SPED 647, ED 620, CFS 680, CFS 681.
Research (*Thesis,* 6-9 credits; *Starred Paper*, 3-9 credits): ED 615, CFS 621, COUN 678.
Additional courses may be needed for teaching licensure; contact your advisor.

Program Student Learning Outcomes
Understands the central concepts, tools of inquiry, and history and context of developmental delays and disabilities and medical conditions as a foundation on which to base practice.
Understands referral, assessment, planning, and placement practices specific to teaching children from birth through age six who exhibit a broad range of developmental delays or disabilities or medical complications.
Understands how to use individual family services plans and individual education program plans to design and implement developmentally appropriate instruction for young children with developmental delays or disabilities or medical conditions.
Communicates and interacts with students, families, other teachers and the community to support student learning and well-being.
Applies the standards of effective practice in teaching children with developmental delays or disabilities or medical conditions through a variety of early and ongoing clinical experiences with infants, toddlers, and preprimary children across a range of service delivery models.

MS - Educational Administration and Leadership *(30-33 credits)*
Program Description
The Educational Administration and Leadership master's program develops leaders for Minnesota's schools - teachers, principals, special education directors, community education directors, superintendents, and central office personnel committed to providing the finest learning opportunities for K-12 students. Courses offered focus upon developing the skills and personal traits necessary for successful school administration. In addition, field-based learning experiences are an integral, crucial aspect of the program. This program is accredited by the National Council for Accreditation and Teacher Education (NCATE) and the Minnesota Board of School Administrators (BOSA) for meeting the professional preparation requirements for licensure in the following areas: K-12 school principal, director of special education, school district superintendent and director of community education. In addition, the department participates in the development of special studies programs which lead to graduate degrees in other areas of educational administration. The Educational Administration and Leadership master's program provides the first step in pursuing educational administration licensure. Upon completion of the master's program, a graduate may choose to pursue a sixth-year graduate certificate licensure track, a specialist degree program or a doctoral program.

Admission Requirements
GPA: 2.75
The GRE is not required.
A baccalaureate degree from an accredited institution is required.

Notes
Undergraduate GPA is closely reviewed. A large concentration is placed on scholarship within the undergraduate education core.

Program Requirements
Core (27 credits): EDAD 610, EDAD 612, EDAD 614, EDAD 620, EDAD 630, EDAD 640, EDAD 650, EDAD 670, EDAD 680.
Culminating Project (3-6 credits): ED 699 (*Thesis*, 6 credits; *Capstone,* 3

credits).

Program Student Learning Outcomes

Understands how to facilitate the development, articulation, and implementation of a vision of learning that is shared and supported by the school community.

Demonstrates capacity to advocate, nurture, and sustain a School culture and an instructional program conducive to student learning.

Demonstrate the ability to manage the organization operations to produce a safe, efficient and effective learning environment.

Collaborates with families and community members, responding to diverse community interests and needs and mobilizes resources.

Understands ethical aspects of school-community relations.

Responds to, and influences the larger political, social economic, legal and cultural context.

MS - Educational Leadership and Technology *(30 credits)* +
Program Description

The Master's degree program in Educational Leadership and Technology serves to address a current need in the P-12 world for non-administrative teacher leaders. This program provides opportunities for advanced scholarship regarding professional learning, technology integration, collaborative settings, and empowering teachers with social-emotional skills and global connections to support learners. Graduates will leave feeling capable and committed to leading their P-12 school districts into the future in roles as academic and instructional coaches, technology integrationists, educational technologists, and/or district leaders.

Admission Requirements

GPA: 2.75

The GRE is not required.

A baccalaureate degree from an accredited institution is required.

Notes

This program prepares students for non-administrative leadership positions.

Program Requirements

Core (15 credits): ED 534, ED 654, ED 656, ED 659, ED 682

Electives (9-11 credits*): Select from ED 560, ED 617, ED 620, ED 626, ED 628, ED 647, ED 658, ED 684, EDAD 610, EDAD 631, EDAD 632, EDAD 633.

Research (4-6 credits): ED 615, ED 699.

*If student completes 1 credit of ED 699 with *Portfolio/Project*, 11 elective credits are required. If student completes 3 credits of ED 699, 9 elective credits are required.

Program Student Learning Outcomes

Develop philosophical and technical skills within learning design, peer coaching, and change management in education.

Develop design and evaluation skills for curriculum, technology, and professional development.

Develop instructional design skills required to create online learning experiences and professional development experiences.

Develop and apply research and communication skills to create change within education.

Create authentic artifacts representing attained and applied knowledge.

MS - Electrical Engineering *(30-36 credits)*
Program Description

The Master of Science in Electrical Engineering program is designed for full and part-time students desiring advanced study in electrical engineering. The program emphasizes advanced courses in the areas of computers, communication, signal processing, biomedical engineering, controls, and computer aided design of integrated circuits.

Admission Requirements

GPA: 3.0

A baccalaureate degree in Electrical Engineering or Computer Engineering with a major GPA of at least 3.0 in the last two years. Provisional admission for students who have undergraduate degrees in technical areas such as mathematics, physics, computer science, and other engineering disciplines may be possible. See program website for information.

Minimum Quantitative GRE score of 155.

Students who score below 4.0 on the analytical writing portion of the GRE are required to complete an approved SCSU English writing course with a grade of C or better.

The GRE requirement is waived for applicants with a Bachelor of Science in Electrical Engineering or Computer Engineering from St. Cloud State and a major GPA of at least 3.0 in the last two years.

Some undergraduate courses may be required for applicants who have BS degrees but need additional undergraduate training in specific areas for successful completion of the MSEE.

Notes

Conditional admission may be possible. See program website for information.

Program Requirements

Core (*Thesis,* 18-24 credits; *Starred Paper* or *Portfolio/Project*, 21-30 credits): 500- and 600-level ECE classes including a minimum of 12 credits (*Thesis*) or 15 credits (*Starred Paper; Portfolio/Project*) of ECE 600-level courses including 3 credits of ECE 696. Select courses with advisor approval.

Electives (*Thesis, Portfolio/Project*, 0-6 credits; *Starred Paper*, 0-9 credits): 500- and 600-level courses in mathematics, statistics, computer science, physics, material science, or biology. Select courses with advisor approval.

Research: *Thesis* (6 credits): ECE 699; *Starred Paper* (3 credits): ECE 697; *Portfolio/Project* (6-9 credits): ECE 644 and an approved portfolio of written reports from course work and research.

Program Student Learning Outcomes

Students will be able to apply their knowledge of mathematics, science, and engineering to engineering problems.

Students will be able to practice the profession of engineering using the latest tools, techniques, and skills.

Students will be able to design or formulate practical solutions for engineering problems based on their knowledge of mathematics, science, and engineering.

Students will be able to analyze and interpret data from experiments of their own design.

Students will be able to design a component, system, or process while meeting realistic constraints.

Students will produce professional communications appropriate to the discipline and situation.

Students will be able to operate on multi-function teams.

Students will be able to analyze the impact of electrical engineering solutions in global and societal contexts from identified contemporary issues.

Students will be able to make appropriate professional judgments in accordance with their ethical responsibilities.

Our alumni will actively participate in continuing professional development and service.

MS - English Education *(36 credits)* +
Program Description

The M.S. in English Education aims to provide practicing licensed teachers with continuing learning opportunities and professional growth in the areas of literature, writing, pedagogy, and research to enhance their career development.

_____

Admission Requirements

GPA: 2.75

Completed an undergraduate teacher education program from an accredited teacher preparation institution.

Meet the GPA admission standards as required by the School of Graduate Studies.

Submission of a 5-10 page sample of academic writing to Director of English Graduate Studies.

All other application materials are submitted to the School of Graduate Studies.

GRE is not required.

Notes

At least one-half of the credits in the M.S. degree program must be earned in courses limited to graduate students.

Program Requirements

Core (12 credits): 3 credits from ENGL 606, ENGL 602, or ENGL 605.

Professional Education Courses (9 credits): Select from ED, HURL, IM, or related Education field.

Electives (*Thesis,* 18 credits; *Starred Paper*, 21 credits): Select courses in literature, rhetoric, linguistics, or creative writing in consultation with advisor. Only three credits in any combination from ENGL 653, ENGL 655, ENGL 656 may count toward the degree.

Research: *Thesis* (6 credits): ENGL 699; *Starred Paper* (3 credits): ENGL 690. Must pass a final oral examination on the thesis/ starred paper(s) submitted to the student's final evaluation committee.

Program Student Learning Outcomes

Students analyze discourse from a variety of theoretical perspectives.

Students create, analyze, and respond to various rhetorical situations.

Students integrate critical, theoretical, and pedagogical knowledge to improve their own learning, as well as their students.

Students conduct a culminating scholarly project, be it a thesis or collection of starred papers, appropriate for an academic audience.

MS - Geography: Geographic Information Science *(30-33 credits)* +

Program Description

Students use the latest software and hardware to learn research methods and build marketable skills for the geographic information sciences.

Admission Requirements

GPA: 2.75

The GRE is required.

Students should have at least a minor in Geography in their undergraduate degree. See program website for options available to students without any Geography in their undergraduate program.

Notes

Teaching Applicants should see the Department Chair.

Students may be required to complete an undergraduate level software applications course in geography prior to enrolling in graduate-level courses.

Program Requirements

Core (18 credits): GEOG 506, GEOG 507, GEOG 516, GEOG 550, GEOG 562, GEOG 605

Electives (*Thesis*, 3 credits; *Starred Paper*, 12 credits): Students should select electives in consultation with the graduate advisor.

Research: *Thesis* (9 credits): GEOG 610, GEGO 699; *Starred Paper* (3 credits): GEGO 610.

Program Student Learning Outcomes

Identify and articulate a geographical problem/issue/topic in the form of a researchable question(s) or hypothesis.

Effectively communicate and present geographic research findings in oral, written, and visual forms.

Design, compile, and develop spatial databases and use analytical tools in Geographic Information Science technologies to generate data to address a geospatial problem.

Apply advanced cartographic, geographic information systems, and/or remote sensing skills in Geographic Information Science to represent and analyze results.

Demonstrate and appropriately apply software in various Geographic Information Science techniques.

MS - Gerontology *(36 credits)* +

Program Description

Gerontology, the study of aging, is an exciting and rapidly growing, interdisciplinary and inter-professional field! People are living longer and healthier lives and knowledge about aging and older adults is important to everyone! Gerontology is essential not only for careers in Health and Human services, but also for everything from business and leisure to finances, education and politics! Through innovative and experiential learning approaches, the SCSU Gerontology Program www.stcloudstate.edu/gerontology helps prepare students with the skills and expertise needed to participate in the field of aging as professionals, leaders, and collaborative partners. The program is committed to fostering integrity, civic responsibility and recognition of the value in and working with a diverse and global community.

Admission Requirements

GPA: 2.75

Notes

All plans require a minimum of 3 credits in GERO 644 Internship.

A grade of B or higher in all GERO courses is required.

A student completing the Plan B2 Comprehensive Examination option must achieve a minimum exam score of 80%.

GRE is not required.

Program Requirements

Core (9 credits): GERO 620, GERO 630, GERO 644.

Electives (*Thesis,* 15 credits; *Starred Paper/Comprehensive Exam*, 21 credits): GERO 505, GERO 511, GERO 515, GERO 518, GERO 520, GERO 525, GERO 530, GERO 535, GERO 540, GERO 565, GERO 570. Other electives may be taken with permission of graduate advisor.

Research: *Thesis* (12 credits): GERO 650, GERO 699 (6 credits taken in 3 credit increments), CPSY 678. *Starred Paper* (6 credits): GERO 650, GERO 697. *Comprehensive Exam* (6 credits): GERO 650, GERO 695.

Program Student Learning Outcomes

To understand the aging process (specialized knowledge): understand the interdisciplinary nature of human aging, know demographic changes, understand diversity in later life, know disciplinary perspectives on aging (social, physiological, biological, and psychological).

To know gerontological theory: understand the various models and theories in gerontology, understand the practical implications of theories and gerontology, evaluate gerontological research and theory.

Experience professional life (career preparation): understand professional methods and ethics, understand professional opportunities in gerontology.

Know about ethics in gerontology: understand the ethical questions of practice, research, advocacy, and policy, understand proper professional conduct.

Graduate students will demonstrate and apply research in aging, including: critical analysis of gerontological literature; research methods; research question development; processes of conducting, analyzing & recording research findings.

_____

MS - Higher Education & Student Affairs *(36 credits)*
Program Description
The Master of Science in Higher Education Administration program develops Minnesota's higher education leaders. The program prepares students for entry-level positions in four-year, community, and technical colleges and universities. Students interested in careers as future higher education administrators receive a comprehensive program of study that explores academic affairs, student affairs, and administrative affairs. Courses offered in the program develop knowledge, skills, and dispositions necessary for success in higher education administrations.
Admission Requirements
GPA: 2.75
The GRE is not required.
Submission of a one- to two-page statement describing their interest and experience in higher education leadership, including their educational and career goals. (This document can be uploaded in the online application within the Statement of Intent section.)
Three letters of reference.
Resume or curriculum vitae
Program Requirements
Core (27 credits): HIED 601, HIED 602, HIED 603, HIED 605, HIED 606, HIED 610, HIED 611, HIED 660, HIED 663.
Electives (3-6 credits): HIED 622, HIED 688, HIED 695.
Culminating Project (3-6 credits): HIED 699.
Completing thesis, 3 elective and 6 culminating project credits required; Completing practicum or comprehensive exam, 6 elective and 3 culminating project credits required.
Program Student Learning Outcomes
Students will demonstrate an understanding of the history of higher education, professions within the field, and the student development, organizational, and environmental theories that undergird the fundamental structures and practices within the field.
Students will recognize governance structures and management practices that shape higher education organizations and will apply relevant leadership and organizational behavior theories to critically analyze contemporary issues in higher education administration.
Students will develop the technical competencies to 1) interpret, evaluate, and utilize research in their practice, 2) proficiently assess the effectiveness of higher education programs, and 3) apply professional standards and principles of law, ethics, and finance to decision-making in higher education settings.
Students will identify the systems that facilitate enrollment management throughout the student life cycle and recognize the best practices that produce equitable student success outcomes from recruitment through alumni and donor relations.
Students will articulate an understanding of systems of power, privilege, and oppression within U.S. higher education to 1) demonstrate identity consciousness within and beyond higher education contexts and 2) identify and/or act on opportunities for and towards developing equitable higher education opportunities.

MS - Industrial/Organizational Psychology *(41 credits)*
Program Description
A program that focuses on the scientific study of individual and group behavior in institutional settings, applications to related problems of organization and industry, and that may prepare individuals to apply such principles in industrial and organizational settings. Includes instruction in group behavior theory, organizational theory, reward/punishment structures, human-machine and human-computer interactions, motivation dynamics, human stress studies, environmental and organizational influences on behavior, alienation and satisfaction, and job testing and assessment.

Admission Requirements
GPA: 2.75
The GRE is required.
Notes
The following undergraduate courses are helpful: introductory psychology, industrial-organizational psychology, statistics, research methods or experimental psychology, and social psychology.
It is also recommended that prospective students have a strong quantitative background.
Program Requirements
Core (15 credits): PSY 560, PSY 661, PSY 662, PSY 663, PSY 664
Electives (9 credits): Select 3-6 credits from: PSY 592, PSY 630, PSY 640, PSY 647, PSY 671; Select 3-6 credits from: MGMT 551, MMGT 552, MMGT 553, MMGT 567.
Research (17 credits): PSY 505, PSY 602, PSY 604, PSY 699.
Thesis or Portfolio Project: 6 credits.
Program Student Learning Outcomes
Students will demonstrate understanding of the core areas of I-O psychology as recommended by the Society for Industrial-Organizational Psychology (Professional Ethics, Job Analysis, Performance Appraisal, Criterion Development, Personnel
Selection and Individual Psychological Assessment, Employee Training and Organizational Development, and Organizational Psychology, Attitude and Group Theory).
Students will demonstrate fundamental knowledge and skills of key concepts in psychological research methods, statistics, and psychometrics.
Students will demonstrate understanding of key concepts in related disciplines such as management and sociology through curriculum electives which will broaden their perspective and further their knowledge in concepts that underlie effective organizational functioning.
Students will orient their education toward one of two goals: (a) to pursue a further graduate education or (b) to seek employment.
Students will be able to formulate testable hypotheses describing an organization's situation and identify appropriate methods for testing the hypotheses.
Students will understand the role of data in organizational analysis and development (both diagnosis and assessment) and be prepared to be a knowledgeable and critical consumer of data, collecting and using data, and data analysis.
Students will demonstrate an understanding of the ethical and social implications of diversity in work settings.
Students will acquire a fundamental understanding of contemporary issues in industrial-organizational psychology.
Students will demonstrate the ability to utilize conceptual and theoretical knowledge, empirical analysis, and intervention strategy selection to solve organizational problems in a variety of settings.

MS - Information Assurance *(30-36 credits)*
Program Description
The program is designed to prepare information assurance and security professionals to work in a wide variety of capacities both in management and technical fields, to support and protect information infrastructure, and conduct advanced research. Competencies will be developed in both management and technical areas such as policies, risk management, software system security, database security, and network security.
Admission Requirements
GPA: 2.75
Possess at least an overall 2.75 GPA in your previous undergraduate and graduate records or possess a GPA of at least 2.75 in the last half of your

undergraduate work. GRE or GMAT score is not required but recommended.

A baccalaureate degree in information systems, computer science, computer engineering, computer networking, telecommunication, or related programs is preferred.

BA/BS degree or higher in any field with two years of work experience in the information system field is also considered.

Previous undergraduate coursework related to database modeling, network structure/architecture, operating systems theory, statistics, discrete structures and one year of programming. Applicants with deficiencies in any of the above areas may be required to successfully complete one or more courses before receiving full admission to the program.

Program Requirements

Core (15 credits): IA 606, IA 612, IA 643, IA 673, IA 681

Electives (*Thesis,* 9 credits; *Starred Paper,* 15 credits; *Portfolio/Internship*, 18 credits):

General Concentration: choose from IA 644 or IA 633, IA 658, IA 659, IA 680, IA 683, IA 693, IS 534, IS 543, IS 545, IS 550, IS 551, IS 552, IS 554 or STAT 615, IS 558, IS 559, IS 560, IS 573, IS 475 or IS 575, IS 477 or IS 577, IS 583, IS 584, IS 585, STAT 660, CYB 526, CYB 530, CYB 531, CYB 533, CYB 551, CYB 565, CYB 573, CYB 575, CYB 585.

Information Security Management Concentration: choose from IA 644 or IA 633, IA 658, IA 659, IA 680, IA 683, IA 693, IS 534, IS 543, IS 545, IS 550, IS 551, IS 552, IS 554 or STAT 615, IS 559, IS 560, IS 573, IS 475 or IS 575, IS 477 or IS 577, IS 583, STAT 660.

Network Security Concentration: choose from IA 644 or IA 633, CYB 530, CYB 531, CYB 533, CYB 551, CYB 565, CYB 573, CYB 575, IS 475 or IS 575, IS 477 or IS 577, CYB 561, CYB 562, CYB 563.

Culminating Experience (*Thesis,* 6 credits; *Starred Paper/Portfolio/Internship*, 3 credits): IA 699.

Program Student Learning Outcomes

Students will be able to synthesize IA solutions and security policies for business enterprises, organizations and Homeland security.

Students will be able to select and apply hardware and software tools to implement IA solutions and security policies.

Students will be able to assess feasibility, and effectiveness of IA solutions and security policies.

Students will be able to apply forensic techniques to prevent, detect and reconstruct security violations.

Students will be able to present technical information and analysis in both oral and written forms.

Students will be able to articulate ethical standards.

MS - Instructional Technology *(32-36 credits)*
Program Description

The evolution of instructional technology continues to move toward digital learning. There are fast-changing needs across all levels of learning and workplace learning. Instructional Technology will help you to pursue a career in instructional and human performance technology in diverse contexts. Your courses will prepare you for tasks related to problem analysis, design and build of the instructional system, and evaluation for traditional and digital learning.

Admission Requirements
GPA: 2.75

A baccalaureate degree from a regionally accredited institution.

Program Requirements

Core (18-21 credits): IM 504, IM 554, IM 555, IM 556, IM 639, IM 680 (3-6 credits).

Electives: 9 credits from the following list selected in consultation with an advisor: IM 612, IM 632, IM 633, IM 646, SPED 503, SPED 521, HURL 591, HURL 592, EDAD 603.

Research (5 credits): *Starred Paper,* IM 608, IM 697; *Portfolio/Project*, IM 608, IM 696.

Program Student Learning Outcomes

Candidates apply appropriate research methods and findings in professional practice: the candidates understand, apply, and integrate research into teaching and learning and uses various resources available to inform best practice and add to the professional knowledge base.

Candidates will identify and resolve ethical and legal implications of design in the work place.

Candidates will demonstrate the ability to conduct analysis before planning a program or curriculum, including a needs assessment, assessment of target population characteristics and environment characteristics and other elements of a situation.

Candidates will plan a program or curriculum using a variety of techniques for determining instructional content, analyzing the characteristics of existing and emerging technologies and their use in an instructional environment and reflecting upon them before finalizing design solutions and strategies.

Candidates will design and develop programs or curricula that reflect an understanding of the diversity of learners. They will select and use a variety of techniques to define and sequence the instructional content and strategies, create, select or modify existing instructional materials and evaluate and assess instruction and its impact.

Candidates will apply business skills to plan and manage instructional design projects and promote collaboration, partnerships and relationships among the participants in a design project.

Candidates will provide for the effective implementation of instructional products and programs and design instructional management systems

MS - Library Media Specialist *(33-37 credits)*
Program Description

The Library Media graduate program will support students as they seek licensure as a school library media specialist especially if their goal is to work in a public or private school. Students will study library and media management, applications of technology for teaching and learning, and instructional development and media productions.

Students will build beyond the basic skills and competencies required for teacher licensure to develop leadership skills and an understanding of current and developing technology to effectively meet today's increasing educational demands. Students will gain the skills necessary to develop a library media program by applying theories and practices to the selection and evaluation of materials, reading, listening and viewing guidance, and current technologies.

This program is available online.

Admission Requirements
GPA: 2.75

A baccalaureate degree from an accredited institution GRE is required except for students with a GPA of 3.25 or higher in their undergraduate program.

If required to take the GRE, 3.0 or higher on the analytical writing portion

Written and oral examination required

Notes

Preliminary course work: IM 502 and IM 620 should be taken near the beginning of the program.

Culminating Course Work and Activities: These courses should be taken at the end of the program: IM 682, IM 696, IM 697, IM 699.

Program Requirements

Core (26 credits): ED 623, ED 624, ED 625, ED 626, ED 551, ED 654, ED 657, ED 659

Research Methods (3 credits): ED 614 or ED 615.

Practicum (2-6 credits): ED 684 (6 credits for students seeking initial teacher licensure; 2 credits for students who already hold an initial teaching license).

Culminating Project (2 credits): ED 699

Program Student Learning Outcomes

Candidates demonstrate the ability to develop and implement an information media program that reflects the vision, mission, and goals of the school.

Candidates demonstrate the ability to develop and implement an information media program that is an integral part of the total curriculum.

Candidates demonstrate the ability to develop and implement information media program policies and procedures consistent with principles of professional practice and appropriate to the mission and goals of the school and district.

Candidates demonstrate the ability to initiate and maintain motivating, technology-current and research-based environments that foster the continued professional growth of the learning community.

Candidates demonstrate an understanding of the teaching of information media with the understanding of pedagogy, students, learning, classroom management, and professional development.

Candidates apply appropriate research methods and findings in professional practice: the candidates understand, apply, and integrate research into teaching and learning and uses various resources available to inform best practice and add to the professional knowledge base.

MS - Medical Technology Quality *(33-38 credits)*
Program Description

The Master of Science in Medical Technology Quality is designed in close collaboration with the MedTech industry to provide students with the necessary tools and competencies needed to be effective professionals and leaders in medical technology quality. It will build a solid foundation for students wishing to enter this profession and help to expand and strengthen the knowledge of current quality professionals. The program focuses on the fundamentals of quality for the MedTech industry, the Medtech regulatory impact, quality systems development and implementation, design and manufacturing process development and validation, and the overall management of quality for the MedTech industry.

Admission Requirements

GPA: 2.75

The GRE is not required if you have at least three years of work experience following the award of your undergraduate degree.

A baccalaureate degree in science areas, engineering, mathematics, public health, statistics, nursing or other appropriate and relevant areas is recommended as a basis for successful completion of the M.S. MTQ degree.

Three to five years or more of work experience following graduation from an undergraduate degree is highly preferred for admission consideration.

Program Requirements

Core (*Capstone,* 31 credits; *Internship/Portfolio,* 33 credits): MTQ 620, MTQ 622, MTQ 624, MTQ 626, MTQ 628, MTQ 630, MTQ 632, MTQ 634, MTQ 636, MTQ 638 (*Internship/Portfolio,* also ACR 622)

Electives (*Capstone*, 0 credits; *Internship/Portfolio,* 1 credit*): select from 600-level courses from RAS, ACR and MTQ with advisor approval.

Culminating Project: *Capstone* (2 credits), MTQ 698; *Internship/Portfolio* (4 credits), MTQ 644*

**If students complete more than 4 credits of MTQ 644, those may count toward the elective requirement.*

Program Student Learning Outcomes

Knowledge of medical device and quality regulatory requirements for both FDA and international regulations and standards.

Knowledge of how to build productive relationships with suppliers. Auditing and rating suppliers. Create specifications quality agreements and corrective actions.

Knowledge of tools and applications for the design and manufacturing of quality medical devices, including application of predictive statistics for sampling, and how to address multiple variables through design of experiments.

Knowledge of risk management in the development and use of medical devices. Standards, regulations, methods, and tools for identifying, analyzing, and controlling risks and hazards.

Knowledge of the application, management responsibilities, and planning concepts of Quality management systems. US and international standard requirements, and current document control processes in the development, manufacture and distribution of medical devices.

Knowledge of FDA and ISO design control requirements for medtech product development, translation of user needs into product design, risk management in the design process, and how design reviews and a phased approach assure designs are safe, robust, and effective.

Knowledge of design verification, design validation, and clinical studies using FDA Quality System Regulations and ISO 13485 requirements.

Knowledge of quality tools to validate that a manufacturing process is well characterized, tested, capable, and controlled to demonstrate compliance and control risks and costs. Using designed experiments. Determining sample size and protocols, report writing, and validation.

Knowledge of methodologies to prevent product failures, anticipate potential problems, and correct them.

Knowledge of how to maintain process capability and output quality through statistically-based process plans.

MS - Regulatory Affairs and Services *(33-36 credits)*
Program Description

The Master of Science in Regulatory Affairs and Services (RAS) program focuses on the needs of employees responsible for managing the required regulatory approval processes in the medical device industry. The intent of the program is to prepare student to take leadership roles within the regulatory departments of medical device organizations.

Admission Requirements

GPA: 2.75

An undergraduate degree in engineering, biochemistry, biostatistics, public health, nursing or other appropriate and relevant areas is recommended as a basis for successful completion of the M.S. RAS degree.

The GRE is not required.

Program Requirements

Core (*Capstone,* 25 credits; *Internship/Portfolio*, 24 credits): RAS 621, RAS 623, RAS 625, RAS 627, RAS 631, RAS 633, RAS 635 (*Internship/Portfolio*, also ACR 622)

Electives (*Capstone*, 6 credits; *Internship/Portfolio*, 6-8 credits): RAS 651, RAS 655, courses in MTQ approved by advisor.

Culminating Project: *Capstone* (2 credits), RAS 699; *Internship/Portfolio* (4-6 credits): RAS 644.

Program Student Learning Outcomes

Obtain and apply broad knowledge of domestic and international law, regulations, and guidance documents covering pre- and postmarket requirements for at least one category of medical products, including combination products.

Examine quality systems and standards and their impact on product and public safety as well as the importance of quality products from the perspective of healthcare providers.

Obtain and apply broad knowledge of US Food and Drug Administration (FDA) and international requirements for the approval and conduct of pre- and postmarket clinical studies with regulated products. Understand the basic principles of clinical study design and clinical data analysis.

Recognize the factors that influence domestic and international regulatory decisions. Develop methods to incorporate regulatory trends and practices. Think strategically about product development, market approvals and marketing.

Develop interpersonal, critical thinking and interpretation skills. Develop written and oral communication skills, with the scope and flexibility to address audiences with differing size, knowledge and priorities. Write and present clearly and concisely in an audience-appropriate manner.

MS - Rehabilitation Counseling *(60-66 credits)* +
Program Description

The Master of Science in Rehabilitation Counseling prepares students to become highly effective and competent counselors in working with people with disabilities and diverse client populations. The program equips students with professional understanding, knowledge, and skills needed to assist adolescents and adults with disabilities in achieving their maximum level of independence and functioning. Students will gain competency in navigating a global society with cultural fluency.

Admission Requirements

GPA: 2.75
The GRE is required.

Notes

All counseling concentrations include a common core of course work prerequisite to the supervised counseling practicum experience: CEEP 651, CEEP 665, CEEP 667, CEEP 668.

Program Requirements

Pre-Practicum (18 credits): COUN 651, COUNT 666, COUN 667, COUN 668, RHAB 650, RHAB 652.
Core (12 credits): COUN 603, COUN 658, COUN 664, COUN 684.
Specialization (15 credits): *Addiction,* RHAB 637, RHAB 639, RHAB 671, RHAB 629, RHAB 689; *Clinical*, RHAB 653, COUN 659, RHAB 685, RHAB 629, RHAB 689; *Vocational,* RHAB 653, RHAB 681, RHAB 689, RHAB 629, RHAB 633.
Professional Practice (9 credits): RHAB 688, RHAB 644 (6 credits).
Research (6 credits): COUN 676, COUN 665.
Culminating Project: *Thesis* (6 credits): RHAB 699; Comprehensive Exam (0 credits): RHAB 699.

Program Student Learning Outcomes

Gain knowledge and skills to counsel diverse populations effectively with cultural fluency.

Understanding of one's own beliefs, values, attitudes, and acculturative experiences and the interactions that these have within the development of multicultural competence through experiential activities.

Develop competence in working with various cultures and subcultures in numerous types of treatment settings and various modalities (individual, family, group, and community treatment interventions) through an applied understanding of the various aspects of cultural identity and the interaction of such identity within the context of counseling.

Attain knowledge to work with adolescents and adults, both in the private and public sectors, to assist them in achieving their maximum level of independence and functioning.

Participate in local, state, national and global professional activities to develop intercultural skills through disability advocacy.

Reinforce knowledge, understanding, and a professional attitude.

Synthesize current evidence-based practices and participate in the research process.
Develop self-understanding and preparation for doctoral-level training, licensure or certification.

MS - School Counseling *(52-58 credits)*
Program Description

The general purpose of the School Counseling Program in the Department of Counselor Education, Higher Education, and Educational Psychology is to educate students in the areas of school counseling, developmental guidance, and related psychological/educational services. Students develop the professional understanding, knowledge, attitude, and skills needed to assist individuals and groups in a multicultural, democratic society to achieve their maximum level of independence and functioning. The School Counseling Program embraces a developmental philosophy in preparing students to provide counseling and related services in a pluralistic society. The philosophical framework encompasses enhancing personal growth and development; creating awareness of self in relation to society; developing an identity as a professional school counselor; and attaining the knowledge and skills to counsel effectively with diverse populations.

Admission Requirements

GPA: 3.0
The GRE is required.
Submission of a personal data form obtained from the Department of Counseling and Community Psychology.
Successfully complete a personal interview with representatives of the profession, advanced students in the program and the counseling faculty. For specific interview dates and an appointment, contact the departmental secretary.

Notes

All counseling concentrations include a common core of course work prerequisite to the supervised counseling practicum experience: CEEP 530, CEEP 619, CEEP 651, CEEP 666, CEEP 668.

Program Requirements

Pre-Practicum (15 credits): COUN 664, SCHL 619, COUN 651, COUN 666, COUN 668.
Core (21 credits): SCHL 654, COUN 665, COUN 658, COUN 667, SCHL 670, SCHL 672, SCHL 681.
Professional Practice: SCHL 688 (4 credits), SCHL 644 (6 credits).
Elective (3 credits): Select with approval of advisor.
Research (Comprehensive exam required of all students): *Thesis*, COUN 676 (3 credits), SCHL 699 (6 credits); *Comprehensive Exam*, COUN 676 (3 credits).

Program Student Learning Outcomes

Students will learn to be effective counselors.
Students will learn to communicate effectively.
Students will develop a greater self-understanding.
Learn and adhere to the legal and ethical guidelines of the profession.
Develop increasing levels of multicultural competence.
Learn to work effectively with K-12 students, parents, and staff.
Learn and apply evidence-based best practices to school counseling work.
Learn how to develop a comprehensive school counseling program.

MS - Social Studies Education *(36 credits)*
Program Description

The Social Studies Education master's degree is the only program in the state that is solely focused on Social Studies Education for in-service teachers who are interested in learning both content and pedagogy related specifically to the fields they are currently teaching. These courses will bring new perspectives to the various content areas,

including ideas on how to work with both state and national standards, and allow you to develop new instructional and assessment strategies for your classroom. Finally, you will have the opportunity to travel and/or study abroad at historic/ civic sites both in the U.S. and internationally. This program is designed to accommodate teachers currently employed full-time in their field and provides content course options that will give them the ability to teach Senior-to-Sophomore and/or College-in-the Schools courses at the secondary level in either Geography, History, or Political Science (government/civics). It also provides an option to choose an education Technology Integration path if that better suits the needs of the student and their career.

Admission Requirements
GPA: 2.75
Interview required.

Program Requirements
Core (12 credits): SSE 630, SSE 640, EDAD 620 or EDAD 632.
Social Studies Education Elective (3 credits): Select from SSE 570, or SSE or ED at 600- level.
Content-related Elective (18 credits): Select from ECON, GEOG, HIST, POL or ED with approval of program director.
Portfolio (3 credits): SSE 699.

Program Student Learning Outcomes
Analyze specific social studies topics, issues, and problems through a variety of social science perspectives.
Identify and apply social science theories and philosophies and apply them to historic and/or contemporary societal events, issues or problems.
Apply interdisciplinary social science methods to create lesson and/or unit plans relating to topics and issues included in and aligned to national/state standards.
Apply interdisciplinary social science methods to create lesson and/or unit plans relating to topics and issues included in and aligned to national/state standards.
Evaluate curriculum and instructional practices for effectiveness using research-based assessment strategies.

MS - Special Education *(30 credits)*
Program Description
The Department of Special Education offers two concentrations: an on-campus program that leads to eligibility for teaching licensure, and a fully online program intended for individuals in roles as consultants, advocates, and administration in accessibility/disability focused non-profits, and educators seeking specialized knowledge in special education.
The Special Education concentration articulates with five graduate certificates that prepare graduate students for roles in special education settings. The student's program of study may be designed to emphasize the education of K-12 students with learning disabilities, emotional/behavioral disorders, developmental disabilities, or autism spectrum disorders.
The Specialty Program M.S. emphasizes the application of research in special education to the public, community, and non-profit settings and may be completed in as little as one calendar year. The Specialty Program does not lead to licensure eligibility.

Admission Requirements
GPA: 2.75

Program Requirements
Core (7-9 credits): *Academic and Behavioral Strategist* (9 credits), SPED 511, SPED 516, SPED 552; *Autism Spectrum Disorders* (7 credits), SPED 623, SPED 628, SPED 629; *Developmental Disabilities* (7 credits), SPED 659, SPED 660, SPED 661; *Emotional/Behavioral Disorders* (7 credits),

SPED 669, SPED 670, SPED 671; *Learning Disabilities* (7 credits), SPED 679, SPED 680, SPED 681.
Electives: ABA 627, CPSY 684, CSD 624, ED 647, HURL 597, SPED 513*
Thesis: All pathway options must complete 8 elective credits; Academic and Behavioral Strategist only need to complete 6.
Starred Paper: All pathway options must complete 14 elective credits; Academic and Behavioral Strategist only need to complete 12.
Research (9 credits): COUN 678, SPED 601, SPED 602.
Thesis (6 credits): SPED 699

Program Student Learning Outcomes
Understands the central concepts, tools of inquiry and history and context of developmental disabilities as a foundation on which to base practice.
Understands referral, assessment, planning, and placement procedures specific to teaching student with developmental disabilities.
Understands how to use individual education plans to design and implement developmentally appropriate instruction for students with developmental disabilities.
Communicates and interacts with students, families, other teachers, and the community to support student learning and well-being.
Applies the standards of effective practice in teaching students with developmental disabilities through a variety of early and ongoing clinical experiences.

MS - Sports Management *(33-36 credits)*
Program Description
A program that prepares individuals to apply business, coaching and physical education principles to the organization, administration and management of athletic programs and teams, fitness/rehabilitation facilities and health clubs, sport recreation services, and related services. Includes instruction in program planning and development; business and financial management principles; sales, marketing and recruitment; event promotion, scheduling and management; facilities management; public relations; legal aspects of sports; and applicable health and safety standards.

Admission Requirements
GPA: 2.75
GRE is not required.

Notes
All required courses must be completed with a B- or higher.

Program Requirements*
Core (15 credits): PESS 610, PESS 640, PESS 658, PESS 660, PESS 661.
Electives (*Thesis,* 6 credits; *Comprehensive Exam*, 15 credits; *Portfolio/Internship*, 12 credits): Select courses with advisor approval.
Coaching Concentration (12 Credits): PESS 654, PESS 655, PESS 699, PESS 676, PESS 681, EXSC 551.
Research Methods (3 credits): PESS 601 or GERO 650 or BIOL 618; *Coaching Concentration*: PESS 673
Statistics (*Thesis only,* 3 credits): COUN 678.
Culminating Project (*Thesis*, *Portfolio/Internship*, or *Coaching Concentration,* 6 credits): PESS 699.
*All students must complete a comprehensive exam.

Program Student Learning Outcomes
Students will demonstrate effective written and verbal communication skills.
Students will recognize and understand research methods relevant to sport management.
Students will demonstrate ability to use the latest technology relative to their chosen career path.
Students will recognize, evaluate, and implement effective leadership practices in the administration and management of sport programs.

_____

Students will develop the ability to apply sport management knowledge and expertise in a variety of sport settings.

Students will provide evidence through writing the ability to effectively analyze, evaluate, and reflect on research in the field of sport management.

MS - Strategic Media Communications *(30 credits)*
Program Description
Every industry has a need for savvy content strategists and multi-media storytellers. The Strategic Media Communications M.S. prepares working professionals for career advancement as leaders in strategic media communications. Through theory and practice, students will hone skills in strategy and content development, analytics, ethical leadership, and diverse approaches to global strategic communication practices.

Admission Requirements
GPA: 2.75

The GRE is not required.

Program Requirements
Core (27 credits): MCOM 580, MCOM 602, MCOM 610, MCOM 620, MCOM 640, MCOM 650, MCOM 660.

Capstone (3 credits): MCOM 699

Program Student Learning Outcomes
Demonstrate an understanding of the ethical principles that guide media content.

Apply the laws of free speech and the First Amendment in a democracy.

Demonstrate an understanding of the significance and impact of mass communications in a global society.

Identify and apply multimedia concepts, standards, practices, and skills to a chosen professional field.

Conduct research by methods appropriate to the communications professions and assess numerical, statistical, and other information for accuracy.

Think critically, creatively, and independently.

Demonstrate basic skills for effective written, oral, and visual communication.

Demonstrate sensitivity to ethnicity, race, and culture, and understanding of racism and the diversity of groups in a global society, and a comprehension of the importance of diversity and inclusiveness in relationship to mass communications.

MS - Technology Education *(30 - 36 credits)*
Program Description
The Master of Science in Technology Education prepares a student for a profession in teaching environmental courses and technology instruction at the 7-12 grade level and technical college level. This program also is designed to allow students to obtain the necessary skills to conduct both basic and applied research related to social, cultural, environmental or technical concerns involving the implementation of technology. This program in itself will not provide licensure for secondary school technology education teaching.

Admission Requirements
GPA: 2.75

The GRE is not required.

Program Requirements
Core (*Thesis,* 15 credits; *Project/Portfolio, 12 credits*): ETS 625, ETS 650, ETS 673, ETS 675; ETS 668 for *Thesis* only.

Electives (*Thesis,* 9 credits; *Project/Portfolio*, 21-23 credits): Select courses from ETS or CM or other graduate courses with advisor approval.

Culminating Project (*Thesis,* 6 credits; *Project/Portfolio,* 1-3 credits): ETS 699.

Program Student Learning Outcomes
Examine innovative teaching strategies and their applications in the technology education classroom.

Describe current technological innovations, issues and events, and state their interrelationship to contemporary problems that face today's society.

Engage in various technical aspects the thematic fields of communications, construction, manufacturing, and/or transportation/energy.

Identify the universal characteristics of technology, its foundational technical developments and their effects upon culture including the use of tools, materials, process and systems.

Identify and develop requirements for license and program development in Career and Technical Education.

MS/MA - Interdisciplinary Studies *(30 credits)*
Program Description
The Special Studies degree allows students to design their own self-directed graduate degrees targeted to their specific career and research interests.

Students will tailor the program of study from at least three different areas of study and from two or more academic departments. Students will be able to choose a unique program title in collaboration with their advisors. This will allow students to craft a multi-disciplinary program of study that will enable them to reach their educational and career goals.

Admission Requirements
GPA: 2.75

GRE or GMAT required

Official test scores must be submitted before an admission conference can be held.

The GRE or GMAT is waived for individuals with a post-baccalaureate degree from an accredited institution in a country where English is the sole official language.

Notes
See School of Graduate Studies for requirements.

Program Requirements
30 credits approved by advisory committee which satisfy the standard Graduate School requirements.

MSW - Social Work *(Advanced Standing, 38-41 credits; Foundation, 65 credits)*
Program Description
The MSW Foundation Program offers both full and part time programs of study. Applicants who have completed a Bachelor's degree with the required (see Admissions Section) enter the MSW Program as Foundation students. If a student's BSW degree is greater than five years old, they are required to take SW 610: Social Work Theory and Frameworks in Summer Session to be granted Advanced Standing Status. Advanced Standing Students join those Foundation students in their second year of study.

Admission Requirements
GPA: 3.00

See Department website for further information regarding Advanced Standing degree requirements.

Submission of a current resume that addresses: education, position and responsibilities paid or unpaid, experience and community involvement that reflects frequency and duration of involvement.

See Department website for specific requirements for the written essay.

Notes
Advanced Standing students may begin in summer.

Students whose BSW is greater than 5 years old must take SW 610.

_____

Program Requirements

Core (*Advanced Standing*, 26-29 credits*; *Foundation*, 53 credits): SW 610, SW 611, SW 612, SW 613, SW 614, SW 615, SW 616, SW 618, SW 621, SW 622, SW 625, SW 626, SW 631, SW 634, SW 635, SW 636, SW 642, SW 645, SW 646, SW 650, SW 680.

*Students who hold a BSW degree older than five years are required to complete SW 610.

Culminating Project (6 credits): *Thesis*, SW 699; *Comprehensive Exam*, SW 517, SW 521, SW 681, SW 682, SW 683, SW 684.

Program Student Learning Outcomes

Apply critical thinking skills within the context of professional social work practice.

Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Apply the knowledge and skills of a social work perspective to practice with systems of all sizes.

Apply the knowledge and skills of a social work perspective to practice with systems of all sizes.

Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

Analyze, formulate, and influence social policies.

Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. Use supervision and consultation appropriate to social work practice.

Use communication skills differentially across client populations, colleagues, and communities.

Function within the structure of organizations and service delivery systems and seek necessary organizational change.

PSM [Professional Science Masters] - Software Engineering *(33-36 credits)*

Program Description

The Professional Science Master's in Software Engineering (PSMSE) Degree is a graduate degree designed to allow students to pursue advanced training in software engineering while simultaneously developing workplace skills. The PSMSE is designed for professionals from computing-related fields seeking to update or upgrade their credentials, as well as gain current skills and knowledge in software engineering. This program will be taught in the Twin Cities. This program prepares individuals to apply scientific and technological principles to manage, analyze, design, implement, verify and validate, deliver, and maintain software systems for communications, business, medical, industrial, military, aerospace, scientific, and general computing applications.

Admission Requirements

GPA: 3.0

Notes

Applicants with a limited background in Software Engineering but a strong undergraduate record and competitive GRE will have to successfully complete undergraduate Software Engineering classes under the supervision of an adviser before being admitted to the PSMSE program.

Program Requirements

Core (18 credits): SE 560, SE 565, SE 640, SE 641, SE 670, SE 680.

Electives (12 credits): Select four courses from two of the following concentrations: *Data Science and Analytics*, SE 512 and SE 513; *Software Cybersecurity*, CYB 528 and SE 550; *Business and Administration*, MBA 617, MBA 652 or MBA 655 (select two).

Research: *Capstone* (3 credits), SE 685; *Portfolio/Internship* (6 credits), SE 644.

Program Student Learning Outcomes

Demonstrate an understanding of and apply current theories, models, and techniques that provide a basis for the software lifecycle.

How to apply the software engineering lifecycle by demonstrating competence in communication, planning, analysis, design, construction, and deployment.

Work as an individual and as part of a multidisciplinary team to develop and deliver quality software.

Demonstrate an ability to use the techniques and tools necessary for engineering practice.

An ability to work in one or more significant application domains.

EdS [Education Specialist] - Educational Administration and Leadership *(36 credits)* +

Program Description

The Educational Administration and Leadership Specialist program develops leaders for Minnesota's schools. The program provides coursework leading to eligibility for a K-12 principal, superintendent or director of special education licensure. The program includes a core of pre-professional leadership courses and academic experiences appropriate to the program. A minimum of 36 credits, including field study, is required.

Admission Requirements

GPA: 3.00

Master of Science in Education Administration and Leadership or an acceptable equivalent is required.

The GRE is not required.

Notes

A field experience may be part of this program (320 hours with 4 credits Field Experience and 1 credit Portfolio review).

May lead to administration licensure.

A written thesis is required.

It is recommended that specialist students with a master's outside of educational administration take EDAD 620, EDAD 630, EDAD 640, and EDAD 650.

Program Requirements

Research (9): EDAD 686, EDAD 694, CEEP 678.

Administrative (15): EDAD 609, EDAD 612, EDAD 619, EDAD 622, EDAD 631, EDAD 652, EDAD 657.

Administrative Specialty (8): EDAD 601, EDAD 605, EDAD 608, EDAD 611, EDAD 613, EDAD 616.

Field Experience (4, 320 hours): EDAD 674, EDAD 676, EDAD 678.

Program Student Learning Outcomes

Understands how to facilitate the development, articulation, and implementation of a vision of learning that is shared and supported by the school community.

Demonstrates capacity to advocate, nurture, and sustain a School culture and an instructional program conducive to student learning.

Demonstrate the ability to manage the organization operations to produce a safe, efficient and effective learning environment.

Collaborates with families and community members, responding to diverse community interests and needs and mobilizes resources.

Understands ethical aspects of school-community relations.

_____

Responds to, and influences the larger political, social economic, legal and cultural context.

EdD - Education Administration and Leadership, K-12 *(72 credits)*
Program Description
The doctorate in Educational Administration and Leadership is designed for experienced school leaders to provide a practical, rigorous and meaningful advanced program of study to enhance skills, knowledge and dispositions to successfully meet the demands associated with the leadership of schools and school systems operating in dynamic political, social, cultural and economic areas. This is a terminal degree program which will interface with administrative licensure programs offered at the graduate level at accredited colleges and universities. The program increases your skills and builds rewarding career opportunities for professional practice of educational administration throughout the world. Graduates are prepared as innovative leaders for dynamic political, social and economic arenas.
Admission Requirements
GPA: 3.0
Submission of a resume or curriculum vita reflecting employment and professional accomplishments.
Submission of a professional writing sample (master's research or thesis, published article, paper prepared for a professional conference, research paper, or written analysis of a professional article).
Submission of a Statement of Intent.
Participation in an interview with doctoral program faculty that includes writing a short essay.
Notes
See program website for application deadlines.
Up to 27 credits (maximum of 12 master's credits and/or 27 sixth-year licensure credits) may be applied toward elective credits upon approval.
Program Requirements
Core (21 credits): EDAD 803, EDAD 804, EDAD 807, EDAD 815, EDAD 821, EDAD 823, EDAD 824
Electives (3-30 Credits) EDAD 806, EDAD 814, EDAD 817, EDAD 818, EDAD 825, EDAD 826.
Program Student Learning Outcomes
Understands how to facilitate the development, articulation, and implementation of a vision of learning that is shared and supported by the school community.
Demonstrates capacity to advocate, nurture, and sustain a School culture and an instructional program conducive to student learning.
Demonstrate the ability to manage the organization operations to produce a safe, efficient and effective learning environment
Collaborates with families and community members, responding to diverse community interests and needs and mobilizes resources. Understands ethical aspects of school-community relations.
Responds to, and influences the larger political, social economic, legal and cultural context.

EdD - Higher Education and Student Affairs *(72 credits)*
Program Description
The mission of the Higher Education Administration doctoral program is to prepare higher education professionals for advanced leadership positions in a diverse array of post-secondary institutions in academic, student and administrative affairs. The program is driven by a commitment to excellence in teaching, learning, leadership development and understanding of the role the academy plays in a global society for creating and distributing knowledge.
Admission Requirements
Submission of a resume or curriculum vita reflecting employment and professional accomplishments.

Submission of a professional writing sample (master's research or thesis, published article, paper prepared for a professional conference, research paper, or written analysis of a professional article).
Submission of a Statement of Intent.
The GRE is not required.
Participation in an interview with doctoral program faculty.
Notes
See program website for application deadlines.
Up to 12 master's credits may be applied toward elective credits upon approval.
Program Requirements
Core (30 credits): HIED 802, HIED 804, HIED 805, HIED 806, HIED 810, HIED 811, HIED 815, HIED 820, HIED 830, HIED 831.
Electives (9-21 credits): HIED 816, HIED 821, HIED 822, HIED 832, HIED 895.
Research (21 credits): HIED 860, HIED 861, HIED 862, HIED 899 (12 credits).
Program Student Learning Outcomes
Demonstrate professional appearance, maturity, self-monitoring, and control of emotions and behavior. Display commitment to the field of higher education administration. Display positive attitude and affect. Follow applicable legal and ethical guidelines, including confidentiality. Exhibit sound judgment, trustworthiness, and honesty.
Express, demonstrate, and enact inclusivity and cultural sensitivity in behaviors and language.
Display the ability to develop and maintain positive working relationships with colleagues.
Foster collaboration and good will among and between constituents and stakeholders, and seek win-win solutions to problems. Use communication behaviors that are appropriate to the setting and to the interpersonal relationships of the communication partners.
Respect and maintain boundaries of self and others.
Demonstrate initiative, resourcefulness, creativity, and vision.
Delegate responsibilities and authority judiciously and fairly. Reflect independently and incorporate reflective insights into practice.
Integrate theories of leadership for higher education institutions and develop a personal synthesis for practice. Recognize missions and visions appropriate for a variety of higher education institutions, divisions, departments, and programs, and tie the work of institutions to the missions.
Understand, explain, and apply the legal and ethical aspects associated with decision-making and problem solving. Demonstrate the ability to lead strategic planning, evaluation, accreditation, and assessment initiatives. Demonstrate a variety of conflict resolution strategies helpful in human resource management.
Develop financial and accounting plans for budget development and control, and use budgets to accomplish organizational goals. Function as a change agent capable of managing organizational change using a variety of theories and approaches.
Contribute to organizational culture and climate that encourages positive and productive work. Communicate effectively with internal and external constituents and demonstrate appropriate verbal, written, interpersonal, and electronic communication skills.

PsyD - Applied Behavior Analysis *(93 credits)*
Program Description
The PsyD in Applied Behavior Analysis provides students with advanced academic and professional training in behavior analysis. Graduates earn the leadership skills necessary to be competitive in today's diverse clinical ABA field. Students who complete the program will meet the requirements for the Doctoral-Level Board Certified Behavior Analyst (BCBA-D) certification.

Admission Requirements
Bachelors degree.
Minimum 3.0 GPA in previous graduate work.
Program Requirements
Didactic Courses (45 credits): ABA 530 (taken twice, 3 credits each time), ABA 541, ABA 630, ABA 633, ABA 634, ABA 635, ABA 636, ABA 641, ABA 643, ABA 838, ABA 847, ABA 887, ABA 889.
Experiential Courses (30 credits): ABA 897, AA 697 (taken twice, 6 credits, 3 credits), ABA 844 (taken thrice, 3 credits each time), ABA 888 (taken thrice, 3 credits each time).
Capstone (18 credits): ABA 699 (taken twice, 3 credits each time), ABA 899 (taken four times, 3 credits each time).
Program Student Learning Outcomes
Apply legal, financial, marketing, and health-care strategies to behavior-analytic practice in various communities.
Employ behavioral philosophies, principles, and practices in various clinical-practice settings.
Effectively teach behavior analysis to undergraduates.
Demonstrate appropriate management and supervisory practices in a clinical environment.
Design appropriate management, curricular, and other support systems given various goals and constraints.

_____

GRADUATE CERTIFICATE PROGRAMS

GRAD CERT - Academic and Behavioral Strategist *(31-70 credits)*
Program Description
A Graduate Certificate in Special Education may be earned in Academic and Behavioral Strategies after a student has completed the comprehensive undergraduate Special Education program that leads to teacher licensure. An Academic and Behavioral Strategist would be able to teach students with mild-moderate disabilities across categorical areas. The undergraduate degree in Special Education completes the majority of the coursework for the additional licenses that are offered at the graduate level.
Admission Requirements
GPA: 2.75
The GRE is not required.
2.75 GPA over the last two years of undergraduate program.
Notes
All students seeking licensure must complete student teaching in elementary and secondary classrooms.
See department website for information regarding student teaching as well as licensed and unlicensed candidates.
Program Requirements
This program provides coursework leading to eligibility for a graduate certificate that leads to teacher licensure. 22 credits: SPED 503, SPED 505, SPED 511, SPED 515, SPED 516, SPED 519, SPED 531, SPED 552.
Specialization (12 credits): SPED 520, SPED 521, SPED 552, SPED 656, SPED 657.
Additional Requirements for Students with a Non-Teaching Degree (39 credits): ED 200 or SPED 200 or CFS 200, SPED 440, SPED 338, SPED 339, SPED 455, SPED 513, SPED 518, SPED 545, CEEP 262, CEEP 361, HURL 597 and HURL 598, IM 522.
Program Student Learning Outcomes
Understands the central concepts, tools of inquiry and history and context of developmental disabilities as a foundation on which to base practice.
Understands referral, assessment, planning, and placement procedures specific to teaching student with developmental disabilities.

Understands how to use individual education plans to design and implement developmentally appropriate instruction for students with developmental disabilities.
Communicates and interacts with students, families, other teachers, and the community to support student learning and well-being.
Applies the standards of effective practice in teaching students with developmental disabilities through a variety of early and ongoing clinical experiences.

GRAD CERT - Accounting *(9 credits)*
Program Description
The Accounting Graduate Certificate is designed to develop skills and knowledge of the effective use of accounting information in professional roles and to analyze questions regarding organization performance, solve problems, and determine valuation. Students will apply different types of accounting information in order to make business decisions and communicate results to proper stakeholders.
Admission Requirements
GPA: 2.75
The GRE is not required.
Accounting experience equivalent to ACCT 291 or MBA 614 or equivalent course.
Program Requirements
MBA 621, MBA 622, MBA 623.
Program Student Learning Outcomes
Demonstrate the functional areas of accounting and its strategic role in business organizations and society.
Demonstrate critical thinking and problem-solving skills and the ability to use relevant accounting information in decision making.
Communicate accounting and financial information in various forms.

GRAD CERT - Addictions Specialist *(27 credits)*
Program Description
This certificate is offered on-campus and is also available for completion on-line. This certificate program provides academic and experiential training intended to prepare persons in counseling for chemical dependency counselor licensure. To be admitted to the graduate chemical dependency certificate program, students must have a completed bachelor's degree in a related field. If the bachelor's program does not include course equivalents, students will be asked to complete the following undergraduate courses: CPSY 323/4 Theories of Counseling, CPSY 325 Helping skills, and CPSY 327 Group Counseling.
Admission Requirements
GPA: 2.75
A baccalaureate degree in a related field is required.
If the baccalaureate degree does not include course equivalents, the following courses are prerequisites: CPSY 323 and CPSY 324, CPSY 325, CPSY 327.
Submission of a statement of intent that includes reference to addictions in your life (direct or indirectly). Successfully complete a personal interview with faculty from the chemical dependency training program and representatives of the chemical dependency profession. Provide written verification of one year of abstinence from drugs if in recovery.
Notes
Students completing six credits of internship as CPSY 696 or CPSY 545 as part of their master's degree program will complete six additional credits beyond the master's degree as required to meet the internship requirements for addictions licensure.
Chemical Dependency Internships. The internship experience involves 880 hours of supervised training, 440 hours in an inpatient chemical dependency treatment center in central Minnesota and surrounding

_____

communities. An additional 440 hours of supervised training in an outpatient treatment setting are required to complete the requirements. Sites include public and private treatment facilities for adolescents and adults, regional human service centers, and veterans' hospitals. Acceptance for internship requires approval of the internship review committee following the completion of all course work.

Program Requirements
This program provides coursework leading to eligibility for a certificate.
Core (15 credits): CPSY 502, CPSY 537, CPSY 538, CPSY 539, CPSY 684.
Internship (12 credits): CPSY 545.

GRAD CERT - Advanced TESOL *(18 credits)*
Program Description
This advanced certificate program is for individuals with a previous Master's degree who would like to teach ESL at the college level.
Admission Requirements
GPA: 2.75
One year of college foreign language classes or equivalent.
An introductory to linguistics course. Earned Master's degree.
Program Requirements
12 Credits: ENGL 661, ENGL 662; ENGL 564 or ENGL 566 or ENGL 664 or ENGL 666; 3 credits of ENGL 665
6 Credits (Electives): Choose two courses: ENGL 562, ENGL 563, ENGL 667, ENGL 670, ENGL 673, ENGL 669.
Program Student Learning Outcomes
An English as a second language teacher masters a high level of proficiency in English commensurate with the role of an instructional model and develops an awareness of the process of formal language learning by learning a second language through two years of second language instruction in a high school setting or one year of second language instruction in a postsecondary setting, or the equivalent.
An English as a second language teacher observe, analyze, evaluate and reflect on teaching of English as a second language that integrates understanding of English as a second language with the teachers understanding of pedagogy, students, learning, classroom management, and professional development.
An English as a second language teacher identifies, selects, designs, and prepares a variety of methods, techniques, and program models suitable for second language instruction with diverse learners including adapting existing materials to meet the needs of the students with limited English proficiency. Every even years with Board of Teaching.
An English as a second language teacher identifies, selects, designs, and prepares various content-based methodologies and integrates language acquisition and use of language functions across learning experiences to facilitate full inclusion of students with limited English proficiency in the school setting.
An English as a second language teacher plans, prepares and communicates successfully with students, parents, colleagues, and community members.
An English as a second language teacher identifies, selects, designs, and prepares communicative instruction in the second language context with a focus on the importance of developing communication skills in listening, speaking, reading, and writing across the curriculum.
An English as a second language teacher identifies, selects, designs, prepares and uses formal and informal second language assessment techniques to determine appropriate placement and to evaluate the progress of students with limited English proficiency in order to implement criteria for determining the readiness of students to enter and exit limited English proficiency programs.
An English as a second language teacher identifies, describes, analyzes, and explains or classifies the contributions of general and applied linguistics to second language education. Every even years with Board of Teaching.
An English as a second language teacher identifies and utilizes the fundamentals of the first and second language acquisition processes and their similarities and differences.
An English as a second language teacher identifies and utilizes the historical, social, and political aspects of language and cultural patterns in the United States influence second language instruction.

GRAD CERT - Applied Clinical Research *(17 credits)*
Program Description
The graduate certificate in Applied Clinical Research offers foundational courses in clinical research for medical devices. This graduate certificate is designed for those working in the medical device industry and those looking to enter this industry, including new graduates and working professionals, who will benefit from a basic education in medical device related clinical research requirements. The certificate is also an efficient transition option for students seeking the MS degree in Clinical Research.
Admission Requirements
GPA: 2.75
An undergraduate degree in engineering, science, biochemistry, biostatistics, public health, nursing or other appropriate and relevant areas is recommended.
Admission to the SCSU Graduate School.
The GRE is not required.
Program Requirements
Core (14 Credits): ACR 620, ACR 622, ACR 624, ACR 628, ACR 641.
Research (3 credits): Choose ACR 626 or ACR 634.
Program Student Learning Outcomes
Synthesize and Apply Principles of Clinical Research Design and Conduct.
Critique and Describe History of Protections and Regulations.
Manage Logistics and Scientific Requirements of Clinical Trials.
Synthesize and Apply Ethical Practices in Clinical Research.
Appraise the Stakeholders of Clinical Research.
Demonstrate Effective Professional Communication and Problem Solving Skills.

GRAD CERT - Autism *(9 credits)*
Program Description
The purpose of the Autism Certificate Program is to provide advanced, specialized training for individuals who work with K-12 pupils with autism spectrum disorders. Although this program does not lead to licensure, it enhances the knowledge and skills of undergraduate or graduate students who are employed in public school and clinical settings.
Admission Requirements
GPA: 2.75
The GRE is not required
2.75 GPA over the last two years of undergraduate program.
Program Requirements
SPED 623, CSD 624, CPSY 627
Program Student Learning Outcomes
A teacher of special education: autism spectrum disorders understands the foundations of special education services for students with autism spectrum disorders on which to base practice.
A teacher of special education: autism spectrum disorders understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with autism spectrum disorders.
A teacher of special education: autism spectrum disorders understands how to use individualized education program plans to design,

implement, monitor, and adjust instruction for students with autism spectrum disorders.

A teacher of special education: autism spectrum disorders cultivates and maintains positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress.

A teacher of special education: autism spectrum disorders applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching children and youth with autism spectrum disorders in birth through preschool, primary (kindergarten through grade 4), and secondary (grades 5 through 12, including transition programs) settings across a range of service delivery models.

GRAD CERT - Autism Spectrum Disorders *(32-38 credits)*
Program Description
The Autism Spectrum Disorders Certificate/Licensure program provides advanced, specialized training for teachers pursuing K - Age 21 autism licensure in the state of Minnesota. A teaching license is required for admission into this program, which is offered collaboratively through the Department of Special Education in the School of Education and the Departments of Communication Sciences and Disorders and Counseling and Community Psychology in the College of Health and Wellness Professions.
Admission Requirements
The GRE is not required.
2.75 GPA over the last two years of undergraduate program.
Notes
All students seeking licensure must complete a practicum in their chosen area(s).
See department website for information regarding practicums as well as licensed and unlicensed candidates.
Program Requirements
This program provides coursework leading to eligibility for a graduate certificate that leads to teacher licensure.
Core (19 credits): SPED 505, SPED 511, SPED 515, SPED 516, SPED 519, SPED 531.
Specialization (13 credits): SPED 623, CSD 624, CPSY 627, SPED 628, SPED 629.
Additional Requirements for Students with Secondary and K-12 Licenses: SPED 513, SPED 518.
Program Student Learning Outcomes
A teacher of special education: autism spectrum disorders understands the foundations of special education services for students with autism spectrum disorders on which to base practice.

A teacher of special education: autism spectrum disorders understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with autism spectrum disorders.

A teacher of special education: autism spectrum disorders understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with autism spectrum disorders.

A teacher of special education: autism spectrum disorders cultivates and maintains positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress.

A teacher of special education: autism spectrum disorders applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching children and youth with autism spectrum disorders in birth through preschool, primary (kindergarten through grade 4), and secondary (grades 5 through 12, including

transition programs) settings across a range of service delivery models.

GRAD CERT - Community Education Director *(24 credits)*
Program Description
This Graduate Certificate program in Community Education prepares students for a profession as a Director Of Community Education. The Minnesota Department of Education has approved this program for meeting the professional preparation requirements for licensure.
Admission Requirements
GPA: 2.75
A baccalaureate degree from an accredited university.
Successful completion of 24 credits in the Core courses.
Successful completion of 320 hours of EDAD 507 Field Experience in Community Education under supervision of a designated University supervisor and a licensed Director of Community Education.
Completion of EDAD 611 Portfolio Review.
Notes
The EDAD 507 Field Experience: Community Education course is taken only with permission from the student's advisor and with consideration that the student has completed at least 9 credits of core courses prior to enrolling in the field experience.
With advisor approval, students may transfer up to 10 credits from another regionally accredited institution. The Field Experience may not be a transfer course.
See program website for additional information.
Program Requirements
The program provides coursework leading to eligibility for a graduate certificate.
EDAD 502, EDAD 507, EDAD 509, EDAD 620, EDAD 630, EDAD 640, EDAD 650.
Program Student Learning Outcomes
Understands how to facilitate the development, articulation, and implementation of a vision of learning that is shared and supported by the school community.
Demonstrates capacity to advocate, nurture, and sustain a School culture and an instructional program conducive to student learning.
Demonstrate the ability to manage the organization operations to produce a safe, efficient and effective learning environment.
Collaborates with families and community members, responding to diverse community interests and needs and mobilizes resources.
Understands ethical aspects of school-community relations.
Responds to, and influences the larger political, social economic, legal and cultural context.

GRAD CERT - Data Analytics *(15 credits)*
Program Description
Designed for working professionals, the Data Analytics Certificate will allow graduates to use existing company data to summarize and make sense of the data, answer questions on company performance, solve problems, and predict growth. Students will recognize the types of problems data analytics can and cannot solve, discern how to securely use data, discover how to find and clean data, identify alternative data analytic techniques designed to make accurate predictions, and learn how to communicate the results of data analytics to others.
Admission Requirements
GPA: 2.75
Undergraduate degree
Statistical experience equivalent to IS 242/STAT 242 or equivalent course
Computer experience including familiarity with spreadsheet software such as Excel

Programming familiarity in SAS or other language equivalent to STAT 304 or IS 251

Notes

Preferable to take IS 534 - Introduction to Data Analytics first and STAT 660 - Data Visualization for Analytics last, with other courses in between.

Preferable to have access to company data so a project using that data can be completed by the end of the certificate.

Ideally sequencing is a 2-2-1 – with IS 534 - Foundations and IA 658 - Best Practices in Data Management in the fall, ECON 670 – Advanced Economic and Business Forecasting and STAT 615 – Data Mining in the spring, and then STAT 660 – Data Visualization as the final course in summer.

Program Requirements

IS 534, IA 658, STAT 615, ECON 670, STAT 660.

Program Student Learning Outcomes

Apply statistical or logical techniques to describe, evaluate, and analyze business data.

Use business analytics to formulate and solve business problems and make managerial decisions.

Evaluate data structures, data problems, storage and retrieval options, and data communication options.

Apply regression analysis, time series analysis and forecasting techniques to business data.

Organize and communicate complex information concisely.

GRAD CERT - Deaf Leadership and Advocacy *(20 credits)*
Program Description

The Graduate Certificate in Deaf Leadership and Advocacy program is designed to build and strengthen the capacity of emerging leaders within the domestic and international deaf community with a specific focus on leadership within education systems. A core value of the program is representation in the student body by Deaf students. The certificate is designed for Deaf students who are interested in developing leadership and teaching skills in educational settings. Sign Language interpreters may also be considered for the program. Courses and practical experiences will focus on leadership development, teamwork, advocacy, disability policy, curriculum development, professional interpreters, and effective communication skills.

Admission Requirements

GPA: 2.75

Undergraduate degree

Demonstration of skills in their native Sign Language is a foundational requirement for this program.

Interview required.

Program Requirements

DLA 651, DLA 672, DLA 600, DLA 688, DLA 588.

Students will complete 6 credits of practicum at a US School for the Deaf or International School for the Deaf.

DLA 588 will consist of 2 credits in the summer for a week-long summer camp with students from the school for the Deaf.

DLA 600 - 6 credits are required for this certificate.

Participate in daily labs that will focus on increasing English and American Sign Language skills.

10 hours per semester of Professional Development is required.

Program Student Learning Outcomes

Synthesize historical, cultural, and linguistic dimensions of Deaf identities and communities through a comparative cross-cultural lens.

Develop leadership, advocacy, and teamwork skills for education settings.

Critique the linguistic parameters for teaching sign language to foreign Deaf students.

Demonstrate basic expressive and receptive conversational skills in American Sign Language.

Evaluate disability policy and advocacy for Deaf citizens.

Produce skills to teach cross-cultural sign language to foreign Deaf students.

GRAD CERT - Development Disabilities *(32-38 credits)*
Program Description

At the graduate level, students may obtain licensure in a program that leads to a Master of Science degree or students may be admitted to a program of study that leads to licensure only. The graduate student's program of study may be designed to emphasize education of K-12 students with learning disabilities, emotional/behavioral disorders, developmental disabilities, or physical/health disabilities (pending program approval).

Admission Requirements

GPA: 2.75

The GRE is not required.

2.75 GPA over the last two years of undergraduate program.

Notes

All students seeking licensure must complete a practicum in their chosen area(s).

See department website for information regarding practicums as well as licensed and unlicensed candidates.

Program Requirements

This program provides coursework leading to eligibility for a graduate certificate that leads to teacher licensure.

Core (19 credits): SPED 505, SPED 511, SPED 515, SPED 516, SPED 519, SPED 531.

Specialization (13 credits): SPED 520, SPED 659, SPED 660, SPED 661, CPSY 630.

Additional Requirements for Students with Secondary and K-12 Licenses: SPED 513, SPED 518.

Program Student Learning Outcomes

Understands the central concepts, tools of inquiry and history and context of developmental disabilities as a foundation on which to base practice.

Understands referral, assessment, planning, and placement procedures specific to teaching student with developmental disabilities.

Understands how to use individual education plans to design and implement developmentally appropriate instruction for students with developmental disabilities.

Communicates and interacts with students, families, other teachers, and the community to support student learning and well-being.

Applies the standards of effective practice in teaching students with developmental disabilities through a variety of early and ongoing clinical experiences.

GRAD CERT - Early Childhood Special Education *(30 credits)*
Program Description

This graduate certificate program provides students a good overview of early childhood special education — its history, philosophies behind the profession and legal requirements. Students will learn about child development, methods for teaching young children with disabilities and screening and assessing young children. Studies will also look at family structure and its impact on child development. Students will learn skills in early intervention and early childhood special education. Studies will end with a supervised student teaching opportunity.

Courses are available that complete the required education required for licensure in Early Childhood Special Education in Minnesota. Completion of the certificate and license often leads to completion of the master's

degree in Early Childhood Special Education.

Admission Requirements

GPA: 2.75

The GRE is not required for graduate admission consideration to licensure programs. A minimum of 30 credits is required, about one-third of which must be taken at the graduate level.

Notes

Courses are available that lead to eligibility for licensure in early childhood special education and parent education. It is possible to combine course work and to receive more than one license. It is the students' responsibility to consult with the child and family studies department and state licensing agencies for current licensing requirements.

Program Requirements

Core (15 credits): CFS 611, CFS 521, CFS 631, CFS 608, CFS 632.
Early Childhood Special Education Methods and Content (15 credits): CFS 633, CFS 643, SPED 505, SPED 515, SPED 520.
Student Teaching (6 credits): CFS 680, CFS 681.
Additional requirements for those obtaining a first teaching license:
Literacy and DEI courses (9 credits): SPED 518, SPED 519, HURL 597.

Program Student Learning Outcomes

A teacher of special education: early childhood understands the foundations of special education services for children with a broad range of developmental delays or disabilities on which to base practice.

A teacher of special education: early childhood understands and applies principles of screening, prevention, and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching children with a broad range of developmental delays or disabilities.

A teacher of special education: early childhood understands how to use individual family services plans and individual education program plans to design and implement developmentally appropriate instruction for young children with developmental delays or disabilities or medical conditions.

A teacher of special education: early childhood cultivates and maintains positive, collaborative relationships with children, families, educators, other professionals, and the community to support student development and educational progress.

A teacher of special education: early childhood applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching children who exhibit a broad range of developmental delays or disabilities in infant or toddler, preschool, and primary (kindergarten and grade 1) settings across a range of service delivery models.

GRAD CERT - Economics for Educators *(18 credits)*

Program Description

The Economics for Educators graduate certificate is designed for teachers to enhance their knowledge and training through advanced content in economics. Completion of the certificate fulfills the path-to-18 requirement to teach Senior-to-Sophomore or College-in-the-Schools courses in economics.

Admission Requirements

GPA: 2.75

Prospective students must have previously completed ECON 201, or both ECON 205 and ECON 206.

Program Requirements

Select 18 credits from 500- or 600-level courses in economics.
In order to be eligible to take courses at the 600-level, students must have completed ECON 405 or ECON 505, ECON 406 or ECON 506, and MATH 221 or gain special permission from the economics department.

Program Student Learning Outcomes

Apply economic models to analyze socioeconomic issues and policies.
Determine and distinguish the impact of economic policies at the local, national and global scales.
Apply advanced methods of analyzing and interpreting data.

GRAD CERT - Finance *(9 credits)*

Program Description

The Finance Graduate Certificate is designed to develop skills and knowledge of international financial management, investments and security analysis, and financial markets and institutions. Students will learn and apply domestic and international risk diversification, modern portfolio theory, and derivatives hedging of risk, including currency risk. Interactions of financial markets and financial regulators are also presented.

Admission Requirements

GPA: 2.75

Program Requirements

MBA 631, MBA 632, MBA 633

Program Student Learning Outcomes

Apply knowledge of the workings of the U.S financial markets, including the various securities, foreign exchange, and the benefits of diversification.

Recommend financing and investment strategies through understanding of domestic and international markets.

Generate business financial decisions through knowledge of historical development of U.S financial markets.

GRAD CERT - Foundations in Library Media *(15 credits)*

Program Description

The Foundations in Library Media Certificate is designed to provide an academic credential for those individuals not seeking a Master's degree but are wanting to learn more about the field of library media.

Admission Requirements

Must have a bachelor's degree.

Program Requirements

ED 623, ED 628, ED 654 or ED 626, ED 625 or ED 657, ED 551 or ED 624 or ED 659.

Program Student Learning Outcomes

Develop information media programs that reflect the vision, mission, and goals of the school.

Create information media program policies and procedures consistent with principles of professional practice and appropriate to the mission and goals of the school and district.

Initiate motivating, technology-current and research-based environments that foster the continued professional growth of the learning community.

Demonstrate an understanding of the teaching of information media including pedagogy, students, learning, classroom management, and professional development.

Apply and integrate research into teaching and learning that uses various resources available to inform best practice and add to the professional knowledge base.

GRAD CERT - Geography for Educators *(18 credits)*

Program Description

The Geography for Educators graduate certificate is designed for teachers to enhance their knowledge and training through advanced content in Geography. Completion of the certificate fulfills the path-to-18 requirement to teach Senior-to-Sophomore or College-in-the-Schools courses in Geography.

_____

Admission Requirements
GPA: 2.75
Must have a bachelor's degree.
Program Requirements
Select 18 credits from 500- or 600-level Geography courses.
Program Student Learning Outcomes
Analyze and evaluate processes and effects of globalization.
Determine and distinguish the impact of spatial processes and patterns at the local, national and global scales.
Identify and appraise advanced geographic approaches to key concepts of place, space, landscape, region and territory.
Apply advanced geographic techniques/methods for analyzing and presenting data.

GRAD CERT - Geography Information Science *(15 credits)*
Program Description
Students use the latest software and hardware to learn research methods and build marketable skills for the geographic information sciences.
Admission Requirements
GPA: 2.75
The GRE is not required.
Notes
Students may be required to complete an undergraduate level software applications course in geography prior to enrolling in graduate-level courses.
Program Requirements
GEOG 506, GEOG 507, GEOG 516, GEOG 550, GEOG 562.
Program Student Learning Outcomes
To provide our students with a solid foundation in analytical tools (mathematical and computational), spatial sciences and design, in order to develop practical and professional excellence in our future graduates.
To meet the requirements set by the Minnesota Board of AELSLAGID for each student's individual education.
To provide our students with opportunities to engage in creative problem-solving activities through planning, design and implementation of a range of surveying projects, within the context of continuously changing natural, organizational and global settings.
To provide our students with an understanding of the roles and responsibilities of their profession and themselves within organizations, within society and in a global context, including an appreciation of the need for life-long learning.

GRAD CERT - Gerontology *(12 credits)*
Program Description
Gerontology, the study of aging, is an exciting and rapidly growing, interdisciplinary and inter-professional field! People are living longer and healthier lives and knowledge about aging and older adults is important to everyone! Gerontology is essential not only for careers in Health and Human services, but also for everything from business and leisure to finances, education and politics! Through innovative and experiential learning approaches, the SCSU Gerontology Program In the graduate certificate program for Gerontology, you will receive specialized training in aging studies. Your certificate complements and supplements other graduate majors. You will acquire knowledge that can be used across numerous agencies, institutional settings and professions. Participation in the Gerontology certificate program provides you with advanced professional educational opportunities while also creating opportunities to develop professional networks. The coursework will give you a great expansion of knowledge and expertise in your professional development. The program is committed to fostering integrity, civic responsibility and recognition of the value in

and working with a diverse and global community.
Admission Requirements
GPA: 2.75
Must have a bachelor's degree.

Notes
A grade of B or higher in all GERO courses.
Must have a bachelor's degree.
Program Requirements
Core (9 credits): GERO 620, GERO 630, GERO 650.
Electives (3 credits): GERO 505, GERO 511, GERO 515, GERO 518, GERO 520, GERO 525, GERO 530, GERO 535, GERO 540, GERO 570, GERO 644.
Program Student Learning Outcomes
Synthesize and apply gerontological frameworks (e.g., social theories of aging, life course perspective) to examine human development and aging.
Synthesize and apply biological theory and science to understand the processes of aging, including health, longevity and diversity in the physical experience of aging.
Synthesize and apply psychological and sociological theories and science to understand adaptation, stability and change in aging, as well to understand heterogeneity, inequality and context of aging.
Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts.
Distinguish and apply "factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research".
Gerontological Ethics and Professional Life: Demonstrate awareness of professional opportunities in gerontology, skills to communicate with and advocate for older persons in personal and public settings, and an understanding of gerontological ethics, including: ethical questions of practice, research, advocacy, and policy; and proper professional conduct, complexities of working with a diverse population.

GRAD CERT - Higher Education Administration *(15 credits)*
Program Description
The Graduate Certificate in Higher Education Administration program develops Minnesota's higher education leaders along with reaching out to the region, nationally, and internationally. The program prepares students for entry-level and mid-level positions in four-year, community and technical colleges and universities. Students interested in careers as future higher education administrators or those who currently work in higher education will receive a comprehensive study that explores academic affairs, student affairs, and administrative affairs. Courses offered in the program develop knowledge, skills, and dispositions for success in higher education administration.
Individuals currently holding or interested in leadership positions in higher education will find this program flexible and accommodating to their needs. The program will primarily be taught online or through a hybrid delivery process along with a practicum experience at a higher education institution.
Program Requirements
Electives (12 credits): Select from HIED courses.
Program Student Learning Outcomes
Leadership - Knowledge of what leadership is, how it has been distinguished from administration, and the ability to develop a practical and personally useful definition of leadership.
Role Discernment - Appropriate attitudes about leaders and followers and the ability to serve as a courageous follower as well as a skillful leader.
Organizational Theory and Application - Knowledge of basic organizational theory and the ability to describe accurately the

organization one serves, including mission, history, and current developments.

Relationships and Functions - Knowledge of the key administrative offices at the institution, including staff and line functions, reporting relationships, and awareness of the opportunities and limitations of one's own niche.

Program Planning - Ability to collaborate in program planning, including the skill to expand on ideas, keep plans realistic, use institutional goals as criteria, and build in usable assessment.

Value of Learning - Awareness of what learning is and why it must be guarded as the fundamental purpose of the institution.

Problem Analysis and Resolution - Knowledge of rational models used for problem solving and decision making, and the ability to consider legal and ethical implications.

Collaboration - Skill at collaboration, including serving on and working with task forces, committees, and administrative units to help them function as high-performance teams.

Communication - Ability to communicate effectively in a variety of forms, including verbal, written, interpersonal, electronic, etc. Conflict Resolution - Knowledge of basic conflict resolution models and the ability to employ them effectively.

Budgeting - Knowledge of basic financial planning and accounting methods and the ability to use them for budget development and control.

Agent for Change - Knowledge of change theories and skill in responding to, initiating, and managing change.

Work Environment - Awareness of what constitutes a positive work environment and the ability to work with others in creating such an environment.

Professional Development - Positive attitudes about personal renewal and the ability to engage in perpetual learning to become more effective as a postsecondary leader.

GRAD CERT - Information Systems *(9 credits)*
Program Description
The Information Systems Graduate Certificate is designed to provide the knowledge, understanding, and application of the integration systems, hardware, and software an organization uses to conduct operations and best practice strategies for securing and improving those systems.
Admission Requirements
GPA: 2.75
A baccalaureate degree from an accredited institution.
Program Requirements
MBA 641, MBA 642, MBA 643.
Program Student Learning Outcomes
Assess organizational strategy based on knowledge of internet-based architecture, computer and network security, business continuity, and the role of infrastructure.
Integrate project planning, staffing, scheduling and quality assurance standards into information systems strategy.
Employ enterprise resource planning methodologies to improve information systems processes.

GRAD CERT - Instructional Design *(12 credits)*
Program Description
This program combines theory and application. You will work directly with digital technology to develop projects that demonstrate your understanding of the role emerging technologies play in the workplace. As a teacher and instructional design professional, you will find value in the hands-on technology opportunities in this program. You will gain skills to make yourself recognizable to colleagues and employers and show them you are fluent in the use of digital technologies and can effectively use them in your field.
Admission Requirements
GPA: 2.75
A baccalaureate degree from an accredited institution.
Program Requirements
IM 504, IM 554, IM 555, IM 639

GRAD CERT - K-12 Principal *(30 credits)*
Program Description
The K-12 Principal Graduate Certificate in the Educational Administration and Leadership program develops leaders for Minnesota's schools. The program provides coursework leading to eligibility for licensure as a K-12 Principal and is accredited by the Minnesota Board of School Administrators (BOSA). Courses offered are competency-based and focused on developing the skills and personal traits necessary for successful school administration and leadership. This program is student-centered and provides advanced principles of leadership to guide the practice of educational leaders so they can meet the needs of all learners and achieve more equitable outcomes. As learning organizations and society continue to evolve, this program is designed to ensure that educational leaders are ready to meet the challenges and opportunities of today and the future. This certificate program is offered through a variety of delivery modes to meet the needs of our professional learners. Upon completion of the K-12 Principal graduate certificate a graduate may choose to pursue a doctorate of education, using select courses from this certificate.
Admission Requirements
GPA: 2.75
A previous Educational Administration masters or related degree is required. Candidates must have a valid teaching license and three years of teaching experience, or completion of EDAD 644 (Teaching Internship).
Program Requirements
Core (9 credits): EDAD 605, EDAD 674
Electives (21 credits): Select from 500- and 600-level EDAD courses.
Program Student Learning Outcomes
Identify leadership strategies to support the implementation of instruction, assessment, and curriculum best practices by teachers and staff.
Examine diverse student learning interventions to both monitor and foster a community of high expectations.
Apply problem-solving strategies to foster collaboration with families and community members.
Utilize a continuous improvement model to gather constituent feedback and to examine building level data.
Demonstrate skills in educational diplomacy including effective interpersonal communication.
Analyze diversity, equity, inclusion, and culturally responsive practices to ensure fair and equitable access to resources for all learners.
Apply strategies for nurturing and sustaining an organizational culture conducive to healthy professional relationships.
Determine effective strategies and practices for diversifying, hiring, supporting, and retaining effective and caring staff members.

GRAD CERT - Library Media Specialist *(28-32 credits)*
Program Description
The graduate Library Media Specialist (LMS) Certificate is designed to provide an academic credential for those individuals not seeking a Master's degree but who are pursuing licensure as a library media specialist.
Admission Requirements
GPA: 2.75

A baccalaureate degree from an accredited institution.
Application for admission to the Library Media Specialist Graduate
Certificate Program through the School of Graduate Studies.
Notes
To qualify for Minnesota licensure as a School Library Media Specialists
candidates must complete all course work necessary to meet the
competencies specified in State of Minnesota Rule 8710.2000 and
8710.4550 and pass the applicable MTLE tests.
Program Requirements
Core (26 credits): ED 551, ED 623, ED 624, ED 625, ED 626, ED 628, ED
659, ED 654, ED 657
Practicum (2-6 credits): ED 684.
*Initial licensure candidates will complete 6 credits of ED 684; additional
licensure candidates will complete 2 credits of ED 684.*
Program Student Learning Outcomes
Candidates demonstrate the ability to develop and implement an
information media program that reflects the vision, mission, and goals
of the school.
Candidates demonstrate the ability to develop and implement an
information media program that is an integral part of the total
curriculum.
Candidates demonstrate the ability to develop and implement
information media program policies and procedures consistent with
principles of professional practice and appropriate to the mission and
goals of the school and district.
Candidates demonstrate the ability to initiate and maintain motivating,
technology-current and research-based environments that foster the
continued professional growth of the learning community.
Candidates demonstrate an understanding of the teaching of
information media with the understanding of pedagogy, students,
learning, classroom management, and professional development.
Candidates apply appropriate research methods and findings in
professional practice: the candidates understand, apply, and integrate
research into teaching and learning and uses various resources available
to inform best practice and add to the professional knowledge base.

GRAD CERT - Management and Leadership *(9 credits)*
Program Description
The Management and Leadership Graduate Certificate is designed to
develop skills and knowledge in the areas of leadership principles,
ethical leadership, and business modeling. Students will gain and apply
the skills needed to be an effective leader in any organization.
Admission Requirements
GPA: 2.75
A baccalaureate degree from an accredited institution.
Program Requirements
MBA 661, MBA 662, MBA 663.
Program Student Learning Outcomes
Evaluate and employ leadership models and skill sets to lead groups and
organizations.
Assess the theoretical and practical implications of ethical leadership in
business contexts.
Apply entrepreneurial leadership skills to the business model stages of
ideation, validation, preparation, operation, growth, and exit.

GRAD CERT - Medical Device Regulation *(16-18 credits)*
Program Description
The graduate certificate in Medical Device Regulation offers
foundational courses in regulatory, quality and clinical research for
medical devices. This graduate certificate is designed for those working
in the medical device industry and those looking to enter this industry,
including new graduates and working professionals, who will benefit

from a basic education in medical device related regulatory, quality, and
clinical research requirements.
Admission Requirements
GPA: 2.75
An undergraduate degree in engineering, science, biochemistry,
biostatistics, public health, nursing or other appropriate and relevant
areas is recommended.
Accepted into SCSU Graduate School.
The GRE is not required.
Core (12 Credits): RAS 621 or MTQ 626; RAS 633 or MTQ 620; RAS 631,
MTQ 624
Electives (4-6 credits): Select from the following: RAS 623, RAS 635, ACR
620, ACR 622, ACR 641, MTQ 622, MTQ 628, MTQ 634.
Program Student Learning Outcomes
Describe and discuss the role of medical devices and combination
products in diagnosing, mitigating, managing, and curing medical
disease and conditions, including their modes of action, and adverse
effects.
Describe the life cycle of a medical product as well as the roles and
responsibilities of clinical research, regulatory affairs and quality
professionals throughout the life cycle.
Classify medical devices and identify their regulatory path to market in
the US, EU, and other geographies.
Identify and apply the codes of ethics that apply to medical device
professionals, and in particular those related to conducting clinical
research on human subjects.
Apply the principles of Good Documentation Practices.
Demonstrate use of appropriate terminology and acronyms used in the
clinical research of medical devices.

GRAD CERT - Medical Technology Quality *(16 credits)*
Program Description
The graduate certificate in Medical Technology Quality offers
foundational courses in quality for medical devices. This graduate
certificate is designed for those working in the medical device industry
and those looking to enter this industry, including new graduates and
working professionals, who will benefit from basic education in medical
device-related quality requirements. The certificate is also an efficient
transition option for students seeking an MS degree in Medical
Technology Quality.
Admission Requirements
GPA: 2.75
An undergraduate degree in engineering, science, biochemistry,
biostatistics, public health, nursing or other appropriate and relevant
areas is recommended.
Admission to the SCSU Graduate School.
The GRE is not required.
Core (6 credits): MTQ 620, MTQ 626
Electives (10 credits): Select from the following: MTQ 622, MTQ 624,
MTQ 628, MTQ 630, MTQ 632, MTQ 634, MTQ 636, MTQ 638.
Program Student Learning Outcomes
Knowledge of medical device and quality regulatory requirements for
both FDA and international regulations and standards.
Knowledge of tools and applications for the design and manufacturing
of quality medical devices.
Knowledge of the application, management responsibilities, and
planning concepts of Quality management systems. US and
international standard requirements, and current document control
processes in the development, manufacture and distribution of medical
devices.

_____

GRAD CERT - Parent Education *(29-34 credits)* +
Program Description
The Parent Education Graduate Certificate results in eligibility for teaching licensure as a parent educator. Parent educators typically work in Early Childhood Family Education (ECFE) classes, engage in home visits, or can work in specialized areas such as a hospital or with incarcerated parents. Parent educators facilitate groups of adults during their journey of parenting. Student candidates will receive an overview of the development of infants, toddlers, and young children, as well as parenthood and adult development. In addition, the foundations of parent and family education are taught, as well as methods, theories, and strategies for working with parents of young children. This program includes multiple practicum experiences to observe practicing parent educators and 90 hours of student teaching in a parent education setting for hands-on practice and application with facilitating groups of parents.
Admission Requirements
GPA: 2.75
The GRE is not required.
Complete Graduate Studies application with three recommendations and an essay.
Notes
Courses are available that lead to eligibility for licensure in early childhood special education and parent education. It is possible to combine course work and to receive more than one license. It is the students' responsibility to consult with the child and family studies department and state licensing agencies for current licensing requirements.
Program Requirements
Child Development (6 credits): CFS 521, CFS 631.
Family Development (6 credits): CFS 515, CFS 522.
Parent Education Methods (8 credits): CFS 625, CFS 665, CFS 635, CFS 645, CFS 666.
Parent Education Electives (6 credits): CFS 632
Student Teaching: CFS 675.
For students with non-teaching degree: HURL 597.
Program Student Learning Outcomes
Describe adult development and learning styles in order to utilize a variety of instructional and facilitation strategies with groups of participants in early childhood and family education programs.
Summarize the influences on parenting practices and parental behaviors, including the effects of culture and ethnicity, as well as their impact on parent-child interactions and relationships.
Demonstrate understanding of theories of child development and the influence and effects of culture, community, and experiences on the development of children.
Collaborate with other programs and community resources and be knowledgeable about the supports that are available for families, including referrals to outside organizations.
Create effective learning experiences and lesson plans for groups of adults participating in early childhood and family education programs, including using technology when appropriate to enhance the services being delivered.

GRAD CERT - Planning and Community Development *(18 credits)*
Program Description
The Graduate Certificate in Planning and Community Development provides graduate students and professionals in the field with a comprehensive and multi-disciplinary education in planning and community development that will further their career goals. The certificate assumes that planning and community development is a cross-disciplinary field of study that works to improve the economic,

social, and environmental qualities of our communities. It focuses on the design and implementation of programs designed to make a community a better place to live and work. This Graduate Certificate would enhance work opportunities for graduate students and professionals given the applied and professional nature of the program.
Admission Requirements
GPA: 2.8
BA or BS in a related field.
Program Requirements
CMTY 522, CMTY 550, CMTY 551, CMTY 552, CMTY 554, CMTY 564.
Program Student Learning Outcomes
Describe key concepts, principles, and overarching themes in planning.
Exhibit effective presentation skills for different purposes and audiences.
Apply planning principles to city and community development.
Formulate policies and propose appropriate programs in a variety of planning areas for various outcomes.
Engage in innovative thinking and integrative problem solving.
Demonstrate effective written communication for different purposes and audiences.

GRAD CERT - Political Science for Educators *(18 credits)*
Program Description
The Political Science for Educators Graduate Certificate is designed for teachers to enhance their knowledge and training through advanced content in Political Science. Completion of the certificate fulfills the path-to-18 requirement to teach Senior-to-Sophomore or College-in-the-Schools courses in Political Science.
Admission Requirements
GPA: 2.75
A baccalaureate degree from an accredited institution.
Program Requirements
Select 18 credits from 500- or 600-level courses in Political Science.
Program Student Learning Outcomes
Evaluate the strengths and weaknesses of different forms of government and the processes of collective decision making.
Evaluate advanced political science theories of international, national, and subnational institutions, processes, and ideological frameworks.
Apply advanced political science research methodology on the processes, institutions, and outputs of government.

GRAD CERT - Post-Baccalaureate Teaching *(27 credits)* +
Program Description
A graduate-level certificate for students looking to earn their initial teaching license in a K-12/5-12 area. This program will cover the Minnesota Standards of Effective Practice.
Admission Requirements
GPA: 2.75
A baccalaureate degree from an accredited institution.
Notes
This certificate does not guarantee licensure. Licensure is granted by the state of Minnesota. This certificate fulfills the MN Standards of Effective Practice requirement.
Additional content area coursework may be required after consultation with your content area advisor to fulfill all MN Content Area standards, including a content methods course that is particular to your field.
Program Requirements
ED 503, ED 549, ED 551, ED 552, ED 603, ED 605, ED 609, ED 649, ED 685.
Program Student Learning Outcomes
Identify and explain connections to educational research and theory and choices made in planning, instruction, and assessment.

Discuss and apply techniques in differentiation to meet the individual needs of learners of diverse backgrounds and abilities throughout the areas of planning, instruction, and assessment.

Apply and utilize technology resources to engage, enable, and empower all learners.

Create, design, and implement lesson plans appropriate for students across the scope and sequence of the licensure area.

Demonstrate skills in professional dispositions required for entry level teaching such as engagement in professional development, effective communication with students and families, punctuality, the ability to collaborate with colleagues, and reflection of practice.

Construct and design questions to facilitate discussion on how educational theories and philosophies impact planning, instruction, and assessment, as well as professional dispositions in the field.

GRAD CERT - Professional Sales *(12 credits)*
Program Description
The Professional Sales Graduate Certificate is designed to enhance students' sales and sales management skills and help them become better communicators in the workplace. Students will gain professional leadership skills and develop self-improvement tools as they learn about the relationship selling process.
Admission Requirements
GPA: 2.75
A baccalaureate degree from an accredited institution.
Program Requirements
MBA 671, MBA 672, MBA 673
Program Student Learning Outcomes
Prepare and employ business-to-business professional relationship selling and effective communication processes.
Analyze strategic management of a modern organization's sales operations, and the application of sales techniques to increase net sales and profit.
Examine and select effective technology and social media tools, negotiation techniques, and global/cultural understanding knowledge to create and maintain long-term relationships with clients.

GRAD CERT - Reading Teacher K - 12 *(16-18 credits)* +
Program Description
The Reading Teacher K-12 Certificate Program is a six course program for licensed teachers interested in becoming either specialized teacher of reading K-12 in their school districts or focusing on improving their own classroom instruction. The program incorporates the Minnesota Board of Teaching Standards for Licensure as a Reading Teacher (8710.4725). Special emphasis is placed upon effective instruction and assessment for K-12 students who are struggling with reading.
Admission Requirements
GPA: 2.75
For admission consideration to the program, a candidate must first meet the minimum GPA admission requirements of the School of Graduate Studies at St. Cloud State University.
The GRE is not required.
A baccalaureate degree in elementary education, secondary education, special education, or English language learning (ELL) from an accredited college or university.
Notes
One year of teaching experience is strongly recommended before coursework begins.
Program Requirements
ED 616, ED 617, ED 618, ED 619, ED 620, ED 629.
Program Student Learning Outcomes
Demonstrate the ability to support a philosophy of literacy instruction

with theory and research.
Demonstrate knowledge of the progression of reading development (emergent, beginning, transitional, intermediate and advanced) and the variations related to cultural and linguistic diversity with a heightened awareness to the needs of students who are experiencing some difficulty with reading.
Use assessment data to develop instruction that addresses specific student needs.
Communicate results of assessments to students, parents, caregivers, colleagues, and administrators.
Demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students.

GRAD CERT - Regulatory Affairs and Services *(16 credits)*
Program Description
The graduate certificate in Regulatory Affairs & Services offers foundational courses in regulatory affairs for medical devices. This graduate certificate is designed for those working in the medical device industry who will benefit from education in medical device related regulatory requirements. The certificate is also an efficient transition option for students seeking the MS degree in Regulatory Affairs & Services.
Admission Requirements
GPA: 2.75
An undergraduate degree in engineering, science, biochemistry, biostatistics, public health, nursing or other appropriate and relevant areas is recommended.
Admission to SCSU Graduate School.
The GRE is not required.
Program Requirements
Core (6 credits): RAS 621, RAS 633
Electives (10 credits): Select from the following: RAS 623, RAS 625, RAS 627, RAS 631, RAS 635, RAS 655, MTQ 628, MTQ 634.
Program Student Learning Outcomes
Synthesize principles of medical device regulatory requirements, investigational device exemptions, regulatory submissions and compliance in a global society.
Use principles of experimental design, sample size estimation, and analysis methods to draft clinical trial protocols.
Assess quality system standards, procedures, and practices.
Apply economic principles of the health care market, including cost management and reimbursement for medical technology.
Present technical information and analysis in both oral and written forms.

GRAD CERT - School Business Manager *(15 credits)*
Program Description
The school business manager graduate certificate program is designed to provide professional development and to advance the knowledge, skills, and abilities of school business managers to lead business operations in Minnesota K-12 school districts.

Admission Requirements
GPA: 2.75
A baccalaureate degree from an accredited institution.
Program Requirements
EDAD 608, EDAD 640, EDAD 642, EDAD 646, EDAD 630.
Program Student Learning Outcomes
Demonstrate knowledge of the K-12 educational environment including state and federal legal frameworks, district roles, operations, and functions.
Examine school finance practices including referendums, bonds, and

levy certifications; and budget development and audit preparations.
Effectively manage school data and records including strategic planning, budget forecasting, using data management systems and maintaining district records in accordance with best practices and law.
Apply proficiency in auxiliary services (including human resources, transportation, facilities), bidding and purchasing, and inventory.

GRAD CERT - School Counseling *(22 credits)*
Program Description
The School Counseling post-master graduate certificate will help students further their career goals as a school counselor. In this program students will develop the professional knowledge, skills and disposition to help the students they serve achieve their maximum level of independence and functioning.
Admission Requirements
GPA: 2.75
A master's degree in counseling, psychology, human development, education, special education, social work, or any other mental health field is required to qualify for certificate the program.
The GRE is not required.
Successful completion of an interview is required.
Notes
See program website for more information.
Contact department to set up interview date and time.
Program Requirements
CEEP 619, CEEP 654, CEEP 668, CEEP 670, CEEP 681, CEEP 696.
Students without a current Minnesota Educator License: CEEP 361, ED 647, HURL 497/597, HURL 498/598, (counts as one class).
Program Student Learning Outcomes
Develop student professional knowledge, skills, and dispositions including: learning to communicate effectively; develop a greater self-understanding; learn and adhere to the legal and ethical guidelines of the profession; increase levels of multicultural competence; ability to work effectively with K-12 students, school personnel and parents; apply evidence-based best practices to school counseling work; develop a comprehensive school counseling program; and become prepared for doctoral level training.
Develop student professional identity by: helping students identify as counselors first, who then specialize in school counseling; encouraging students to become members of professional organizations such as the American Counseling Association (ACA), the American School Counselors Association (ASCA), and the Minnesota School Counselors Association (MSCA).
Encourage participation in appropriate professional growth and networking activities such as: the CMCA/Dugan Symposium, MSCA Annual Conference, MSCA Day on the Hill, and ASCA and ACA national conferences.
Students will be able to: think creatively and critically; seek and apply knowledge; communicate effectively; understand and integrate existing and evolving technologies; act with integrity and responsibility; and engage as a member of a diverse and multicultural world.

GRAD CERT - Science, Technology, Engineering and Mathematics [STEM] Education *(18 credits)*
Program Description
The STEM graduate certificate program will provide in depth content knowledge and pedagogy through the integration of technology into all classes. STEM Certificate teachers will be highly qualified in the integration of STEM into the school curriculum.
Admission Requirements
Certified teacher in Elementary Education, Special Education and/or Child and Family Studies

Program Requirements
SPED 513 or SPED 545, STEM 525, STEM 531, STEM 542, STEM 551, STEM 552.
Program Student Learning Outcomes
Identify how STEM subjects are interrelated and learn how incorporating STEM into early childhood, elementary and special education classrooms impacts student learning.

GRAD CERT - Special Education Administration *(30 credits)*
Program Description
The Special Education Administration Certificate in the Educational Administration and Leadership program develops leaders for Minnesota's schools. The program provides coursework leading to eligibility for an administrative license and is accredited by the Minnesota Board of School Administrators (BOSA) for meeting the professional preparation requirements for licensure as a Director of Special Education. Courses offered are competency-based and focused on developing the skills and personal traits necessary for successful school administration and leadership. This program is student-centered and provides advanced principles of leadership to guide the practice of educational leaders so they can meet the needs of all learners and achieve more equitable outcomes. As learning organizations and society continue to evolve, this program is designed to ensure that educational leaders are ready to meet the challenges and opportunities of today and the future. This certificate program is delivered through a variety of delivery modes to meet the needs of our professional learners. Upon completion of the Director of Special Education graduate certificate a graduate may choose to pursue a doctorate of education, using select courses from this certificate.
Admission Requirements
GPA: 2.75
A baccalaureate degree from an accredited institution.
A previous Educational Administration masters or related degree is required. Special Education teaching license with three years of special education teaching experience is required.
Program Requirements
Core (18 credits): EDAD 609, EDAD 613, EDAD 616, EDAD 619, EDAD 676.
Electives (12 credits): Select from 500- and 600-level EDAD courses.
Program Student Learning Outcomes
Apply state and federal laws, rules, and procedures for governing and monitoring special education finance and special education services.
Identify and apply the special education administrative models used in Minnesota.
Apply principles of fiscal management for special education programming including planning, implementation, and evaluation.
Assemble resources, agencies and organizations available to serve families with children with disabilities.

GRAD CERT - Special Education: Emotional/Behavioral Disorders *(32-38 credits)*
Program Description
Education/Teaching of Individuals with Emotional Disturbances. A program that focuses on the design of educational services for children or adults with emotional conditions which adversely affect their educational performance and that may prepare individuals to teach such students. Includes instruction in identifying students with emotional disturbances, developing individual education plans, teaching and supervising emotionally disturbed students, counseling, and applicable laws and policies.
Admission Requirements
GPA: 2.75

_____

2.75 GPA over the last two years of undergraduate program.
Notes
All students seeking licensure must complete a practicum in their chosen area(s).
See department website for information regarding practicums as well as licensed and unlicensed candidates.
Program Requirements
Core (19 credits): SPED 505, SPED 511, SPED 515, SPED 516, SPED 519, SPED 531.
Specialization (13 credits): SPED 521, SPED 669, SPED 670, SPED 671, CPSY 684.
Additional Requirements for Students with Secondary and K-12 Licenses: SPED 513, SPED 518.
This program provides coursework leading to eligibility for a graduate certificate that leads to teacher licensure.
Program Student Learning Outcomes
Understands the central concepts, tools of inquiry and history and context of developmental disabilities as a foundation on which to base practice.
Understands referral, assessment, planning, and placement procedures specific to teaching student with developmental disabilities.
Understands how to use individual education plans to design and implement developmentally appropriate instruction for students with developmental disabilities.
Communicates and interacts with students, families, other teachers, and the community to support student learning and well-being.
Applies the standards of effective practice in teaching students with developmental disabilities through a variety of early and ongoing clinical experiences.

GRAD CERT - Special Education: Learning Disabilities *(32-38 credits)*
Program Description
Education/Teaching of Individuals with Specific Learning Disabilities. A program that focuses on the design of educational services for children or adults with specific learning disabilities which adversely affect their educational performance and that may prepare individuals to teach such students. Includes instruction in identifying students with specific learning disabilities, developing individual education plans, teaching and supervising students with specific learning disabilities, counseling, and applicable laws and policies.
Admission Requirements
GPA: 2.75
The GRE is not required.
2.75 GPA over the last two years of undergraduate program.
Notes
All students seeking licensure must complete a practicum in their chosen area(s). See department website for information regarding practicums as well as licensed and unlicensed candidates.
Program Requirements
Core (19 credits): SPED 505, SPED 511, SPED 515, SPED 516, SPED 519, SPED 531.
Specialization (13 credits): SPED 521, SPED 679, SPED 680, SPED 681, ED 647.
Additional Requirements for Students with Secondary and K-12 Licenses: SPED 513, SPED 518.
This program provides coursework leading to eligibility for a graduate certificate that leads to teacher licensure.
Program Student Learning Outcomes
Understands the central concepts, tools of inquiry and history and context of developmental disabilities as a foundation on which to base practice.

Understands referral, assessment, planning, and placement procedures specific to teaching student with developmental disabilities.
Understands how to use individual education plans to design and implement developmentally appropriate instruction for students with developmental disabilities.
Communicates and interacts with students, families, other teachers, and the community to support student learning and well-being.
Applies the standards of effective practice in teaching students with developmental disabilities through a variety of early and ongoing clinical experiences.

GRAD CERT - Strategic Digital Communication *(15 credits)*
Program Description
Every industry has a need for savvy content strategists and multi-media storytellers. This program prepares working professionals for career advancement in strategic media communications. Through theory and practice, students will hone skills in strategy, content development, and data analytics. This certificate is 1 of 2 stackable credentials that integrate with the Mass Communications M.S. Upon completion of the two stackable certificates, students can complete the M.S. by completing MCOM 699, the capstone course.
Admission Requirements
A baccalaureate degree from an accredited institution.
Program Requirements
MCOM 602, MCOM 610, MCOM 620, MCOM 640
Program Student Learning Outcomes
Synthesize key concepts and theories related to strategic media communications.
Conduct primary research to develop and implement strategic media communications strategies.
Evaluate media products and content using critical thinking.
Apply the principles of design in digital image, layout, and web to create professional work in strategic media communications.
Engage in strategic media communications strategy development, evaluation, and implementation.

GRAD CERT - Strategic Media Communication *(12 credits)*
Program Description
Every industry has a need for savvy content strategists and multi-media storytellers. The Strategic Media Communications Leadership graduate certificate prepares working professionals for career advancement in strategic media communications leadership. Through theory and practice, students will hone skills in strategy and content development with a focus on ethical leadership and diverse approaches to global strategic communication practices. This certificate is 1 of 2 stackable credentials that integrate with the Mass Communications M.S. Upon completion of the two stackable certificates, students can complete the M.S. by completing MCOM 699, the capstone course.
Admission Requirements
A baccalaureate degree from an accredited institution.
Program Requirements
MCOM 580, MCOM 602, MCOM 650, MCOM 660
Program Student Learning Outcomes
Synthesize key concepts and theories related to strategic media communications.
Articulate professional ethical principles and work ethically in pursuit of truth, accuracy, and fairness.
Demonstrate understanding of issues related to communication in a diverse and global society.
Design and conduct primary research to develop and implement strategic media communications strategies.
Evaluate media products and content, using critical thinking.

_____

Engage in strategic media communications strategy development, evaluation, and implementation.

GRAD CERT - Supply Chain Management *(9 credits)*
Program Description
The Supply Chain Management Certificate is designed to provide the knowledge, understanding, and application of integrated core business processes and information to make informed data-driven decisions in a modern business environment. Students will develop technical, conceptual, and communication skills necessary to effectively and efficiently manage the flow of goods and services across the value chain.
Admission Requirements
GPA 2.75.
A baccalaureate degree from an accredited institution.
Program Requirements
MBA 681, MBA 682, MBA 683
Program Student Learning Outcomes
Analyze cross-functional business processes and human resources to efficiently and effectively manage the flow of materials and services from suppliers to end users.
Design and evaluate value chain fulfillment networks and processes.
Develop professional level skills to analyze supply chain data and disseminate analytics appropriately for decision-making across the value chain.

GRAD CERT - Teaching Calculus *(9 credits)*
Program Description
A program that prepares high school teachers to teach calculus.
Admission Requirements
BS in teaching (licensure) mathematics or in teaching a science discipline such as Physics or Chemistry that has equivalent mathematics BS content.
Program Requirements
MATH 521, MATH 523, MTHE 541.
Program Student Learning Outcomes
Graduates will demonstrate mastery of a body of mathematical knowledge.
Graduates will reason mathematically.
Graduates will apply mathematics to solve problems using analytic, graphing and numerical methods.
Graduates will communicate in the language of mathematics, both orally and in writing.
Graduates will demonstrate an understanding of the breadth of mathematics and the connections between mathematics and other disciplines.

GRAD CERT - Teaching College-level English in Secondary School *(18 credits)*
Program Description
Provides certification for in-service teachers who need 18 credits in order to teach college-level courses in the high schools according to accreditation requirements.
Program Requirements
3 credits: Choose at least one from ENGL 606 (recommended) or ENGL 602 or ENGL 605.
Electives: 15 credits from 500- and 600-level courses in English Studies, Rhetoric and Writing, Literature, Pedagogy, or Creative Writing.
Notes
Up to 6 graduate credits may transfer into this program.
Program Student Learning Outcomes
Understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents.
The ability to identify instructional practices, approaches, and methods and match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers.
The ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction.
Think critically, draw inferences or conclusions from facts, analyze author's purpose and point of view, evaluate author's argument and evidence, and synthesize information from more than one text.

GRAD CERT - Teaching Concurrent Enrollment History *(18 credits)*
Program Description
Students of History learn to critically analyze the past and apply knowledge in a variety of contexts. They will choose from courses that deal with many of the world's civilizations, nations and peoples. Students will focus on teaching, researching and writing.
Program Requirements
Complete 18 credits of graduate coursework in History (500- and 600-levels) with a GPA of 3.0 or above.
Program Student Learning Outcomes
Demonstrate knowledge of relevant historiography.
Utilize primary sources to construct historical arguments.

GRAD CERT - Technology Integration *(15 credits)*
Program Description
This certificate is designed for persons interested in increasing their skills and knowledge of how to effectively integrate technology in schools, business, government and industry settings. The certificate complements a number of other fields of study, especially those in education and training. It may also be used as continuing education in upgrade skills. Graduates will increase their knowledge of the integration of technologies in classrooms and training environments.
Notes
Student must have a grade of C or higher in all courses for them to count as credit towards the certificate.
Program Requirements
ED 534, ED 654, ED 657, ED 659, ED 614
Program Student Learning Outcomes
Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.
Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.
Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policy-making.
Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

GRAD CERT - Teaching English to Speakers of Other Languages *(9-10 credits)*
Program Description
This TESOL undergraduate certificate will prepare novice Teachers of English as a Second Language (TESL) or Teachers of English as a Foreign

Language (TEFL) teachers to teach in entry level positions in non-college teaching positions internationally.

Admission Requirements
GPA: 2.75
Admission to any undergraduate program at SCSU.
Interview with TESL Director
Program Requirements
Core (6 credits): ENGL 662, ENGL 665
Electives (3 credits): ENGL 661, ENGL 663, ENG 664 or ENGL 673.
Program Student Learning Outcomes
An English as a second language teacher identifies, selects, designs, and prepares a variety of methods, techniques, and program models suitable for second language instruction with diverse learners including adapting existing materials to meet the needs of the students with limited English proficiency.
An English as a second language teacher identifies, selects, designs, and prepares various content-based methodologies and integrates language acquisition and use of language functions across learning experiences to facilitate full inclusion of students with limited English proficiency in the school setting.
An English as a second language teacher plans, prepares and communicates successfully with students, parents, colleagues, and community members.
An English as a second language teacher identifies, selects, designs, and prepares communicative instruction in the second language context with a focus on the importance of developing communication skills in listening, speaking, reading, and writing across the curriculum.

GRAD CERT - Traffic Safety Education *(13 credits)*
Program Description
This program of study provides the requirements for driver education licensure beyond the B. S. or B. A. teaching degree. SCSU Driver Education Teacher Preparation program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and meets the most recent standards for online learning set by Quality Matters(QM). It is important that the applicant seeking driver education licensure have sufficient credits (13) to meet Minnesota Board of Teaching requirements.
Admission Requirements
GPA: 2.75
The GRE examination is not required.
A baccalaureate degree from an accredited institution is required.
A current teaching license is required for all applicants to the TSE graduate certificate program.
Program Requirements
13 credits: TSE 540, TSE 550, TSE 570, TSE 580, TSE 590.

GRAD CERT - Work Based Learning *(9 credits)*
Program Description
The program offers coursework leading to a Work Based Learning license, as an endorsement to an existing grades 9-12 teaching license.
Admission Requirements
GPA: 2.75
Bachelors Degree, Combination of Education and Courses
Students must hold a Minnesota professional teaching license which covers at least grades 9-12.
Program Requirements
ETS 630, ETS 631, ETS 632
Program Student Learning Outcomes
Identify and apply state requirements for Work Based Learning programs in a grades 9-12 school setting.

Design a Work Based Learning program plan for implementation in a grades 9-12 school setting.
Assess a Work Based Learning program in a grades 9-12 school setting.

COURSE NUMBERING SYSTEM

Courses numbered 001 to 099 may not be used to meet graduation requirements.

The general numeric range for the respective class standings is as follows:

Freshman:	100-199
Sophomore:	200-299
Junior:	300-399
Senior:	400-499
Graduate*:	500-599
Graduate:	600-699
Doctoral:	700-899

Courses numbered 500-599 can be paired with Undergraduate

Undergraduate Special Course Numbers (All-University courses)
195: Topics Course
199: Independent Study
295: Topics Course
299: Independent Study
395: Topics Course
399: Independent Study
400: Research, Creative Work or Scholarly Activity
410: All-University Number reserved for future use
444: Internship: Undergraduate
488: Practicum: Undergraduate
495: Topics Course
499: Independent Study

Graduate Special Course Numbers (All-University courses)
Courses numbered at the 500- and 600-level may be used to satisfy requirements in the master's degree programs. A minimum of 50 percent of the student's approved program of study must be at the 600-level.
Graduate courses at the 600 level are available to graduate students only. Undergraduate students may not register for or attend 600-level courses.

500-level courses
501: Credit by Arrangement
Under certain circumstances, upper division courses (300- or 400-level) may be applied to master's degree requirements. To obtain approval, the student must submit a petition approved by the adviser to the graduate dean prior to registering for the course, if the course has not been approved on the proposed program of study.
An "Approval Form for Independent Study" approved by the professor, the department chairperson and the graduate dean is needed to register for the course. The student also must make arrangements to complete the special graduate requirements of the course.
Students who receive approval must register for (name of department or program) 501 (title of course). A maximum of six credits earned under the 501 course number may be applied to a master's degree program.
510: All-University Number reserved for future use
588: Professional Workshop / Continuing Education
These workshops are designed to meet the needs of graduate students for continuing education or enrichment. Workshops numbered 588 may be included as a part of the graduate degree only with the specific approval of the adviser and the graduate dean. This approval may be

obtained either by inclusion of the course at the time of program approval or through the petition process.
595: Topics Course

600-level courses
600: Research, Creative Work or Scholarly Activity
644: Internship: Graduate Masters Level
688: Practicum: Masters Level
691: Enrollment Continuation: Masters Level
695: Topics Course
699: Masters Culminating Project

700-level courses
701: Credit by Arrangement
795: Topics Course

800-level courses
844: Internship: Graduate Doctoral Level
888: Practicum: Doctoral Level
891: Enrollment Continuation: Doctoral Level
895: Topics Course
899: Doctoral Dissertation

COURSE DESCRIPTIONS

Current course pre-requisite information can also be found in the course catalog online at https://catalog.stcloudstate.edu/.

UNDERGRADUATE COURSES

ACCT291 Accounting I [Credits: 3]
Accounting as a process of providing useful financial information to investors, creditors, management, and other users. The accounting process, financial statements, and the uses and limitations of accounting information.

ACCT292 Accounting II [Credits: 3]
The statement of cash flows and financial statement analysis. Accounting information as a planning, analysis, and control tool facilitating decision-making. *Pre-Requisite(s):* ACCT291

ACCT304 Internal Audit 1 [Credits: 3]
Nature of internal and operational auditing, performance of an operational audit. *Pre-Requisite(s):* ACCT292

ACCT344 Field Experience [Credits: 1.00-3.00]
Participation in a paid part-time position with a cooperating business, governmental, or civic organization. Permission of department.

ACCT371 Financial Accounting and Analysis [Credits: 3]
Financial statement measurement and derivation. Develop an in-depth understanding of financial statement concepts such as revenue recognition, cash flows, assets, liabilities, shareholders' equity, revenue, and expenses. *Pre-Requisite(s):* ACCT292

ACCT381 Intermediate Accounting I [Credits: 3]
Financial accounting, standard-setting, and basic financial statements. Current and long-term assets and current liabilities. *Pre-Requisite(s):* ACCT291, ACCT292

ACCT382 Intermediate Accounting II [Credits: 3]
Accounting theory and literature as applied to long-term liabilities, stockholders' equity, statement of cash flows, and specialized topics. Completion of this course with a grade of C or better fulfills UDWR for accounting program. *Pre-Requisite(s):* ACCT381

ACCT383 Accounting Information Systems I [Credits: 3]
Accounting transactions, microcomputer skills for the accounting environment, and the fundamentals of accounting information systems and controls. *Pre-Requisite(s):* ACCT381

ACCT384 Introduction to Data Analytics for Accounting [Credits: 3]
Application of a data analytics framework to accounting concepts so that students can start developing an analytics mindset. Ask the relevant questions to extract, transform and load relevant data to allow interpretation and sharing the results with stake holders. *Pre-Requisite(s):* ACCT291, ACCT292

ACCT390 Cost Accounting [Credits: 3]
Cost accounting systems, development of internal accounting data, and use of this information to assist internal decision making. *Pre-Requisite(s):* ACCT291, ACCT292, IS242 or STAT242

ACCT400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

ACCT405 Fraud and Forensic Accounting [Credits: 3]
Principles of detecting fraudulent financial reporting and occupational fraud. *Pre-Requisite(s):* ACCT292

ACCT444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

ACCT450 Personal Taxation [Credits: 3]
Federal income taxation of individuals including gifts, estates, and trusts. *Pre-Requisite(s):* ACCT292

ACCT451 Business Taxation [Credits: 3]
Federal income taxation of business organizations including corporations and partnerships. Property transactions and other business topics. *Pre-Requisite(s):* ACCT292, ACCT450

ACCT481 Advanced Accounting [Credits: 3]
Accounting for business combinations, consolidated financial statements, and partnerships. *Pre-Requisite(s):* ACCT382

ACCT484 Governmental and Not-For-Profit Accounting [Credits: 3]
Fund accounting as applied to governmental and not-for-profit entities. *Pre-Requisite(s):* ACCT382

ACCT485 Corporate Governance [Credits: 3]
Develop an understanding of corporate organizations and responsibilities of parties within the corporation. Gain an understanding of Sarbanes Oxley. Develop an understanding of corporate topics and research necessary to communicate and coordinate financial reporting. *Pre-Requisite(s):* ACCT292

ACCT486 Financial Auditing [Credits: 3]
Nature of the audit function, nature of audit evidence, audit standards and procedures, professional ethics, and audit reports. *Pre-Requisite(s):* ACCT382

ACCT490 Current Topics in Accounting [Credits: 1.00-3.00]
Current developments, trends and issues in accounting.

ACCT498 Business Consulting [Credits: 3]
Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral report required. Lab. *Pre-Requisite(s):* ACCT292, FIRE371, IS242 or STAT242, MGMT201 or MGMT301, MKTG220 or MKTG320

AHS104 Introduction to Atmospheric Science [Credits: 3]
Introductory study of the earth's weather. Topics include atmospheric composition, earth's energy budget, atmospheric motions, clouds and precipitation, climate change, measurement of weather data and interpretation of weather maps. Lab.

AHS106 Natural Hazards and Human Society [Credits: 3]
Interaction of human societies with natural hazards spanning atmospheric, hydrologic and geologic processes is discussed based upon

_____

in-depth case studies. Effect of the hazards on human society and the effect of human action on exacerbating the hazards.

AHS160 Professional Meteorology [Credits: 1]
Overview of the requirements and career choices for meteorologists. Survey of recent developments, educational demands and student opportunities.

AHS205 Earth Systems for Teachers [Credits: 5]
Movement of energy and matter through the earth system. Earth materials, structure, and properties. Water, rock, and elemental cycles. Weather, climate, geologic time, fossils, rocks and minerals, topographic and geologic maps. Physical, computer, and mathematical models of earth processes. Lab. *Pre-Requisite(s):* CHEM210

AHS220 Physical Geology [Credits: 4]
Earth materials and plate tectonics are used to investigate deeply-buried, plutonic igneous and metamorphic systems and surface systems including sedimentary, fluvial and glacial. Lab.

AHS230 Introduction to Physical Hydrology [Credits: 4]
Basic physical oceanography, elementary principles of hydrodynamics with applications to surface and groundwater hydrology. Lab. *Pre-Requisite(s):* MATH112 or MATH113 or MATH115 or MATH221 or MATH222

AHS260 Introductory Meteorology [Credits: 4]
Atmospheric structure and processes, including radiant energy, humidity, clouds, winds, global circulations, weather map interpretation, climate regimes, air pollution and climate change issues, severe weather, calculation of physical processes. Lab.

AHS275 Atmospheric Kinematics [Credits: 1]
Kinematics of atmospheric flows using vector concepts and operations including vector functions, dot products, cross products, gradients, divergence, and curl. Applications from atmospheric fluid dynamics. *Pre-Requisite(s):* MATH221, PHYS234

AHS278 Earth's Changing Climate [Credits: 3]
Earth's climate system, external and internal causes of climate change, feedback effects, history of earth's climate, historical examples of the impact of climate change on human populations. Modern climate change and its human causes and impacts. International societal efforts to mitigate or adapt to climate change. Projections of the future of earth's climate, their uncertainty, and implications.

AHS280 Weather Analysis [Credits: 3]
Analysis of weather data, surface and upper-air charts, and derived fields. Structure and evolution of weather systems in the mid-latitudes. Analysis of current weather. Operational weather forecasting. Integrated Lab. *Pre-Requisite(s):* AHS260

AHS285 Weather Analysis and Forecasting [Credits: 2]
Analysis of weather data, surface and upper air charts, and derived fields. Discussion of current weather with application of physical principles to data analysis and forecasting. Operational weather forecasting. Integrated Lab.

AHS295 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

AHS299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

AHS305 Historical Geology [Credits: 3]
Evolution of the earth with emphasis on biological and physical events of the stratigraphic record. Field work. Lab. *Pre-Requisite(s):* AHS220 or AHS205

AHS307 Field Geology [Credits: 3]
Field based problem solving of local geological relationships in central Minnesota. Field trips to geologically significant areas. *Pre-Requisite(s):* AHS220

AHS322 Surficial and Glacial Geology [Credits: 3]
Geologic processes responsible for the development of landforms. Glacial geology will be strongly considered. *Pre-Requisite(s):* AHS220

AHS325 Rocks and Minerals [Credits: 4]
Physical and chemical properties of minerals, and igneous, sedimentary, and metamorphic rocks. Hand-sample identification. *Pre-Requisite(s):* AHS220, CHEM210

AHS332 Physical Hydrogeology [Credits: 4]
Aquifer characteristics and geologic controls on ground-water occurrence. Ground-water movement; regional ground-water flow, and ground-water interactions with wetlands, lakes and streams. Well hydraulics and water supply, vadose zone processes. Lab. *Pre-Requisite(s):* AHS220, AHS230, MATH221

AHS334 Surface Hydrology [Credits: 4]
Conceptual basis and modeling of hydrologic processes on Earth's surface: precipitation, infiltration, evaporation, runoff. Rainfall-runoff transformation at the watershed level. Hydrologic routing of floods. Applications to water resource management and environmental problems. Lab. *Pre-Requisite(s):* AHS230, MATH221

AHS336 Chemical Hydrogeology [Credits: 3]
Ground-water chemistry, ground-water contamination, and remediation. Principles of aquatic chemistry; chemistry of natural ground waters; water-quality standards; contaminant detection and migration; remediation and treatment techniques; and ground-water risk assessment. *Pre-Requisite(s):* AHS230, CHEM210

AHS338 River Hydraulics [Credits: 4]
Open channel flows and basic hydraulics. Flow resistance in rivers from a fluid mechanics perspective. Non-uniform flow and principles of hydraulic routing of floods. Modeling and applications to design. Sediment transport in alluvial channels. Basics of fluvial geomorphology and fluvial hydraulics. Lab. *Pre-Requisite(s):* AHS230, MATH221

AHS364 Instrumentation [Credits: 3]
Physical principles of measurement using meteorological and hydrological instruments. Sensor types and characteristics, performance standards, sources of errors, exposure. Statistical analysis of data. Lab. *Pre-Requisite(s):* AHS260

_____

AHS365 Atmospheric Thermodynamics [Credits: 3]
Equation of state for the atmosphere, first and second laws of thermodynamics, Clausius-Clapeyron equation, thermodynamics of dry and moist air, hydrostatics, thermodynamic diagrams, stability. *Pre-Requisite(s):* AHS260, MATH221

AHS367 Meteorological Analysis Software [Credits: 2]
Acquisition, processing, and plotting of weather data from an array of sources and in a variety of formats using software packages common to the meteorological community. *Pre-Requisite(s):* AHS280, CSCI172, CNA267 or CYB267

AHS368 Radar and Satellite Meteorology [Credits: 3]
Interpretation of visible and infrared satellite imagery; global observations of temperature and moisture. Tropical meteorology and tropical cyclones, especially as observed by satellite. Weather radar methodology and observations; Doppler and dual-polarization radar techniques. Thunderstorm structure, detection, and analysis, especially as observed by radar and satellite. Lab. *Pre-Requisite(s):* AHS260

AHS375 Atmospheric Dynamics [Credits: 3]
Atmospheric forces, equations of motion in rotating coordinate system. Geostrophic, gradient, and thermal winds. Circulation and vorticity. *Pre-Requisite(s):* AHS275, AHS365, PHYS234, MATH222 or MATH321

AHS380 Forecasting Workshop [Credits: 1]
Fundamental dynamic and thermodynamic principles of meteorology in a weather forecasting environment. Forecasts and written weather discussions for various geographic locations based on current observations and analysis data. Benefits and drawbacks of various observational systems and model analysis products. *Pre-Requisite(s):* AHS280

AHS385 Synoptic Meteorology [Credits: 3]
Analysis of mid-latitude weather systems. Frontogenesis, jet streak circulations, and other lifting mechanisms. Alternative front and cyclone models. *Pre-Requisite(s):* AHS280, AHS375

AHS387 Broadcast Meteorology [Credits: 2]
Preparation and broadcast of radio and television forecasts through hands-on exercises. Heavy emphasis on creative writing skills and chroma-key techniques. Employment opportunities and their development. Several classes held at Twin-Cities television studios. *Pre-Requisite(s):* AHS280 or AHS285 or AHS380

AHS395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

AHS399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

AHS423 Sedimentation and Stratigraphy [Credits: 3]
Sedimentary processes and environments, formation of sedimentary rocks, stratigraphy, and basin analysis. Use of stratigraphic principles to interpret earth history. Lab. *Pre-Requisite(s):* AHS220

AHS424 Structural Geology and Tectonics [Credits: 4]
Brittle and ductile deformation. Stress and strain theory. Structural interpretation problems. Development and significance of plate tectonics as a unifying theory for geology. Lab. *Pre-Requisite(s):* AHS220, AHS305

AHS432 Ground-Water Modeling [Credits: 2]
Ground-water modeling from theoretical and practical perspectives. Principles of applied mathematical modeling-analytical, numerical, and stochastic models; modeling of ground-water flow; and modeling of contaminant transport. Lab. *Pre-Requisite(s):* AHS332, GEOG316

AHS434 Surface Water Modeling [Credits: 2]
Computer-based modeling and simulations of watershed hydrology and river hydraulics. Numerical analysis applied to hydrologic transport and storage equations used in hydrology software. Modeling of basin hydrology and of river hydraulics. Other software used in surface hydrology. Software limitations and applicability. Lab. *Pre-Requisite(s):* AHS334

AHS438 Water Resources Management [Credits: 3]
Scientific, engineering, historical, political, economic, and social aspects of water-resource management, allocation, and conflict. Characterization of water supply and demand. Application of quantitative hydrologic analysis to flooding, drought, water quality, and surface and subsurface basin management. *Pre-Requisite(s):* AHS332, AHS334

AHS444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

AHS465 Physical Meteorology [Credits: 3]
Principles of atmospheric physics including radiation laws, radiative transfer, atmospheric aerosols, cloud microphysics, physics of precipitation formation, atmospheric electricity, atmospheric optics. Meteorological radar. *Pre-Requisite(s):* AHS365, PHYS234

AHS467 Numerical Weather Prediction [Credits: 3]
History of numerical prediction, processes to be represented, primitive equations, methods of solution, grid format for data, objective analysis, NAM, GFS and other models, initialization of model, boundary conditions, parameterization. *Pre-Requisite(s):* AHS367, AHS375

AHS475 Advanced Atmospheric Dynamics [Credits: 3]
Development and motion of mid-latitude synoptic systems, quasi-geostrophic dynamics, linear perturbation theory and waves, atmospheric instability. *Pre-Requisite(s):* AHS375, MATH320 or PHYS346, PHYS237

AHS478 Climate Dynamics [Credits: 3]
Balance requirements of the climate system, atmospheric and oceanic general circulation, history of earth's climate, causes of climate change, climate modelling with consideration of dynamical systems analysis as well as global coupled models. *Pre-Requisite(s):* AHS475

AHS481 Weather Discussion I [Credits: 1]
Analysis and forecasting of summer through fall weather on hemispheric, continental, and regional scales. Student-led

_____

presentations and participation in forecasting competition required. *Pre-Requisite(s):* AHS385

AHS482 Weather Discussion II [Credits: 1]
Analysis and forecasting of winter through spring weather on hemispheric, continental, and regional scales. Student-led presentations and participation in forecasting competition required. *Pre-Requisite(s):* AHS385

AHS486 Mesoscale Meteorology [Credits: 3]
Mesoscale observations and instabilities. Jet-front systems, mesoscale boundaries. Effect of moisture, lift, and shear on severe weather. Thunderstorm, mesocyclone, and tornado formation and propagation. *Pre-Requisite(s):* AHS385, AHS475

AHS491 Senior Thesis I [Credits: 2]
Preparation of a proposal for a viable capstone project for majors in meteorology, hydrology, and earth science. Presentation of proposal to the department orally and in writing. Begin work on project under supervision of a faculty member.

AHS492 Senior Thesis II [Credits: 2]
Conclusion of the capstone project for majors in meteorology, hydrology, and earth science developed in AHS 491.

AHS495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

AHS499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ANTH101 Introduction to Anthropology (Diversity) [Credits: 3]
What it means to be human. Human nature through time and around the world; human evolution, culture, kinship, religion, politics, economics, and language.

ANTH130 Introduction to Prehistoric Cultures (Diversity) [Credits: 3]

The origins and development of human cultural systems from the earliest stone ages through prehistoric complex civilizations with many archaeological case studies from around the world.

ANTH140 Human Origins (Diversity) [Credits: 3]
Summary, based on the last 7 million years of fossil evidence, of the major biological events leading to the development of modern human beings.

ANTH175 Introduction to Medical Anthropology [Credits: 3]
Anthropological approaches to health, illness, sickness and disease. Biocultural aspects of illness and health across cultures and through time. Critical examination of disparities in contemporary health and healthcare.

ANTH188 Indians of the Americas (Diversity) [Credits: 3]
Origins, distribution and development of the human cultures found in North, Central and South America. Impact of European contact on the indigenous people of the Americas.

ANTH230 Introductory Archaeology [Credits: 3]
The scientific study, based on material remains, of the human past; research activities, including problem orientation, site location, excavation, analysis and interpretation.

ANTH240 Introductory Bioanthropology [Credits: 3]
Physical anthropology; variations, adaptations, and adjustments of the human species.

ANTH250 Introductory Cultural Anthropology [Credits: 3]
Culture in the human experience, how anthropologists study it, and how it changes. Study of its dimensions in societies around the world.

ANTH252 Human Ecology [Credits: 3]
An anthropological study of the interrelationship between human groups and their biological environments. Critical analysis of rapid population growth and urbanization in the context of scarce resources.

ANTH260 Introduction to Linguistic Anthropology [Credits: 3]
Anthropological study of language use in social, cultural, and political contexts. Ethnolinguistic case studies from around the world.

ANTH320 Anthropology of Native North America [Credits: 3]
Investigation of societies and cultures in Native North America, with attention to diversity within Native North America and relationships between native peoples and anthropologists. *Pre-Requisite(s):* ANTH250

ANTH332 Sickness and Health in Prehistory [Credits: 3]
Sickness and health from earliest prehistory to modern times, from the perspective of anthropological archaeology. Includes medicinal and health practices, the ethics of studying human remains, and applications to present-day concerns.

ANTH346 Bioanthropology of Human Variation [Credits: 3]
Human biological variation, its meaning, function, and significance for human adaptation and the race concept.

ANTH347 Case Studies in Forensic Anthropology [Credits: 3]
Investigation of theory and method in forensic anthropology through critical analysis of forensic cases.

ANTH350 The Ethnographic Enterprise [Credits: 3]
Anthropological writing and recent directions in interpretation through reading of classic and contemporary works on different societies. *Pre-Requisite(s):* ANTH250

ANTH351 Food, Society, and Culture [Credits: 3]
The production, provision, and consumption of food which occupies human beings everywhere. The social and cultural significance of food, including the logic of food systems, food and reproduction, food and gender, food and power, and how food creates and symbolizes collective life. *Pre-Requisite(s):* ANTH250

ANTH355 Real World Anthropology [Credits: 3]
Exploration of the anthropological skill set and its application to career development. *Pre-Requisite(s):* ANTH101, ANTH250, ANTH230 or ANTH240

ANTH364 Sex and Gender [Credits: 3]
The social and cultural construction of sex and gender cross-culturally. Examples from selected societies.

ANTH369 Myth, Magic and Religion [Credits: 3]
A cross-cultural investigation of religion. Anthropological approaches to origins and functions of religion, myth, ritual, magic and witchcraft, dynamics of religion. *Pre-Requisite(s):* ANTH101 or ANTH250

ANTH371 Urban Anthropology [Credits: 3]
An introduction to use of anthropological theory and methods in the urban milieu. *Pre-Requisite(s):* ANTH250

ANTH391 Topics in Sociocultural Anthropology [Credits: 3]
Topics in subdisciplines of sociocultural anthropology. Different topics may be repeated for a maximum of 9 credits.

ANTH399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ANTH415 Deciphering Data [Credits: 3]
Theoretical approaches and quantitative analytical techniques applied to real world archaeological data in order to understand ancient human behavior. *Pre-Requisite(s):* ANTH230, ANTH240, ANTH250, ANTH260

ANTH430 Research Methods in Archaeology [Credits: 3]
Basic categories of archaeological methodology; general research, field, analytical, and quantitative methods.

ANTH432 North American Archaeology [Credits: 3]
Native American settlement and life in North America north of Mexico from 15,000+ years ago to the recent past, based on archaeological study. Examination of major debates and ethical issues in the excavation, analysis and interpretation of North American archaeological sites.

ANTH433 Archaeology of the Upper Midwest [Credits: 3]
Environmental and geological setting, history of archaeology in the region, tribal archaeology and historic preservation, and legal aspects of archaeology in the upper Midwest as well as a chronological overview of regional prehistory.

ANTH434 Historical Archaeology [Credits: 3]
Archaeological investigation of the post-1492 spread of Europeans, their material culture, and the impact of both on indigenous peoples, with a focus on North American contexts.

ANTH435 Field Methods in Archaeology [Credits: 6]
Field research in archaeology.

ANTH445 Dental Anthropology [Credits: 3]
Anthropological investigation of the evolution, adaptation, and life history of human and non-human primate dentitions. *Pre-Requisite(s):* ANTH240

ANTH447 Essentials of Forensic Anthropology [Credits: 3]
Techniques for the location, recovery and laboratory analysis of human skeletal remains including sex, age, population affinity, stature, pathology and trauma.

ANTH450 Ethnographic Research Methods [Credits: 3]
Practice and theory of ethnographic research. Research design, participant observation, interviewing, questionnaires, field note taking and management, data analysis, ethics. Hand on exercises.

ANTH455 Field Research in Ethnography [Credits: 6]
Field research in social and cultural anthropology.

ANTH463 Seminar [Credits: 3]
Discussion and readings in advanced topics in anthropology. A specific topic selected each time offered. May be repeated to maximum of 9 credits. *Pre-Requisite(s):* ANTH101

ANTH470 Anthropological Analysis and Interpretation [Credits: 3]
A survey of anthropological methods and techniques of analysis and interpretation applied to data obtained from prior field work. *Pre-Requisite(s):* ANTH435 or ANTH455

ANTH480 Theory and Practice in Anthropology [Credits: 3]
History of anthropological thought. Emphasis on basic problems and theoretical approaches in various subdisciplines of anthropology, relation of theory to practice.

ANTH499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ART101 Foundation Drawing [Credits: 3]
Basic drawing skills, materials and techniques with emphasis on perceptual acuity and visual elements.

ART110 2D Materials and Processes [Credits: 3]
Critical and analytical skills involved in building foundational 2D vocabulary. Experimentation and play as they relate to 2D expression.

ART111 3D Materials and Processes [Credits: 3]
Critical and analytical skills involved in building foundational 3D vocabulary. Experimentation and play as they relate to 3D expression.

ART120 Digital Materials and Processes [Credits: 3]
Critical and analytical skills involved in building foundational digital vocabulary. Experimentation and play as they relate to digital expression.

ART121 Lens Materials and Processes [Credits: 3]
Critical and analytical skills for building foundational lens-based vocabulary. Experimentation and play as they relate to lens-based expression.

ART130 Studio Art for Non-Majors [Credits: 3]
Studio experiences in various media. See class schedule for listing of topics.

ART131 Introduction to the Visual Arts of the World (Diversity) [Credits: 3]
Visual arts as a unique form of human communication of personal and cultural values.

ART201 Critical Frameworks [Credits: 3]
Criticism, theory, and practices of contemporary visual arts in studio setting. *Pre-Requisite(s):* ART101, ART102, ART103, ART104, ART105

_____

ART202 Combined Media [Credits: 3]
Traditional and contemporary approaches with currently used technologies. *Pre-Requisite(s):* ART101, ART102, ART103, ART104, ART105

ART220 Introduction to Graphic Design Studio I [Credits: 3]
Principles and practice of graphic design; study of visual signs and symbols including letterforms. *Pre-Requisite(s):* ART101

ART221 Introduction to Graphic Design Studio II: Tools & Techniques [Credits: 3]
Problem-solving using current tools and techniques used in graphic design. *Pre-Requisite(s):* ART101

ART230 Art History Survey I [Credits: 3]
Painting, sculpture and architecture from Paleolithic to the end of the thirteenth century. Stylistic classification of major works of art throughout the world.

ART231 Art History Survey II [Credits: 3]
Painting, sculpture and architecture from the Italian Renaissance to the Contemporary Period. Stylistic classification of major works of art.

ART309 Topics in Art [Credits: 3]
Intensive study in a special art topic. Topic will be announced in class schedule. May be repeated to a maximum of 9 credits. Students must have passed their portfolio review (benchmark) or have departmental permission to enroll in 300-400 level studio courses.

ART311 Drawing [Credits: 3]
Personal vision, expression, and mixed media drawing in a variety of scales. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART320 Intermediate Graphic Design Studio I: Production [Credits: 3]
The process of taking raw designs through to production; planning, electronic pre-press, color, proofing. Students must have passed their portfolio review (benchmark) or have departmental permission to enroll in 300-400 level studio courses. Lab. *Pre-Requisite(s):* ART220, ART221

ART321 Intermediate Graphic Design Studio II, Web Design [Credits: 3]
Developing skills for web design in creative project work that includes a focus on process, interactivity and usability. Students must have passed their portfolio review (benchmark) or have departmental permission to enroll in 300-400 level studio courses. *Pre-Requisite(s):* ART220, ART221

ART322 Intermediate Graphic Design Studio III: 3-D Problems [Credits: 3]
Three-dimensional projects, including package/product, exhibit and architectural graphics. Students must have passed their portfolio review (benchmark) or have departmental permission to enroll in 300-400 level studio courses. *Pre-Requisite(s):* ART220, ART221

ART323 Intermediate Graphic Design IV: Research and Investigation with Technology [Credits: 3]
Research and design projects associated with current technological trends. Students must have passed their portfolio review (benchmark) or have departmental permission to enroll in 300-400 level studio courses. *Pre-Requisite(s):* ART320, ART321

ART332 History of Graphic Design [Credits: 3]
Survey of history of graphic design from the Lascaux Caves to the Internet. Graphic design minors require departmental permission.

ART340 Painting [Credits: 3]
Studio in painting that investigates materials, techniques, media, scale, and formats, in relation to conceptual, expressive, and cultural approaches. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART350 Printmaking [Credits: 3]
Printmaking techniques: etching, monoprint, relief, and screen print. Media vary by semester. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART360 Sculpture [Credits: 3]
Three-dimensional work in a variety of materials, understanding form and the basic elements of sculpture. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART370 Ceramics [Credits: 3]
Materials, processes and techniques, including handbuilding, throwing, glazing and firing. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART381 Multimedia [Credits: 3]
Personal and cultural-based works employing a variety of media and materials. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART382 Digital Tools for Art Making [Credits: 3]
Current issues especially associated with digital technologies addressed in contemporary art. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART383 Video [Credits: 3]
Shooting and editing digital video. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART385 Photography [Credits: 3]
Photography using digital media. Digital camera with manual controls required. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART390 Visual Arts in the Secondary School [Credits: 3]
Analysis and demonstration of methods and procedures of creative art activities during adolescence. Art Education majors only.

ART394 Visual Art in the Elementary School [Credits: 2]
Language of art, visual thinking, and interpreting and analyzing artwork.

ART395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

ART396 Visual Art for Elementary Classroom Teachers [Credits: 2]
Language of art, visual thinking, and interpreting and analyzing artwork. Elementary Education Majors only.

_____

ART399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ART401 Interdisciplinary Studio [Credits: 3]
Open studio format emphasizing cross-media dialogue. Development and presentation of professional entry-level body of work. Can be repeated for a total of 6 credits. Students must have passed their portfolio review (benchmark) or have departmental permission to enroll in 300-400 level studio courses. *Pre-Requisite(s):* ART201, ART202

ART402 Professional Development for Studio Artists [Credits: 3]
Capstone seminar on professional practices for studio artists, including portfolio development, writing, and exhibition presentation. *Pre-Requisite(s):* ART101

ART420 Advanced Graphic Design Studio I: System Graphics [Credits: 3]
System graphics, corporate identity and information graphics. Students must have passed their portfolio review (benchmark) or have departmental permission to enroll in 300-400 level studio courses. *Pre-Requisite(s):* ART320, ART321, ART322

ART421 Advanced Graphic Design Studio II: Interactive Design [Credits: 3]
Current applications and design principles essential for creating interactive projects. Students must have passed their portfolio review (benchmark) or have departmental permission to enroll in 300-400 level studio courses. *Pre-Requisite(s):* ART320, ART321, ART322

ART422 Advanced Graphic Design Studio III: Professional Practice [Credits: 3]
Senior seminar on managing design, costs, schedules, quality, copyright, and ethics. Results of design activity on the physical and aesthetic environment. Students must have passed their portfolio review (benchmark) or have departmental permission to enroll in 300-400 level studio courses. *Pre-Requisite(s):* ART320, ART321, ART322

ART423 2D Projects [Credits: 3]
Critical and analytical skills involved in intermediate and advanced 2D vocabulary. Experimentation and play as they relate to 2D expression. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART433 Asian Art History [Credits: 3]
Historical, traditional and contemporary art with emphasis on India, China, and Japan. Fulfills the university's upper-division writing requirement.

ART434 African Art History [Credits: 3]
Traditional and contemporary visual arts of North Africa, West Africa, Central Africa, Eastern Africa, and Southern Africa. Fulfills the university's upper-division writing requirement.

ART435 Art History of the Americas [Credits: 3]
Traditional and contemporary visual arts of the Americas. Fulfills the university's upper-division writing requirement.

ART436 International Modernisms [Credits: 3]
Movements, artists and concepts of modernism. Fulfills the university's upper-division writing requirement.

ART437 Contemporary Art [Credits: 3]
Major directions in contemporary visual arts. Fulfills the university's upper-division writing requirement.

ART439 Topics in Art History [Credits: 1.00-3.00]
Art history topics within the academic specialties of current faculty or those of visiting scholars or study abroad programs. Fulfills the university's upper-division writing requirement.

ART443 3D Projects [Credits: 3]
Critical and analytical skills involved in intermediate and advanced 3D vocabulary. Experimentation and play as they relate to 3D expression. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

ART453 Digital Projects [Credits: 3]
Build on critical and analytical skills involved in intermediate and advanced digital vocabulary. Emphasis on experimentation and play as they relate to digital expression. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART473 Lens Projects [Credits: 3]
Critical and analytical skills involved in intermediate and advanced lens-based vocabulary. Experimentation and play as they relate to lens-based expression. *Pre-Requisite(s):* ART101, ART110 or ART102, ART111 or ART104, ART120 or ART105, ART121

ART490 Folk, Ethnic, and Indigenous Art (Diversity) [Credits: 3]
Studio course in folk, ethnic, and indigenous art from historical and contemporary perspectives.

ART495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

ASTR105 Astrobiology [Credits: 3]
The origin, evolution, and distribution of life in the universe, astronomical constraints on life, and the scientific techniques used to search for extraterrestrial life on planets and moons.

ASTR106 Concepts of the Solar System [Credits: 3]
The appearance of the sky, constellation identification, history of astronomy, planetary motion, physical properties of planets, the moon, sun, and minor bodies, telescopes. The planetarium will normally be used as an integral part of this course. Lab.

ASTR107 Concepts of Stars and the Universe [Credits: 3]
Scale of the universe; distance, structure, and evolution of stars; the Milky Way and other galaxies; cosmology, life in the universe.

ASTR120 Archaeoastronomy (Diversity) [Credits: 3]
Comparative study of the astronomies, cosmologies, and sciences of ancient civilizations. How the physical environment affected observations. Connections between science and religion. Lab.

_____

ASTR311 Solar System Astronomy [Credits: 3]
Physical processes in the solar system. Application of physics to the study of the motions, atmospheres, structure, and composition of bodies in the solar system. *Pre-Requisite(s):* PHYS234 or PHYS235

ASTR312 Stellar Astronomy [Credits: 3]
Physical processes in stars and stellar systems. Stellar astronomy and applications of physical principles. *Pre-Requisite(s):* PHYS235

ASTR323 Observational Astronomy [Credits: 3]
Modern astronomical observing techniques and instrumentation. Coordinate systems, telescope design, detector systems, error analysis, photometry, spectroscopy, and imaging. Lab. *Pre-Requisite(s):* PHYS235

ASTR395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

ASTR405 Introduction to Planetarium Operation [Credits: 1]
Use of the planetarium projector to show important sky motions, appearance of the sky from different places on the Earth, seasonal passage and bright constellations. Student will create and perform a planetarium program. *Pre-Requisite(s):* ASTR311

ASTR427 Galaxies and Cosmology [Credits: 3]
Galactic structure and kinematics; properties and evolution of galaxies and quasars; the basic principles of cosmology. *Pre-Requisite(s):* PHYS235

BIOL101 Environment and Society [Credits: 3]
Causes and possible solutions to major local, national and global environmental problems. Soil, water, air, forests, energy, wildlife, and related topics.

BIOL102 The Living World [Credits: 3]
Plants, animals, and microorganisms of North America. Interactions of organisms with their environment. Minnesota habitats and their inhabitants. Lab.

BIOL103 Human Biology [Credits: 3]
Organization and general functioning of the human body. Reproduction; heredity; social implications of biological principles. Lab.

BIOL104 Human Disorders (Topical) [Credits: 3]
Biological aspects of human disorders. Heredity, immunity, infection, aging, stress, life styles, and chemical agents. Offered as different topics: Human Genetics and Birth Defect, Human Disease. General education credit may be received for only one topic.

BIOL106 Cultural Botany (Diversity) [Credits: 3]
Contributions of African, Latin American, Asian, and American Indian cultures to agriculture and the uses of plants/plant products in the United States. Food, fiber, and medicinal plants used by American Indians. Contributions of women and people of color to plant sciences.

BIOL107 Biology of Women (Diversity) [Credits: 3]
Biology of human female: functional anatomy, physiology, sexuality, reproduction, pregnancy and aging. Examination of women's health related to these topics. Lab.

BIOL151 Cell Function and Inheritance [Credits: 4]
The cellular and genetic basis of life. Current laboratory methods. Lab. *Pre-Requisite(s):* MATH072 or MATH112 or MATH113 or MATH115 or MATH193 or MATH196 or MATH211 or MATH212 or MATH221 or MATH222 or STAT229 or STAT239

BIOL152 Organismal Diversity [Credits: 4]
Organisms at the cellular, organismal, and ecological levels. Integrate knowledge, terminology, and concepts from all fields of biology to gain an appreciation of the origin of life and how species diversity arose. Lab. *Pre-Requisite(s):* MATH072 or MATH112 or MATH113 or MATH115 or MATH193 or MATH196 or MATH211 or MATH212 or MATH221 or MATH222 or STAT229 or STAT239

BIOL202 Human Anatomy and Physiology I [Credits: 4]
Structure and metabolic activity of organ systems including muscular, skeletal, nervous, and integumentary. Not applicable to major programs in BIOL including Biomedical Science. Lab. *Pre-Requisite(s):* BIOL103 or BIOL151

BIOL204 Human Anatomy and Physiology II [Credits: 4]
Structure and metabolic activity of organ systems including circulatory, respiratory, digestive, urinary, endocrine, and reproductive. Not applicable to major programs in BIOL including Biomedical Science. Lab. *Pre-Requisite(s):* BIOL202

BIOL206 Introductory Microbiology [Credits: 4]
Survey of microorganisms with emphasis on general principles in allied health and medicine. (May not be taken for credit if credit has been received for BIOL 362). Lab. *Pre-Requisite(s):* BIOL151 or BIOL202 or BIOL204, CHEM151 or CHEM160 or CHEM210

BIOL222 Careers in Ecology & Evolution [Credits: 2]
Career opportunities and preparation for professional employment.

BIOL262 Genetics [Credits: 4]
Transmission, molecular, and population genetics with an emphasis on their application to human disease, agriculture, and evolution. Lab. *Pre-Requisite(s):* BIOL151, BIOL152, CHEM210

BIOL266 Medical Terminology [Credits: 2]
Interpretation and building a vocabulary of medical terms from Latin and Greek roots. Writing and case studies.

BIOL299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

BIOL306 Plant Biology [Credits: 4]
Introduction to the ecology, anatomy, physiology, evolution, and diversity of plants and other photosynthetic organisms. *Pre-Requisite(s):* BIOL151, BIOL152, BIOL262

BIOL308 General Zoology [Credits: 4]
Major animal phyla; structure and function of body systems, diversity. *Pre-Requisite(s):* BIOL151, BIOL152, BIOL262

_____

BIOL312 General Ecology [Credits: 4]
Interactions between organisms and their organic and inorganic environment. Biomes, climate, populations, communities, biotic interactions, energy and nutrients, landscape and spatial ecology, biodiversity patterns. Lab. *Pre-Requisite(s):* BIOL306 or BIOL308, CHEM210

BIOL339 Statistical Design [Credits: 1]
Statistical technique selection, design, and interpretation for biology majors. *Pre-Requisite(s):* STAT103 or STAT193 or MATH112

BIOL360 Cell Biology [Credits: 4]
Major eukaryotic cellular organelles, macromolecular structures and processes at the subcellular/molecular level. Lab. *Pre-Requisite(s):* BIOL262, MATH193 or MATH113 or MATH115 or MATH211 or MATH112 or STAT193 or STAT239 or MATH212 or MATH221 or MATH222

BIOL361 Emerging Infectious Diseases [Credits: 3]
Emerging pathogenic bacteria, viruses and parasites. Epidemiology, food safety, bioterrorism, public health. *Pre-Requisite(s):* BIOL103 or BIOL151 or BIOL152

BIOL362 Microbiology [Credits: 4]
Survey of microorganisms including viruses and virus-like particles, bacteria, protozoa and fungi with an emphasis on principles important to biologists. Lab. *Pre-Requisite(s):* BIOL360 or BIOL262, BIOL306, CHEM240

BIOL364 Histology [Credits: 3]
Microscopic structure and related functions of mammalian cells, tissues and organs. Lab. *Pre-Requisite(s):* BIOL151

BIOL366 Human Anatomy [Credits: 4]
Examination of tissues, organs and systems. Structure/function relationships and clinical correlations. Standard anatomical learning aids, cadaver dissections, and computer programs. (May not be taken for credit if credit has been received for BIOL 204). Lab. *Pre-Requisite(s):* BIOL151

BIOL367 Introductory Pharmacology [Credits: 3]
Principles of pharmacology and their relationship to health care. Classification of drugs, basic mechanisms of drug actions and interactions, and calculations for drug administration. For students interested in health professions. *Pre-Requisite(s):* CHEM210

BIOL390 Selected Topics in Biology [Credits: 1.00-4.00]
Topics announced in schedule of classes.

BIOL411 Herpetology [Credits: 4]
Biology, systematics, anatomy and physiology, ecology, behavior, and conservation of amphibians and non-avian reptiles. Lab. *Pre-Requisite(s):* BIOL308

BIOL413 Communities and Ecosystems [Credits: 3]
Biodiversity patterns and metrics, species interactions, community assembly and structure, trophic interactions, food webs, succession, disturbance, stability, nutrient cycling, productivity, energy flow, ecosystem function, decomposition, climate change. *Pre-Requisite(s):* BIOL312

BIOL414 Paleobiology [Credits: 4]
Ancient life from the Precambrian microorganism through Cenozoic macrofossils. Trace fossils, ancient animals/plants, extinction. Lab. *Pre-Requisite(s):* BIOL306 or BIOL308

BIOL416 Entomology [Credits: 4]
Biology of insects and related groups of animals. Phylogeny, classification, evolutionary origins, morphology, ecology, behavior, population dynamics, life histories, adaptations, economic impacts. *Pre-Requisite(s):* BIOL308

BIOL417 Ichthyology [Credits: 4]
Biology of fishes. Phylogeny, classification, evolutionary origins, morphology, ecology, behavior, population dynamics, life histories, adaptations. *Pre-Requisite(s):* BIOL308

BIOL418 Wetland Plant Communities [Credits: 2]
The structure, characteristics, indicator plants, wildlife uses, management, and restoration of wetland and aquatic plant communities. *Pre-Requisite(s):* BIOL306, BIOL312

BIOL419 Comparative Vertebrate Anatomy [Credits: 3]
Development and structure of representative vertebrates. Dissection of selected animals. *Pre-Requisite(s):* BIOL308

BIOL420 Plant Systematics [Credits: 4]
Principles and practice of plant systematics including modern technological approaches. Lab. *Pre-Requisite(s):* BIOL306

BIOL422 Field Botany [Credits: 4]
Field identification and ecological aspects of local terrestrial, wetland, and aquatic vascular plants. Field trips. Lab. *Pre-Requisite(s):* BIOL306

BIOL424 Ornithology [Credits: 4]
Biology of birds. Phylogeny, classification, evolutionary origins, morphology, ecology, behavior, population dynamics, life histories, adaptations. Field identification. *Pre-Requisite(s):* BIOL308

BIOL426 Limnology [Credits: 4]
Lakes and streams in a watershed setting. Historical origin, physical and chemical environment, diversity of plants and animals, field and laboratory limnological sampling methods. *Pre-Requisite(s):* BIOL312 or ENVE327

BIOL430 Aquatic Microbiology [Credits: 4]
The collection, identification, culture, and study of freshwater microbial organisms from diverse habitats; primary production, community interactions, foodweb interactions, life cycles, and lake and stream assessment. *Pre-Requisite(s):* BIOL306, BIOL312

BIOL441 Comparative Animal Behavior [Credits: 3]
Behavior of animals in their natural environments. Comparative analysis across a range of species and topics. *Pre-Requisite(s):* BIOL312

BIOL442 Wildlife Populations [Credits: 4]
Mathematical modeling of population growth, population sampling techniques, and survival/reproduction. Case studies involve theoretical and empirical investigation of single populations, metapopulations, and sources and sinks. *Pre-Requisite(s):* BIOL312

_____

BIOL444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

BIOL451 Research in Biology [Credits: 1.00-4.00]
Independent laboratory or field research.

BIOL456 Biological Evolution [Credits: 3]
History, evidence, and processes of biological evolution (microevolution, speciation, and macroevolution). Theories on the origin of life. *Pre-Requisite(s):* BIOL262

BIOL457 History and Philosophy of Biology [Credits: 3]
Origins of science and history of biological discoveries. The development of modern biology. Philosophical bases for the biological sciences. *Pre-Requisite(s):* BIOL262

BIOL460 General Parasitology [Credits: 4]
Parasite ecology and classification. The relationship of these organisms to diseases of humans and animals. Lab. *Pre-Requisite(s):* BIOL151, BIOL152

BIOL461 Conservation and Management of Animals [Credits: 4]
Biology, ecology, population structures, sampling methods, management techniques, life histories and demographic analysis, ecosystems, and conservation of animals. Lab. *Pre-Requisite(s):* BIOL312

BIOL462 Medical Microbiology [Credits: 4]
Taxonomy, morphology, culture biochemical activities of pathogenic microorganisms and their pathogenic mechanisms and the corresponding host response. Lab. *Pre-Requisite(s):* BIOL362

BIOL464 Hematology [Credits: 3]
Blood cell formation and function, morphology and function. Etiology and lab diagnosis of common hematologic diseases. Mechanisms of hemostasis. Clinical procedures. Lab. *Pre-Requisite(s):* BIOL151

BIOL465 Principles of Phylogenetics [Credits: 3]
Taxonomy, Linnaean system and codes of nomenclature, homology and character analysis, history of systematics, systematic principles, optimality criteria, divergence-time estimation, character evolution, biogeography, macroevolution. *Pre-Requisite(s):* BIOL456

BIOL466 Microscopy and Image Analysis [Credits: 2]
Principles of light microscopy, image acquisition, and analysis including computer measurement and enhancement of images. Lab. *Pre-Requisite(s):* BIOL151

BIOL468 Advanced Animal Cell Culture Techniques [Credits: 4]
Advanced topics in techniques and theory of culture of animal cells in vitro. Applications to biomedical research and biotechnology. Establish, grow, maintain, preserve, and utilize animal cells. Lab. Prereq.: BIOL 362. Completion of this course with a grade of C or better fulfills the upper division writing requirement for the BES Biology, General Biology, Biomedical Sciences, and Biotechnology progams. *Pre-Requisite(s):* BIOL362

BIOL472 Virology [Credits: 3]
Morphology, virus-host relationships, diseases, prions and viroid. *Pre-Requisite(s):* BIOL362

BIOL474 Neurobiology [Credits: 3]
Molecular, cellular and developmental aspects of the nervous system. Sensory, motor, and central systems. Mechanisms of neuropathology. *Pre-Requisite(s):* BIOL360

BIOL475 Biodiversity Informatics [Credits: 3]
Biological collections, collection stewardship, biological collections databases, networks, cybertaxonomy, taxonomic concepts, ontology, specimen digitization, georeferenced specimens, predictive ecogeographic modeling, genomic databases, genomic partitioning strategies, models of molecular evolution, phylogenomics. *Pre-Requisite(s):* BIOL456

BIOL476 Developmental Biology [Credits: 4]
The development of multi-cellular organisms at the molecular, cellular, and organismal levels. Lab. *Pre-Requisite(s):* BIOL360

BIOL477 Advanced Anatomy: Human Dissection [Credits: 3]
Detailed regional dissection. Functional and clinical aspects of dissections. Technique and preparation of prosections for introductory courses.

BIOL478 Human Physiology [Credits: 4]
Physiological processes at the molecular, cellular, and organismal levels. *Pre-Requisite(s):* BIOL360

BIOL482 Advanced Protein Techniques [Credits: 4]
Theory and application of instrumentation in monitoring, quantifying, and isolating proteins. An individual protein purification project is required. Lab. *Pre-Requisite(s):* BIOL360, CHEM311

BIOL483 Histological Techniques [Credits: 3]
Theoretical and applied aspects of processing, staining, and evaluating tissues through microscopic study. Lab.

BIOL484 Advanced DNA Techniques [Credits: 4]
Theory, techniques, and instrumentation of genetic engineering and gene analysis. Lab. Completion of this course with a grade of C or better fulfills the upper division writing requirement for the BES Biology, General Biology, Biomedical Sciences, and Biotechnology programs. *Pre-Requisite(s):* CHEM480, BIOL362

BIOL486 Immunology [Credits: 4]
Humoral and cell-mediated immune responses. Lymphoid tissues, initiation, and regulation of responses, mechanisms of immunopathologies. Lab. *Pre-Requisite(s):* BIOL360

BIOL488 Practicum: Undergraduate [Credits: 1.00-16.00]
Observational learning experience. May include supervised work in a single setting.

BIOL490 Selected Topics in Biology [Credits: 1.00-4.00]
Topics announced in Schedule of classes. May be repeated to a maximum of 12 credits.

BIOL494 Pathophysiology [Credits: 4]
Capstone course for students in Biomedical Sciences. Diseases such as cancer, autoimmune, infectious, degenerative, metabolic, and genetic diseases. *Pre-Requisite(s):* BIOL360

_____

BIOL499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

BLAW235 The Legal, Ethical, and Global Environment of Business [Credits: 3]
Legal, ethical, environmental, political, and global issues affecting business. Governmental regulations, employment relationships, contracts, product liability, consumer protection, and business forms.

BLAW433 Marketing and the Law [Credits: 3]
Legal regulatory, and ethical aspects of marketing activities including product development, promotion pricing and distribution.

BLAW434 Real Estate Law [Credits: 3]
Principles of law affecting ownership of real estate interests, the transfer of real property interests, and land use and development. *Pre-Requisite(s):* FIRE378

BLAW436 Commercial and Financial Law [Credits: 3]
Legal principles of commercial and financial transactions, including contracts, sales, commercial paper, property, secured transactions, creditor rights, bankruptcy and securities regulation.

BMB123 Biochemistry and Molecular Biology Techniques [Credits: 3]
Fundamental biochemistry and molecular biology laboratory techniques, such as electrophoresis and chromatography. Integrated Lab.

BRIT201 Reflections on the British Cultural Experience [Credits: 3]
Observations and reflections on living, studying and traveling in the UK.

BRIT250 Contemporary Britain [Credits: 3]
Critical analysis of constitutional politics, provision of education and health care, employment, media, religion, consumer culture, and sport in the UK; including reflection on debates concerning nationalism, regionalism, race, immigration, class, gender, and sexuality.

CFS195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

CFS200 Introduction to Education [Credits: 3]
Children and families, the role of the teacher, the role of schools and educational programs in communities and society, history and philosophy of education, educational futures, teacher education knowledge base, and contemporary issues. Same as SPED/ED 200.

CFS220 Introduction to Parents and Children [Credits: 3]
Child development, parent development; the co-relationship between mothers and fathers and their children in the developing years. Traits and characteristics of healthy families.

CFS260 Children in a Changing World (Diversity) [Credits: 3]
Societal change, including the relationship between women and men, and its impact on childhood. Childhood in U.S. ethnic groups and in non-western cultures. Implications for those working with children in education, social services, health care, etc.

CFS315 Introduction to Early Education [Credits: 3]
Foundations, historical and theoretical backgrounds, models of early education, cultural relationships of teachers and young children. Professional viewpoints from national organizations.

CFS401 Preparing ECE Teachers for Qualifying Assessments [Credits: 2]
Supportive tools are provided to pre-service teachers to complete and submit a performance-based assessment tool to determine preparation for teacher candidates. Successful completion of the teacher assessment requirements is a condition of licensure in the State of Minnesota.

CFS404 Birth Order in the Family [Credits: 1]
Implications of birth order on the family; implications of the family constellation. Instructor will provide more depth on each topic area.

CFS405 Selected Topics in Child and Family Studies [Credits: 1.00-4.00]
Current issues, child/family programs, teaching methods.

CFS406 Early Literacy in Inclusionary Settings [Credits: 3]
Language and literacy development (including English as a second language) in the preschool years. Creating and evaluating developmentally appropriate literacy rich environments for children with diverse needs.

CFS408 Authentic Assessment for Infants and Young Children [Credits: 3]
Authentic assessment strategies for infants, toddlers, and young children with and without disabilities. Includes observational strategies, play-based assessment and portfolios to link assessment to appropriate intervention.

CFS413 Guidance of Young Children [Credits: 3]
Managing the classroom and daily routines. Effective communication. Alternate solutions to discipline young children. Crisis management techniques including working with special education.

CFS415 Foundations of Parent/Family Education [Credits: 3]
Introduction to the history, philosophy and program models for parent/family education with emphasis on Early Childhood Family Education in Minnesota. Diverse family systems and needs for parent education. Professional and ethical behavioral outlined.

CFS421 Development of Young Children [Credits: 3]
Typical and atypical development of children, prenatal through 10 years. Methods of observation, application of development theories to early childhood practices.

CFS422 Family Studies: Parent Involvement [Credits: 3]
Diverse families and their development including families with children with disabilities. Current issues impacting families. Communication strategies and parent partnerships. Needs of families and resources. Strategies for family involvement.

CFS423 Methods in Early Education [Credits: 3]
Review knowledge of basic concepts of curriculum, materials, and methodology necessary for services to young children in inclusive educational settings. This course includes the UDWR through the completion of the Teacher Work Sample. Students must earn a B- or higher grade in this course to continue on to CFS 460, Student Teaching in Early Education, where the TWS assignment is completed.

CFS428 Children's Literature in Pre-K - Grade 3 Classroom [Credits: 3]
Children's literature Birth through age 8. Locate, evaluate and select high-quality children's literature to be used for a variety of purposes with children birth through age 8.

CFS431 Development of Infants and Toddlers [Credits: 3]
Child development during infancy and toddler stages, theory of infant development, understanding the range of normality, typical and atypical development.

CFS433 Methods: Young Children with Disabilities [Credits: 3]
Part of Methods Block designed to review knowledge of basic concepts of individualized group education for young children with and without disabilities. Understanding curriculum, materials, and methodology necessary for young children with disabilities in ECSE and inclusive educational settings.

CFS443 Methods and Strategies for Infants and Toddlers [Credits: 3]
Teaching strategies for infants and toddlers with and without disabilities. Assessment, intervention, program development, home visiting and working as a team. *Pre-Requisite(s):* CFS431

CFS460 Early Education Student Teaching [Credits: 6]
Supervised student teaching in early childhood settings. X grading option. *Pre-Requisite(s):*

CFS499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CHEM101 Understanding Chemistry [Credits: 3]
Introduction to basic concepts of chemistry. Students will be taught critical thinking skills resulting in informed scientific analysis of environmental and societal problems. Specific topics and emphasis for each section selected by instructor. Credit will not be given to students who have previously taken a chemistry course above number CHEM 210 and received a passing grade.

CHEM105 Chemistry and the Environment [Credits: 3]
Basic chemistry concepts in the context of the environment. Global warming; ozone depletion; air, water and soil pollution.

CHEM151 General, Organic, and Biological Chemistry [Credits: 5]
Introductory chemistry for allied health sciences students with application to life systems. Lab. *Pre-Requisite(s):* MATH070 or MATH072 or MATH112 or MATH113 or MATH115 or MATH103 or MATH193 or MATH106 or MATH196 or MATH211 or MATH212 or MATH221 or MATH222 or MATH325

CHEM160 Preparatory Chemistry [Credits: 4]
Introductory course for students who have had no high school chemistry. Preparatory course for 210. Scientific method, measurements, basic chemical principles and chemical calculations. This fulfills the laboratory science liberal education requirement for nonmajors. Lab. *Pre-Requisite(s):* MATH070 or MATH072 or MATH112 or MATH113 or MATH115 or MATH103 or MATH193 or MATH106 or MATH196 or MATH211 or MATH212 or MATH221 or MATH222 or MATH325

CHEM207 Forensic Science [Credits: 3]
Basic theory and methods for scientific investigation of physical evidence found at the scene of a crime. Emphasis on laboratory analysis currently in use. Lab.

CHEM210 General Chemistry 1 [Credits: 4]
First of a two-semester sequence. Stoichiometry, solutions, bonding, quantum chemistry, thermochemistry, properties of solids, liquids, and gases. *Pre-Requisite(s):* CHEM160, MATH112 or MATH113 or MATH115 or MATH211 or MATH212 or MATH222

CHEM211 General Chemistry 2 [Credits: 4]
Kinetics, chemical equilibrium, acid-base chemistry, solubility equilibrium, thermodynamics, electrochemistry, coordination chemistry, nuclear chemistry, and descriptive chemistry. Lab. *Pre-Requisite(s):* CHEM210

CHEM240 Basic Organic Chemistry [Credits: 4]
Structure, nomenclature, preparation, stereochemistry, mechanisms and reactions of organic compounds. Lab. *Pre-Requisite(s):* CHEM210

CHEM241 Basic Biochemistry [Credits: 4]
Biological molecules, enzyme functions, and metabolic pathways. Lab. *Pre-Requisite(s):* CHEM240 or CHEM310

CHEM299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CHEM307 Advanced Forensic Science [Credits: 3]
Analysis of physical evidence through the use of laboratory instrumentation. Sample collection and preparation methods and techniques. Lab. *Pre-Requisite(s):* CHEM207

CHEM310 Organic Chemistry 1 [Credits: 5]
Structure, nomenclature, preparation, stereochemistry and reactions of organic compounds; spectroscopy. The first semester of a full-year course with a mechanistic emphasis, especially for chemistry, biomedical science, biotechnology, cell biology and prepharmacy majors. Lab. *Pre-Requisite(s):* CHEM211

CHEM311 Organic Chemistry 2 [Credits: 4]
Structure, nomenclature, preparation, stereochemistry and reactions of organic compounds; spectroscopy. The second semester of a full-year course with a mechanistic emphasis, especially for chemistry, biomedical science, biotechnology, cell biology and prepharmacy majors. Lab. *Pre-Requisite(s):* CHEM310

CHEM320 Environmental Chemistry [Credits: 4]
Identification and analysis of elements and compounds of environmental importance. Special attention to pollutants and toxins. Lab. *Pre-Requisite(s):* CHEM210

CHEM350 Quantitative Analysis [Credits: 4]
Principles and practice of quantitative analysis of the chemical content of matter. Physicochemical principles, and practical methodology. Titrimetric, spectrophotometric, potentiometric, and chromatographic methods. Lab. *Pre-Requisite(s):* CHEM211

CHEM391 Chemical Information [Credits: 1]
Literature searching and related workshops culminating in a written critique and oral presentation. Attendance at departmental seminars is required. *Pre-Requisite(s):* CHEM310

_____

CHEM420 Physical Chemistry 1 [Credits: 4]
Application of fundamental laws and theoretical principles to real and ideal gases, thermodynamics, systems of variable composition, chemical equilibrium, phase equilibrium, the phase rule, solutions, colligative properties, condensed phase equilibria, and nonideal systems. *Pre-Requisite(s):* CHEM350, MATH212 or MATH222, PHYS232 or PHYS235

CHEM421 Physical Chemistry 2 [Credits: 4]
Application of fundamental laws and theoretical principles to equilibria in electrochemical cells, surface phenomena, the structure of matter, quantum mechanics, atomic and molecular spectroscopy, bonding, solids, electrical conduction, and kinetics. *Pre-Requisite(s):* CHEM420

CHEM422 Physical Chemistry Lab 1 [Credits: 1]
Laboratory to complement Physical Chemistry 1 (420-520). A quantitative measurement of properties and phenomena of chemical interest and their interpretation by use of chemical principles. *Pre-Requisite(s):* CHEM420

CHEM423 Physical Chemistry Lab 2 [Credits: 1]
Laboratory to complement Physical Chemistry 2 (421-521). A quantitative measurement of properties and phenomena of chemical interest and their interpretation by use of chemical principles. *Pre-Requisite(s):* CHEM421

CHEM432 Inorganic Chemistry 1 [Credits: 5]
Electronic structures of atoms, structure and symmetry of molecules, crystal structure of solids, molecular orbital theory, nomenclature of coordination complexes, ligand field theory, reaction mechanisms involving coordination complexes, and organometallic catalysis. Lab. *Pre-Requisite(s):* CHEM420

CHEM433 Inorganic Chemistry 2 [Credits: 4]
Concepts and applications of materials chemistry: solid state structure, conductivity, nanomaterials, synthetic approaches to materials, spectroscopic techniques to characterize materials (with an emphasis on nanomaterials), magnetism, electrochemistry, catalysis, and bioinorganic chemistry. Lab. *Pre-Requisite(s):* CHEM432 or CHEM430

CHEM444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

CHEM450 Instrumental Analysis [Credits: 4]
Major instrumental methods of chemical analysis including spectroscopic, electrometric, and chromatographic methods. Lab. *Pre-Requisite(s):* CHEM350, CHEM420 or CHEM482

CHEM455 Organic Mechanisms and Synthesis [Credits: 4]
Advanced organic chemistry involving key mechanisms and reactions; strategies and tactics of complex organic syntheses. Lab. *Pre-Requisite(s):* CHEM311

CHEM480 Biochemistry 1 [Credits: 4]
The chemical structure and function of most fundamental biomolecules; carbohydrates, lipids and proteins. Fundamentals of enzyme function and metabolism. Lab. *Pre-Requisite(s):* CHEM311

CHEM481 Biochemistry 2 [Credits: 4]
Major metabolic pathways, biochemistry of nucleic acids, and biophysical techniques. Lab. *Pre-Requisite(s):* CHEM480

CHEM482 Biophysical Chemistry [Credits: 4]
Biomolecular structure, thermodynamics and kinetics, and their study through spectroscopic techniques. Lab. *Pre-Requisite(s):* CHEM480, MATH212 or MATH222, PHYS232 or PHYS235

CHEM489 Undergraduate Research in Chemistry [Credits: 1.00-4.00]
A laboratory investigation of a research problem in chemistry. May be repeated to a maximum of 16 credits. Max of 5 credits allowed toward a chemistry major. Minimum 3 lab hours per week for 1 credit (or consent of instructor). Lab. *Pre-Requisite(s):* CHEM391

CHEM491 Senior Thesis [Credits: 1]
Conclusion of the capstone experience involving a formal presentation of a research or library project. Diagnostics of Undergraduate Chemistry Knowledge (DUCK) exam administered. Friday evening symposium may be scheduled near end of semester. Normally taken in final semester. *Pre-Requisite(s):* CHEM391

CHEM495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

CJS111 Crime and Justice in America (Diversity) [Credits: 3]
Components, structure, and functioning of the criminal justice system in America: crime victims, law enforcement, courts, corrections, probation, parole, community corrections and juvenile justice. Document the failures of the system to provide equal justice to all people, especially women, children, and people of culturally diverse backgrounds.

CJS199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CJS325 Comparative Criminal Justice [Credits: 3]
A comparative study of criminal justice systems in the world. The philosophical, historical, legal, and political roots of these systems will be examined. Although the course is international in scope, emphasis will be placed on Europe. *Pre-Requisite(s):* CJS111

CJS399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CJS401 Introduction to Gang Issues [Credits: 3]
Formation, continuance, and expansion of gangs; nature of, theoretical explanations for, response to, and public policies related to gangs in the United States. *Pre-Requisite(s):* CJS111

CJS411 Organization and Administration in Criminal Justice [Credits: 3]
Current theories of organization as they relate to the needs of the criminal justice process. *Pre-Requisite(s):* CJS111

CJS415 Corrections: Theory and Practice [Credits: 3]
Historical development, theories, and institutions of punishment and social control. Social systems of prisoners and officers; institutional administration and legal issues in management; policies and strategies of intervention; decision-making in sentencing and parole; and

_____

treatment and organization as they relate to the criminal justice process. *Pre-Requisite(s):* CJS111, CJS411 or CJS433

CJS420 Critical Issues in Law Enforcement [Credits: 3]
Issues facing law enforcement officials in a free society. Ethnic tension, civil disobedience, police conduct, unionization, civil disturbances, and professionalism within law enforcement. *Pre-Requisite(s):* CJS111, CJS411 or CJS433

CJS421 Peace Officers Standards and Training: Administration [Credits: 3]
Principles of law enforcement, career influences, stress/crisis intervention, crime prevention, community relations, court testimony, law enforcement communications, and cultural awareness.

CJS422 Peace Officers Standards and Training: Statutes [Credits: 3]
Minnesota statues relating to the Minnesota Criminal Code, and traffic code, Minnesota law enforcement procedures relating to search, arrest, confessions, identification, and evidence, and Minnesota Statues relating to juvenile justice.

CJS424 Forensic Photography [Credits: 3]
Theory and practical application of the documentation of crime scene and autopsy evidence using digital photography (still and video), and its presentation in court. *Pre-Requisite(s):* CJS111

CJS425 Sex Crimes and Sex Offenders [Credits: 3]
Identification, definition, and codification of deviance as a criminal act; definitions of sex offenses and social response to a sexual offense; treatment efforts and incarceration outcomes for offenders. *Pre-Requisite(s):* CJS111, CJS411 or CJS433

CJS430 Criminal Law [Credits: 3]
Principles of criminal liability, defenses to criminal prosecution, elements of major crimes. *Pre-Requisite(s):* CJS111

CJS431 Criminal and Juvenile Procedure [Credits: 3]
Law of criminal and juvenile procedure from arrest through post-trial proceedings. *Pre-Requisite(s):* CJS111

CJS433 Ethical Studies in Criminal Justice [Credits: 3]
Ethical decisions relating to criminal justice issues. *Pre-Requisite(s):* CJS111

CJS441 Correctional Alternatives [Credits: 3]
Alternatives to incarceration: probation, fines, house arrest, electronic surveillance, restitution programs, sentencing to service, community residential facilities, parole and supervised release. Probation and community corrections agent roles and responsibilities; pre-sentence in investigation; supervision methods. *Pre-Requisite(s):* CJS111, CJS411 or CJS415

CJS444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

CJS445 Crisis Intervention [Credits: 3]
History, theory and methods of crisis intervention, especially as used in the criminal justice system. *Pre-Requisite(s):* CJS111, CJS411 or CJS433

CJS446 Child Abuse and the Criminal Justice System [Credits: 3]
A survey of the response to physical and sexual child abuse by the criminal justice system, including the law, law enforcement prosecution, courts and corrections. *Pre-Requisite(s):* CJS111, CJS411 or CJS433

CJS450 Juvenile Justice System [Credits: 3]
History and development of the juvenile justice system; the role of police and juvenile courts; analysis of dispositional decisions; probation investigation and supervision functions; juvenile corrections. *Pre-Requisite(s):* CJS111, CJS411 or CJS415

CJS455 Private Security and the Criminal Justice Community [Credits: 3]
The powers and authority of private security personnel. Requirements of and restrictions on private security. Criminal and civil liabilities faced by private security personnel. *Pre-Requisite(s):* CJS111, CJS305 or CJS411 or CJS433

CJS457 White Collar Crime [Credits: 3]
Overview of white collar crime, including both corporate and occupational crime. Case studies in applicable criminal law and law enforcement procedures for detection. *Pre-Requisite(s):* CJS111, CJS411 or CJS433

CJS461 Juvenile Legal Process [Credits: 3]
Legal background and basis for separate juvenile statutes and justice system; legal procedures for arrest, investigation, and adjudication of juvenile offenders; legal cases relating to rights of juveniles; Minnesota procedure. *Pre-Requisite(s):* CJS111, CJS450

CJS465 Community Policing a Diverse Society [Credits: 3]
Racial sensitivity, cross-cultural competency, gender awareness, de-escalation techniques, communication, and sexual orientation issues as key objectives for law enforcement in service to the community from a public safety perspective. *Pre-Requisite(s):* CJS111, CJS411 or CJS420 or CJS433

CJS470 Corrections Case Management, Assessment and Supervision [Credits: 3]
Evidence-Based Practices in corrections (risk assessment, risk prediction, effective case management, motivational interviewing, and case planning) as applied to juvenile and adult correctional programs. *Pre-Requisite(s):* CJS111

CJS473 Criminal Justice and the Media [Credits: 3]
Analysis of the images of crime and the criminal justice system that are presented through the mass media. *Pre-Requisite(s):* CJS111, CJS411 or CJS433

CJS480 Victimology: Theories and Principles [Credits: 3]
Types and theories of victimization; international principles; victims' bills of rights; and victim services. *Pre-Requisite(s):* CJS111, CJS411 or CJS433

CJS482 Victim Services [Credits: 3]
Principles of victimology and their application in services to victims; victim legislation and rights. *Pre-Requisite(s):* CJS111, CJS480

CJS484 Forensic Victimology [Credits: 3]
Victimization event analysis and victimological profile construction, autopsy and toxicology report analysis and interpretation, estimating postmortem interval and time of death, presenting and explaining the

victim, evidence, and the manner of death in a court of law. *Pre-Requisite(s):* CJS111

CJS485 Domestic Violence and Criminal Justice [Credits: 3]
Criminal justice responses to domestic violence. *Pre-Requisite(s):* CJS111, CJS433 or CJS480 or CJS482

CJS486 Theories of Crime and Justice [Credits: 3]
Value and application of theories of crime and justice in research, policy, and the administration of justice. *Pre-Requisite(s):* CJS111

CJS487 Criminal Justice Research Methods [Credits: 3]
Quantitative and qualitative research designs and their use in criminal justice. *Pre-Requisite(s):* CJS111, CJS486

CJS488 Practicum: Undergraduate [Credits: 1.00-16.00]
Observational learning experience. May include supervised work in a single setting.

CJS489 Seminar in Criminal Justice [Credits: 3]
Special issues in the fields of corrections, law enforcement, and the general areas of the administration of justice.

CJS490 Senior Thesis [Credits: 3]
Capstone course. Individual research project based on an accepted thesis proposal. *Pre-Requisite(s):* CJS111, CJS486, CJS487

CJS496 Crime Analysis, Mapping, and Profiling [Credits: 3]
Theory and application of spatial analysis techniques and mapping software for development of prevention, intervention and preparedness strategies relative to crime and homeland defense. Review of criminological theories; crime profiling of criminals and geography; role of the crime analyst; methodological, ethical and legal issues in crime mapping; and geographic information systems (GIS) software. *Pre-Requisite(s):* CJS111, CJS411 or CJS433

CJS499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CM130 General Woodworking [Credits: 3]
History, development, and current role of our forest resources. Tools, machines, and processes involved in working with wood. Lab.

CM134 Introduction to Construction [Credits: 3]
Light and heavy structures, custom and factory construction. Residential construction procedures. Alternative and sustainable building practices to conserve energy and materials.

CM199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CM299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CM335 Electrical and Mechanical Systems in Construction [Credits: 3]
Electrical plumbing, and climate control systems in residential construction. *Pre-Requisite(s):* CM134 or ETS134

CM336 Construction Management Principles [Credits: 3]
Major functions of construction management. Lab. *Pre-Requisite(s):* CM134 or ETS134

CM399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CM418 Architectural Design and Working Drawings [Credits: 3]
Design of residential home. Working drawings, specifications, building codes, and landscaping. Blueprint reading symbols and concepts. Computer-aided home design. Integrated Lab. *Pre-Requisite(s):* CM134 or ETS134

CM435 Concrete and Masonry Materials and Processes [Credits: 3]
Masonry and concrete construction. Classroom, tours, and hands-on activities. *Pre-Requisite(s):* CM134 or ETS134

CM436 Construction Scheduling and Estimating [Credits: 3]
Preliminary, detail, and quantity estimating and scheduling techniques for residential and small commercial projects. *Pre-Requisite(s):* CM134 or ETS134

CM437 Construction Materials [Credits: 3]
Source, processing, and applications of construction materials. Commercial process overview and applications of materials in the commercial building industry. Integrated Lab. *Pre-Requisite(s):* CM134 or ETS134 or CM336 or ETS336

CM438 Construction Safety [Credits: 3]
Requirements of the Occupational Safety and Health Act and other related federal and state legislation as applied to the building and production construction industry. Standards for accident prevention, hazard identification, and responsibility for compliance. *Pre-Requisite(s):* CM134 or ETS134 or CM336 or ETS336

CM439 Sustainability in Construction [Credits: 3]
Basic construction techniques which incorporate sustainability, environmental impact, and energy awareness in the construction process. The U.S. Green Building Council Leadership in Energy and Environmental Design (LEED) criteria and a review of alternatives to LEED. Integrated Lab. *Pre-Requisite(s):* CM134 or ETS134 or CM336 or ETS336

CM444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

CM450 Construction Documentation [Credits: 3]
Construction contracts, documents, and legal analysis. Pre-construction, contract administration, project record-keeping, and close-out. *Pre-Requisite(s):* CM134 or ETS134

CM499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CMST171 Speech Anxiety Reduction [Credits: 1]
Knowledge and skills to help individuals who feel uneasy, anxious or stressed in public or presentational speaking.

_____

CMST192 Introduction to Communication Studies [Credits: 3]
Interpersonal communication, small group communication and public speaking. Theory and experience to relate meaningfully, think critically, organize clearly, and speak and listen effectively.

CMST210 Performance and Everyday Life [Credits: 3]
Performance acts embedded in our everyday world show how performance is used to learn about culture, reflect on experience, and act upon the world and self.

CMST211 Public Speaking [Credits: 3]
Theory and practice of public speaking. Introduction to the criticism of public speeches.

CMST220 Interpersonal Communication [Credits: 3]
Theory and practice of communication in relationships.

CMST229 Effective Listening [Credits: 3]
Theory and practice related to listening skills in a variety of communication settings.

CMST291 Speech Activities [Credits: 1]
Participation in Forensics and/or Performance of Literature co-curricular activities.

CMST299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CMST300 Introduction to Theories of Communication [Credits: 3]
Historical and contemporary human communication theories. Applying theories in a communication context.

CMST302 Special Topics in Communication Studies [Credits: 1.00-3.00]
A theoretical or applied communication studies topic.

CMST306 Rhetoric in Popular Culture [Credits: 3]
Rhetorical influences of popular culture; critical interpretation and analysis of print, digital, and visual texts; multi-media technologies; and organizational systems.

CMST310 Performance and Literature [Credits: 3]
Theory and practice in performance of literature with a focus on analyzing texts for performance; developing and critiquing performances.

CMST313 Political Communication [Credits: 3]
Communicative actions in political contexts. Political campaigns, presidential communication, social movements, and religious and reform communication.

CMST316 Speech Writing [Credits: 3]
Principles of rhetorical style in speech writing, including speech composition theory, model speech analysis, projects, and speech delivery.

CMST317 Performance and Social Change [Credits: 3]
Performance as a catalyst for dialogue into complex cultural issues. Engagement with community members in developing performance advocacy.

CMST318 Argumentation and Advocacy [Credits: 3]
Construction and critique of reasoned discourse and advocacy.

CMST319 Introduction to Rhetorical Theory [Credits: 3]
Theory and literature of rhetoric from classical to modern times. Nature and scope of rhetoric applies to issues and problems in human affairs.

CMST320 Communication in Families and Intimate Relationships [Credits: 3
Communication patterns between individuals involved in ongoing, intimate relationships. Family interactions and related topics such as nonmarital cohabitation and long-distance relationships. *Pre-Requisite(s):* CMST220

CMST321 Communication and Interpersonal Conflict [Credits: 3]
Theories and methods of managing interpersonal conflict which emphasize collaborative communication.

CMST322 Mediated Interpersonal Communication [Credits: 3]
How new communication technologies, such as social media, affect human communication processes and outcomes in personal, social, and professional relationships.

CMST324 Gender and Communication [Credits: 3]
How human communication shapes and is shaped by gender and culture. Techniques to change oppressive feminine and masculine communication strategies.

CMST330 Intercultural Communication (Diversity) [Credits: 3]
Application of theories related to communicating with persons from different cultures.

CMST338 Communication and Culture: U.S. and World Regions [Credits: 3]
Cultural and communication patterns in a specific region of the world with comparison to U.S. patterns. Regional focus will vary.

CMST339 Problems in Intercultural Communication [Credits: 3]
Intercultural issues analyzed from Western and non-western perspectives.

CMST340 Teams, Innovation, and Communication [Credits: 3]
Theory and research on team processes. Participation in and leading of teams.

CMST341 Communication in the Workplace [Credits: 3]
Theoretical understanding of the contemporary workplace as a system of human forces and communication. Interpersonal communication skills for productive worklife. Professional presentations.

CMST399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CMST402 Special Topics in Communication Studies [Credits: 1.00-3.00]
Discussions and readings in advanced speech topics. A specific topic will be listed each time offered.

CMST403 Methods of Inquiry in Communication Studies [Credits: 3]
A writing intensive study of qualitative, quantitative and critical research methods. *Pre-Requisite(s):* ENGL191

_____

CMST404 Ethics in Human Communication [Credits: 3]
Ethical issues in public and private human communication.

CMST410 Contemporary Issues in Performance Studies [Credits: 3]
Variable content stressing methods, theories, and subjects in contemporary performance studies, such as performance criticism, performance and gender, performance art, performance and culture, performance of selected literary genres. Specific topics to be announced. May be repeated. Lab.

CMST411 Critical Approaches to Public Communication [Credits: 3]
Rhetorical criticism of public communication and popular culture, such as speeches, news coverage, and entertainment.

CMST412 Theories of Persuasion [Credits: 3]
Persuasion theories applied to selected communication contexts.

CMST420 Advanced Seminar in Relational Communication [Credits: 3]
Topics concerning the interaction between communicative practices and the construction and evolution of relationships and communities.

CMST428 Theory and Practice of Mediation [Credits: 3]
Theory and practice of mediation and conflict management. *Pre-Requisite(s):* CMST321

CMST429 Theories of Third Party Intervention [Credits: 3]
Theory and practice of third party intervention into interpersonal conflict. *Pre-Requisite(s):* CMST428

CMST439 Intercultural Communication for the Global Workplace [Credits: 3]
Theories and principles of intercultural communication applied toward working effectively in international contexts. Cultural synergy in global work contexts. Major intercultural communication challenges for service abroad. *Pre-Requisite(s):* CMST330

CMST441 Organizational Communication [Credits: 3]
Nature and flow of communication in modern organizations through applied theory, diagnosis and problem-solving skills.

CMST444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

CMST448 Communication and Contemporary Leadership [Credits: 3]
Education for reflective leadership from the perspective of communication and rhetorical theory. Theoretical concepts of leadership and followership, skill development, research and critique.

CMST452 Teaching Communication Studies [Credits: 3]
Materials and methods for curricular and co-curricular teaching in the secondary schools. Course is designed for students completing the Communication Arts and Literature teaching major.

CMST455 Communication Arts and Literature Practicum and Field Experience [Credits: 3]
Practicum and field experience for Communication Arts and Literature majors. *Pre-Requisite(s):* ED300

CMST460 Health Communication [Credits: 3]
Communication theory and practice in health care contexts.

CMST461 Current Trends in Health Communication [Credits: 3]
Discussion of communication topics related to specific health care contexts featuring a variety of speakers from the local health care community.

CMST491 Undergraduate Assistantship [Credits: 3]
Assisting in a 100/200 level course in Communication Studies.

CMST499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CMTY194 Community and Democratic Citizenship [Credits: 3]
The role of community in the United States, and the relationship between community, active citizenship and civic engagement. Issues of diversity and sustainable communities.

CMTY195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

CMTY200 Cities, Suburbs, and Small Towns [Credits: 3]
Explores the social, economic, historical, and architectural dimensions of urban areas and urbanism. Focus is on problems, issues, alternatives, and policies that shape urban form and human societies globally and in the U.S.

CMTY222 Diversity in the American Experience (Diversity/RIS) [Credits: 3]
Interdisciplinary exploration of selected aspects of the culture and experiences of women and minority groups within the U.S. Focus on developing a theoretical and practical understanding of the concept of diversity as it relates to the American experience.

CMTY299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CMTY333 Studying Communities [Credits: 3]
Research on sustainable communities. Skills and techniques, models, and theoretical and ethical issues of studying community from the perspective of sustainability. Students will design, develop, and implement a community-based research project.

CMTY350 Community Development Theory, Practice and Ethics [Credits: 3]
Common planning methods, programs, and ethical considerations framing the practice of importance to planners and development practitioners.

CMTY354 Planning for Equity, Diversity, and Social Justice [Credits: 3]
The role of urban planning through the lens of equity, diversity, and social justice emphasizing the role of planners in expanding choice and opportunity for all persons. Special attention is given to planning processes aimed to the needs of the disadvantaged and the promotion of racial and economic integration.

_____

CMTY363 Downtown Development [Credits: 3]
Downtown revitalization in terms of design, preservation, organization, promotions, and economic restructuring using the Main Street Approach.

CMTY367 Housing Policies and Programs [Credits: 3]
Theoretical and practical issues regarding housing policies and programs in the United States.

CMTY369 Transportation Planning in Communities [Credits: 3]
Multi modal transportation systems (pedestrians, bicycles, automobiles, and mass transit), community impacts (traffic congestion, environmental, energy, economic, social, safety, parking) benefits, and strategies.

CMTY395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

CMTY399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CMTY410 Educational Tours [Credits: 1.00-6.00]
Tours taken under supervision of the university. Exact nature of course will be defined by the department involved and approved by the vice president for academic affairs. Considered residence credit.

CMTY422 Land Use Planning and Zoning [Credits: 3]
Basic and advanced tools, applications, and frameworks of contemporary land use planning and zoning in the United States.

CMTY444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

CMTY450 Community Heritage [Credits: 3]
American shaped environment from colonial period until present. Will focus on meanings of prototypical building forms and analyze key roles a community's shaped environment can play in healthy community development.

CMTY451 Community Design [Credits: 3]
Will examine meaning of design, forces affecting quality of natural and built environments, basic design elements and role of design professional.

CMTY452 Environmental Planning [Credits: 3]
Theory, tools, principles and techniques, policy, regulation, and socio/economic impacts on communities emphasizing sustainable development, land use, economic growth, transportation, and environmental impact and mitigation issues.

CMTY454 Regional Planning [Credits: 3]
Comparative regional planning. Economic distribution and ideological differences. Topical. Integrated Lab.

CMTY464 Local Economic Development [Credits: 3]
Context, theory, process, and practice of local economic development policies for communities.

CMTY466 Issues in Community Studies [Credits: 3]
A seminar on a special topic or issue in Community Studies. May be repeated under different topics.

CMTY495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

COLL110 Reading and Study Strategies [Credits: 2]
Application of problem solving strategies, study strategies, notetaking and test taking to enhance individual learning experiences and to prepare for examinations in college course work.

COLL111 Career Planning [Credits: 2]
Exploration of interests, values, abilities, personality, and goals as they relate to educational and career planning. Self-assessment, major and career information research, decision-making, workplace trends, resume writing, job searching skills, and career management.

COLL120 Power Reading [Credits: 2]
Instruction and practice in strategies to enhance critical reading and reading flexibility through the application of efficient comprehension strategies and vocabulary development.

COLL150 Discovering the College Experience [Credits: 2]
Student behaviors, attitudes, skills and information to achieve college success. Topics include time management, goal setting, academic programs and advising, student services and resources, relationships and health. Format includes interactive exercises, guest lectures and application assignments. Not for credit if Coll 121 or ESL 150 completed.

COLL195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

COLL199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

COLL495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

COLL499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

_____

CONS1001 Non-MnSCU Consortium (lower) [Credits: 1.00-16.00]
Non-MnSCU Consortium (lower) *Pre-Requisite(s):* CPL13

CONS3001 Non-MnSCU Consortium (upper) [Credits: 1.00-15.00]
Non- MnSCU Consortium (Upper)

CPSY101 Applying Psychology [Credits: 3]
Applications of psychological principles to self and society as used in specialty areas. Overview of personal growth issues.

CPSY262 Human Growth and Development [Credits: 3]
A life-span approach to growth and development; physical, intellectual, emotional, and social phases as related to total growth.

CPSY280 Brain and Behavior [Credits: 3]
Structure of the brain and nervous system and how the brain impacts behavior. Emphasis on applications to learning, behavior, addiction, and mental health.

CPSY323 Introduction to Counseling Theory and Practice [Credits: 3]
Client-centered, family systems, psychoanalytic, and cognitive-behavioral counseling approaches. Role of values, culture, ethnicity, and gender in helping relationships.

CPSY325 Helping Skills [Credits: 3]
Principles and theories of individual interviewing and group processes. Knowledge of clients and human service situations through observation, role playing and coached clients. *Pre-Requisite(s):* CPSY323

CPSY326 Field Work [Credits: 3]
Special arrangement with supervising professor, department chairperson, and field supervisor.

CPSY327 Group Process and Practice [Credits: 3]
Group dynamics including management and facilitation of groups in psychological settings. *Pre-Requisite(s):* CPSY325

CPSY330 Principles of Behavior [Credits: 3]
An introduction to behavior principles with emphasis on the experimental and applied analysis of behavior. Lab.

CPSY361 Introduction to Educational Psychology [Credits: 3]
Psychological theories, principles, and research applied to the educational settings, including measurement, standardized tests, instrument construction, and evaluation and assessment of student learning. *Pre-Requisite(s):* CPSY262

CPSY362 Educational Measurement and Test Construction [Credits: 3]
Principles of measurement, interpretation of standardized tests, construction of teacher-made achievement tests, evaluating and grading outcomes of learning.

CPSY376 Research Methods in Community Psychology [Credits: 3]
Read, understand, and critically evaluate research in Community Psychology. Analyze research methodologies. *Pre-Requisite(s):* STAT219

CPSY384 Cultural Competence in Human Services (Diversity/RIS) [Credits: 3]
The nature, extent, and causes of individual and group differences; the methodological problems of measuring human differences.

CPSY399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CPSY400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

CPSY402 Professional Issues in Addiction [Credits: 3]
Screening, assessment, treatment planning, case management, crisis intervention, client and community education, professional and ethical responsibilities in addictions treatment. Graduate level project required.

CPSY404 Adult Children of Alcoholic and Other Dysfunctional Families [Credits: 3]
Adults from dysfunctional families of origin, especially alcoholic; assessment and treatment; healthy adult and family system functioning vs. unhealthy patterns.

CPSY419 Professional and Scientific Ethics in Psychology [Credits: 3]
Ethical standards for psychologists as set by national and state associations, organizations, agencies, courts, and legislative bodies.

CPSY428 Psychodynamics of the Family Relationships [Credits: 3]
Psychological interrelationship during developmental stages of life and role of the community psychologist. Focus on family as a system, the family life cycle and the dynamics of family relationships. Provides solid foundation for individual decisions in partner selection, interactions in committed relationships, and parenting.

CPSY430 Seminar [Credits: 3]
Selected topic in psychology.

CPSY433 Applied Behavior Analysis I [Credits: 3]
Behavior analysis in applied settings. Design, implementation, and evaluation of behavior analysis procedures. *Pre-Requisite(s):* CPSY330

CPSY434 Applied Behavior Analysis II [Credits: 3]
Advanced applied behavior analysis techniques. Design, assessment, and evaluation of behavior change procedures. Current issues.

CPSY436 Behavioral Supports [Credits: 3]
Behavior analytic supports and systems. Current techniques and research, clinical applications, ethics and future directions.

CPSY437 Foundations of Addictions [Credits: 3]
Overview of alcohol and drug counseling focusing on the transdisciplinary foundations of addiction counseling and providing an understanding of addiction theories, the continuum of care and the process of change. Graduate level project required.

CPSY438 Multicultural Considerations in Addiction Counseling [Credits: 3]
Effects of chemical use, abuse, addictions and dependency. Evidence based consultation and chemical dependency counseling with adolescents, women, elderly, Native Americans and other culturally diverse populations. Graduate project required.

CPSY439 Diagnosis, Intervention and Treatment of Addictions [Credits: 4]

_____

Screening, intake, assessment, diagnosis, intervention, treatment planning, outcomes, reporting and documentation. *Pre-Requisite(s):* CPSY437

CPSY441 Experimental Analysis of Behavior [Credits: 3]
Basic behavioral processes, principles, and theories describing behavior patterns. Quantitative analysis of behavior, experimental preparations, and basic behavior measurement.

CPSY444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

CPSY445 Chemical Dependency Internship [Credits: 3.00-12.00]
Supervised chemical dependency clinical experience.

CPSY446 C/D Internship [Credits: 12]
Arranged by contract with field supervisor, college supervisor, and students in Chemical Dependency Program. Should be established semester prior to experience. Credits awarded are determined by clock hours involved. *Pre-Requisite(s):* CPSY445

CPSY484 Psychopharmacology and Addictions [Credits: 3]
Pharmacology and dynamics of addictions, effects of drugs on behavior, emotion and cognition. Prescription and recreational drug overview. Graduate level project required.

CPSY495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

CPSY499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CSCI169 Computers in Society [Credits: 3]
History, moral and social implications of computer technology, problem solving, extensive hands-on microcomputer experience involving software packages (including word processing, database management, spreadsheets).

CSCI172 Introduction to Linux/Unix [Credits: 1]
Linux/Unix operating system environment: file system, command line instructions and execution commands, process control, shell scripts.

CSCI200 Elements of Computing [Credits: 3]
Web markup languages (e.g. HTML). Problem-solving strategies, top-down design, and computer algorithms. Files and editing. Documentation and testing. Control structures, input and output, and functions, using a web scripting language (e.g. JavaScript). Introduction to Boolean functions and circuits. Social considerations. Lab. *Pre-Requisite(s):* MATH196 or MATH115 or MATH072 or MATH112 or MATH106

CSCI201 Computer Science 1 [Credits: 4]
Data abstraction, elementary data structures, library classes, pointers and files. Sorting and searching. Error handling and recovery. Time and space analysis of algorithms. Standard representations (e.g. UML) of classes and objects. *Pre-Requisite(s):* MATH112 or MATH113 or MATH115 or MATH221 or MATH222, CSCI200 or ECE102 or CNA267 or CYB267 or GENG102 or MATH252 or IS345

CSCI220 Computer Architecture I [Credits: 4]
CPU architecture, number systems, digital circuit design, assembly language programming, VHDL programming. Lab. *Pre-Requisite(s):* CSCI200 or CSCI201, MATH113 or MATH115 or MATH211 or MATH221 or MATH222

CSCI299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CSCI300 Group Work for Computer Science Projects [Credits: 1]
Group-based development principles for computer science projects. *Pre-Requisite(s):* CSCI201

CSCI301 Computer Science 2 [Credits: 4]
Recursion and recurrence. Trees, binary trees, 2/3 trees, directed and undirected graphs, searching and sorting, program layering. Sequential file processing, indexed files, and hashing techniques. *Pre-Requisite(s):* CSCI201, MATH113 or MATH115

CSCI310 Introduction to Operating Systems [Credits: 3]
Multiprogramming operating systems concepts, system structures, functions, and services. Process scheduling and synchronization. Primary storage management. Secondary storage organization, directory and file management concepts. Access and information security. Performance analysis. *Pre-Requisite(s):* CSCI301, CSCI220 or ECE320 or SE450

CSCI311 Systems Programming [Credits: 2]
System calls for process creation, destruction, management and synchronization, and file and directory management. Operating systems implementation and installation. *Pre-Requisite(s):* CSCI310

CSCI312 Fundamentals of Distributed Systems [Credits: 3]
Systems programming, distributed systems fundamentals, processes, threads, and synchronization. *Pre-Requisite(s):* CSCI310, CSCI320 or ECE323

CSCI320 Computer Architecture 2 [Credits: 4]
Design of arithmetic and sequential circuits, instruction sets, and CPU controllers. Memory organization, pipelined processors, and I/O interface. Advanced assembly language programming. Lab. *Pre-Requisite(s):* CSCI220, MATH271

CSCI330 Programming Language Concepts [Credits: 3]
Survey of several high-level languages, their compilers and inherent data structures. Formal description of high-level languages. *Pre-Requisite(s):* CSCI301

CSCI331 Software Systems [Credits: 3]
Problem solving strategies and concepts applied in the context of issues associated with the design and implementation of software systems using a combination of current software packages/environments. Subjects addressed include file processing, data modeling and mapping to storage structures, data base systems, and software design and implementation. *Pre-Requisite(s):* CSCI301, CSCI220 or ECE220 or SE450

_____

CSCI332 Computing Ethics [Credits: 3]
Issues of software reliability and risk, private property, gender, minority, multicultural perspectives, privacy, the effect of value systems on computer science. Issues of computer ethics affecting individuals and society. *Pre-Requisite(s):* CSCI310, CSCI320, CSCI330, CSCI331 or CNA425, CNA433, CNA438 or CYB338, CYB301, CYB433

CSCI334 Communication for Computing Sciences [Credits: 1]
Oral and written communication in the context of the computing sciences. Intended to be taken in the penultimate semester of the program. *Pre-Requisite(s):* CSCI331

CSCI361 Introduction to Scripting Programming [Credits: 3]
Writing scripts using shell scripting and R scripting. Shell and R scripting basics and environment, arithmetic, decision making and repetition control structures, arrays, functions. *Pre-Requisite(s):* CSCI201

CSCI399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

CSCI400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

CSCI402 Introduction to the Theory of Computation [Credits: 3]
Regular languages, finite-state automata, context-free languages, grammars, push-down automata, Turing machines, Church's thesis, the halting problem and computability. *Pre-Requisite(s):* CSCI320, MATH271 or CSCI320, MATH304

CSCI404 Design and Analysis of Algorithms [Credits: 3]
Computing time functions; maximum, minimum and average computing time of various algorithms. *Pre-Requisite(s):* CSCI331, MATH271

CSCI406 Formal Methods [Credits: 3]
Formal methods for specification, validation and verification in software development life cycle. Specification techniques. Formal methods integration with programming languages. Application of formal methods in requirements and safety analysis, testing, software reuse. Lab. *Pre-Requisite(s):* CSCI330, MATH271

CSCI411 Database Theory and Design [Credits: 3]
Principles of database systems, theory of relational databases, design techniques, concurrency control and recovery, object-oriented systems. *Pre-Requisite(s):* CSCI331 or CSCI301, SE240

CSCI413 Computer Networks [Credits: 3]
Computer network architecture. The OSI seven-layer reference model and communication protocols. Network services. Projects for current applications. *Pre-Requisite(s):* CSCI311

CSCI414 Platform-Based Development [Credits: 4]
Networking, security, and performance issues on a modern platform, graph architectures and NOSQL techniques. Develop an NOSQL application. Integrated Lab. *Pre-Requisite(s):* CSCI310, CSCI331

CSCI415 Computer Security [Credits: 3]
Cryptography, network security and system security. Cryptographic methods, key distribution, and protocols for authenticated and confidential communications. Network and system security. *Pre-Requisite(s):* CSCI310, MATH271, MATH312

CSCI430 Object-Oriented Software Development [Credits: 3]
Techniques for identifying and specifying objects, object classes and operations in designing software. Development of a major project using object-oriented analysis, design and programming techniques. *Pre-Requisite(s):* CSCI331 or CSCI301, SE240

CSCI440 Introduction to Artificial Intelligence [Credits: 3]
Heuristic versus deterministic methods, game playing programs, theorem proving programs, decision making programs. *Pre-Requisite(s):* MATH271, CSCI330 or CSCI331

CSCI441 Neural Networks [Credits: 3]
Natural and artificial neural networks. Back propagation, conjugate gradients, cascade-correlation training methods, associative memory. Self-organizing nets, adaptive resonance nets, Hopfield nets, constraint satisfaction networks. Design and applications. *Pre-Requisite(s):* CSCI320

CSCI442 Expert Systems [Credits: 3]
Theory and applications of expert systems. Knowledge acquisition and representation. Inference techniques. An expert system language. Design and evolution of expert systems. *Pre-Requisite(s):* CSCI301

CSCI443 Evolutionary Computation [Credits: 3]
Population-based search heuristics inspired by biological evolution. Representations and operators. Specifying parameter values. Hybridization with local search and other search strategies. Constraint handling. Theory. *Pre-Requisite(s):* CSCI301, MATH271

CSCI444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. *Pre-Requisite(s):* CSCI301, CSCI310 or CSCI320, CSCI330 or CSCI331

CSCI450 Computer Graphics Applications and Algorithms [Credits: 3]
Technology and techniques for generating graphics, transforms for viewing and manipulation of objects, perspective projection, color, light, and texture models. Animation and specialized graphics algorithms. Integrated Lab. *Pre-Requisite(s):* CSCI301, MATH327 or MATH312

CSCI481 Gaming Project [Credits: 3]
Computer game development using current technology and game development methods.

CSCI490 Practicum in Computer Science [Credits: 1.00-2.00]
Supervised programming for various departments.

CSCI495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

CSCI499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

_____

CSD130 Introduction to Human Communication Disorders (Diversity) [Credits: 3]
Communication disorders in children and adults; their incidence and effect on the individual and community.

CSD171 American Sign Language [Credits: 3]
Deaf culture and the development/role of American Sign Language. Acquisition of receptive skills and expressive use of American Sign Language.

CSD220 Phonetics [Credits: 3]
The international phonetic alphabet. The phonemes of the English language from physiological and phonological perspectives. Utilization of the IPA to improve pronunciation skills and understanding American dialects.

CSD271 American Sign Language II [Credits: 3]
Deaf community as a linguistic and cultural group. Acquisition of intermediate receptive and expressive skills in ASL. *Pre-Requisite(s):* CSD171

CSD322 Anatomy and Physiology of the Speech Mechanism [Credits: 3]
Gross anatomy and physiology of the structures and processes related to respiration, phonation, articulation and central nervous system functioning.

CSD326 Hearing and Speech Science [Credits: 3]
Characteristics and measurement of speech production and perception, anatomy and physiology of the auditory mechanism and an introduction to psychoacoustics.

CSD426 Neurological Bases of Speech and Language [Credits: 3]
Neuroanatomy and neurophysiology of speech and language. Speech, language, cognitive, and swallowing disorders associated with different types of brain damage. *Pre-Requisite(s):* CSD322

CSD427 Language and Language Disorders in Adults [Credits: 3]
Typical language and cognition in adults, aging effects and the nature of language.

CSD432 Fluency Disorders [Credits: 3]
The nature and causes of disorders of fluency; approaches for assessing and treating fluency disorders.

CSD434 Articulation Disorders [Credits: 3]
Development of articulation in children; factors that enhance or impede development; diagnostic procedures used in articulation assessment; treatment strategies for disorders of articulation. *Pre-Requisite(s):* CSD220

CSD441 Hearing Measurement [Credits: 3]
Causes and effects of hearing disorders, classification of hearing loss, and medical management procedures. Basic audiometric procedures. Laboratory participation and clinical competency demonstration required. *Pre-Requisite(s):* CSD326

CSD442 Audiologic Rehabilitation [Credits: 3]
Effects of hearing loss on language and communication for children and adults. Interpretation of audiological results. Rehabilitation strategies. Audiogram interpretation and intervention planning.

CSD450 Clinical Methods and Procedures [Credits: 3]
Clinical methods and procedures applicable to assessment and intervention strategies in speech-language pathology and audiology. *Pre-Requisite(s):* CSD434

CSD460 Language Development [Credits: 3]
Language concepts, theory, and terminology. Basic principles and parameters of normal language development. Covers prelinguistic, phonological, morphological, syntactic, semantic, and pragmatic areas. *Pre-Requisite(s):* ENGL361

CSD461 Language Disorders: Assessment and Intervention [Credits: 3]
Description of common language disorders. Strategies for assessing linguistic knowledge and usage. Intervention procedures for the remediation of language disorders. *Pre-Requisite(s):* CSD460 or CSD560

CSD469 Autism Support Strategies and Interventions [Credits: 3]
Characteristics of Autism Spectrum Disorders (ASD) impacting communication.   Strategies and interventions to improve social-communication and behaviors for children with ASD. *Pre-Requisite(s):* CSD460 or CSD468

CYB100 First Year Experience in Cybersecurity [Credits: 1]
Introduction to Cybersecurity and related majors. Career exploration, job search skills, time management, campus resources, and academic advising.

CYB169 Computers in Society [Credits: 3]
History, moral and social implications of computer technology, problem solving, extensive hands-on microcomputer experience involving software packages (including word processing, database management, spreadsheets).

CYB267 Introduction to Programming [Credits: 3]
High-level programming language. Input and output of data, variables, arithmetic expressions, strings, dictionaries, loops, functions, one- and two-dimensional arrays, files I/O, exceptions, recursion and algorithms, introduction to object-oriented programming. Debugging and testing. *Pre-Requisite(s):* MATH112 or MATH115 or MATH211 or MATH212 or MATH221 or MATH222

CYB268 Introduction to Programming Lab [Credits: 1]
Lab to accompany CYB267: Introduction to Programming. Must be taken concurrently with CYB267. *Pre-Requisite(s):* MATH112 or MATH115 or MATH211 or MATH212 or MATH221 or MATH222

CYB270 Operating Systems of Microcomputers [Credits: 3]
General operating systems design and applications. Overview of installation, configuration, operation, and troubleshooting of Windows and Unix operating systems. *Pre-Requisite(s):* CYB267 or CNA267

CYB301 Computer Networks [Credits: 3]
Introduction to the OSI layered network model. Overview of hardware and physical layer. TCP/IP Stack protocols, including IP, ICMP, TCP, UDP, multicasting, and other protocols. Introduction to routing protocols. Structure of the internet, wide area networks, and local area networks. *Pre-Requisite(s):* CSCI201

CYB338 Applied Cryptography [Credits: 3]
Modern symmetric-key ciphers, asymmetric-key cryptography, integrity, authentication, key management, message authentication, digital

signatures, entity authentication, application-layer security, SSL and TLS, IPSec. *Pre-Requisite(s):* CYB267 or CNA267, CYB270 or CNA397, CYB301 or CNA425, CSCI201

CYB428 Defensive Security and Firewalls [Credits: 3]
Protection of the organization. Analysis of the current network. Protecting the network infrastructure by designing a security plan to guarantee the success of any security controls integrated. Antivirus software, authentication, scanners, sandboxing. *Pre-Requisite(s):* CYB270 or CNA397, CYB301 or CNA425, CYB338 or CNA438

CYB430 Ethical Hacking [Credits: 3]
Introduction to penetration testing. Social engineering, reconnaissance, scanning, enumeration, analysis of vulnerabilities, sniffers, session hijacking and denial of service, IDS, firewalls and honeypots, web servers and web applications, SQL injections, Wi-Fi and mobile security. *Pre-Requisite(s):* CYB301 or CNA425

CYB433 Security Fundamentals and Laws [Credits: 4]
Security design principles, security risk assessment, and management. Threats, attacks, and vulnerabilities. Physical security, devices, and infrastructure. Identity, access, and account management. Incident response, forensics, recovery, governance, and compliance. *Pre-Requisite(s):* CYB270 or CSCI310 or CNA397, CYB301 or CSCI413 or CNA425

CYB444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. *Pre-Requisite(s):* CNA426

CYB451 Network Design & Simulation [Credits: 3]
Designing a hypothetical computer network using simulation and study cases. *Pre-Requisite(s):* CYB267 or CNA267, CYB270 or CNA397, CYB301 or CNA425, STAT239 or STAT417 or STAT353 or STAT242, MATH271

CYB460 Advanced Scripting for Unix and Windows [Credits: 3]
Shell programming in Unix/Linux and PowerShell programming in Windows environments. Commands, tools, filters, and scripting languages. Automation packages, such as Ansible, for provisioning, configuration management, application deployment, orchestration, and other IT processes. *Pre-Requisite(s):* CYB267 or CNA267, CYB270 or CNA397, CYB301 or CNA425

CYB461 Network Administration [Credits: 3]
Installing, configuring, operating, and troubleshooting routed and switched networks. Security threat landscape, device security, device management, and Quality of Service (QoS). *Pre-Requisite(s):* CYB267 or CNA267, CYB270 or CNA397, CYB301 or CNA425

CYB462 System Administration [Credits: 3]
Introduction to system administration. Authentication and authorization, directory services, system management, and system security. Emphasis on enterprise-level systems. *Pre-Requisite(s):* CYB267 or CNA267, CYB270 or CNA397, CYB301 or CNA425

CYB465 Wireless Networks [Credits: 3]
Wireless networking technology, wireless communications, two types of wireless technology/short and long-range, network planning, and wireless network standards and security. Fundamentals of wireless networking and practical aspects of wireless systems. Wireless standards, mobile development platforms, and emerging technologies and concepts covering network security. Design principles and practices, network architectures and protocols, configuration, security, and performance analysis. *Pre-Requisite(s):* CYB267 or CNA267, CYB270 or CNA397, CYB301 or CNA425

CYB475 Cloud Computing [Credits: 3]
Fundamentals of cloud computing. Virtualization of data centers. Cloud platform architecture. Service-oriented architectures. Applying client/server and peer-to-peer computing in clouds. Cloud programming. Cloud security. Current software platform. *Pre-Requisite(s):* CYB267 or CNA267, CYB270 or CNA397, CYB301 or CNA425

CYB495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

CYB499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

DLA195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

DLA199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

EAP101 Listening and Speaking [Credits: 4]
For students who use English as a second or foreign language. Focus on social and academic purposes in four areas: one-on-one communication, discussion, classroom presentations, and lecture note taking. Intermediate level.

EAP102 Reading and Writing I [Credits: 4]
Development of skills in academic reading and writing. Focus on strategies in reading comprehension, paragraph development, and grammar of written English. May be repeated.

EAP150 Cultural Orientation for International Students [Credits: 2]
Social and academic life on a United States (US) campus. Focus on cultural adjustment cycle and strategies that help students integrate themselves in US campus life. Required for international undergraduate students from schools outside the US or Canada. International students who have studied in the US for at least one academic year full-time are exempt. Graduate students are exempt.

EAP151 Administrative Orientation for International Students [Credits: 1]
Administrative procedures and socio-academic realities of SCSU and St. Cloud: immigration law, health services, library services, registration and

_____

advising, security, sexual violence and harassment issues, racism and xenophobia. Required of all entering international students.

EAP195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

EAP201 Listening and Speaking for Academic Purposes [Credits: 4]
Focus on speaking and listening comprehension for academic purposes in four areas: office hour interactions, discussions, classroom presentations, and lecture note taking. Advanced level.

EAP202 Reading and Writing II [Credits: 4]
Development of skills in reading and writing for advanced students. Focus on strategies to improve reading speed and comprehension of academic texts and the development of an essay.

EAST250 Introduction to East Asia (Diversity) [Credits: 3]
The East Asian human experience considered through the social sciences and the humanities.

EAST363 Faculty-Student Seminar-Japan [Credits: 3]
An interdisciplinary study of Japan.

EAST364 Faculty-Student Seminar-China [Credits: 3]
An interdisciplinary study of China.

ECE201 Circuit Analysis I [Credits: 3]
Current variables and elements, resistive circuits, voltage and current laws, techniques of circuit analysis, network theorems, RL, RC and RLC circuits, computer-aided analysis. *Pre-Requisite(s):* MATH221, PHYS234

ECE202 Circuit Analysis II [Credits: 4]
Operation amplifiers, sinusoidal steady-state analysis, AC power, magnetically coupled circuits, Laplace transform methods, frequency response, basic filters, two-port networks, computer-aided analysis. *Pre-Requisite(s):* GENG102, ECE201

ECE210 Embedded System Design Project Management [Credits: 3]
Initial phase, planning, and resources of project management. Schedule, risks, non-technical considerations, desired outcomes, team work and communication, design, implementation, test plan, budget, quality management, delivery, and closeout. Lab.

ECE220 Digital Logic Design [Credits: 4]
Number systems, Boolean algebra, logic gates, combinational circuit, synchronous sequential circuits, and asynchronous sequential circuits, programmable logic and memory devices. Computer aided analysis and simulation. Design. Lab. *Pre-Requisite(s):* ECE102 or GENG102

ECE290 Undergraduate Research in Electrical and Computer Engineering [Credits: 1.00-3.00]
Investigation of a research problem in Electrical and Computer Engineering, focusing on problem formation and initial research. *Pre-Requisite(s):* GENG102, ECE201, ECE220

ECE301 Signals and Systems [Credits: 4]
Time and frequency analysis. Continuous and discrete time signals, linear time invariant systems, Laplace transform, Fourier analysis, z-transforms, continuous and discrete filters. Computer simulations. Lab. *Pre-Requisite(s):* ECE202, MATH327

ECE314 Digital Electronics [Credits: 4]
Review of linear circuits, Operational Amplifier, Solid state electronics, Diodes and applications, Three terminal devices, Basic three terminal device applications, Digital electronics, CMOS logic design, Bipolar logic design. Computer simulation. Lab. *Pre-Requisite(s):* ECE201, ECE220

ECE316 Analog Electronics [Credits: 4]
Analog systems, small signal modeling and linear amplification, and single transistor amplifier, filters, feedback and stability, multistage amplifiers, advanced op-amps, filters and oscillators, analog and digital integrated circuits. Computer simulation. Design. Lab. *Pre-Requisite(s):* ECE202, ECE314

ECE320 FPGA Based Digital Circuit Design [Credits: 4]
Register-based design, state machines, hardware description language, FPGA (Field Programmable Gate Array) architecture and design, elementary computer architecture. Computer aided analysis and simulation. Lab with design emphasis, FPGA implementation and applications. Lab. *Pre-Requisite(s):* ECE102 or GENG102, ECE220, ECE201, CSCI201

ECE323 Introduction to Microprocessors [Credits: 4]
Computer organization, microprocessors, assembly and high-level language programming. Parallel and serial interfaces, interrupts, analog-to-digital, digital-to-analog, and single board microprocessor based design. Labs with design emphasis. *Pre-Requisite(s):* ECE320

ECE390 Junior Undergraduate Research [Credits: 1.00-3.00]
Investigation of a research problem in Electrical and Computer Engineering, focusing on solution design and prototyping.

ECE391 Engineering Electromagnetics [Credits: 4]
Static and time varying electric and magnetic fields, Maxwell's equations, uniform plane waves, transmission lines, waveguides and antennas. Computer Simulations. Lab. *Pre-Requisite(s):* ECE202, MATH320 or MATH321 or PHYS346

ECE411 Advanced Analog Electronics [Credits: 3]
Design of dc-dc and dc-ac power converters using diodes, power transistors, and thyristors. Line frequency diode rectifiers, phase controlled rectifiers and inverters, switch mode converters and inverters, and resonant converters. Computer simulations. Additional project for graduate credit. *Pre-Requisite(s):* ECE314

ECE412 Electrical Machines and Power Systems [Credits: 3]
Electrical Machines and Power Systems Fundamentals of Electricity, Magnetism, and Circuits, Electrical Machines and Transformers, Generation, Transmission, and Distribution of Electrical Energy. Lab. *Pre-Requisite(s):* ECE314

ECE421 Computer Architecture and Design [Credits: 3]
Organization at the register level of a single processor computer. Hardware description language, computer interconnection structures, mainframe memory organization, introduction to advanced architecture. Design projects and a project paper. Additional project for graduate credit. *Pre-Requisite(s):* ECE323

_____

ECE422 Microcontroller System Design [Credits: 3]
Internal structure and operation of different types of microcontrollers. Design methodology for their use. Applications, software and hardware. Labs and design projects. Additional project for graduate credit. *Pre-Requisite(s):* ECE323

ECE423 Computer Network Architecture [Credits: 3]
Data communication basics, network architecture and protocols, fundamentals of computer and communications networks, network simulation and analysis. Special emphasis on hardware. Labs with design emphasis. Additional projects for graduate credit. *Pre-Requisite(s):* ECE323

ECE440 Seminar [Credits: 1.00-3.00]
Lectures, readings, discussions on current topics. May be repeated on different topics for a maximum of 6 credits.

ECE444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

ECE452 Digital Control Systems [Credits: 3]
Analysis and design of discrete-time systems and compensators, state-space approach, implementation of digital control systems. Other topics might include: fuzzy logic, adaptive filtering and non-linear systems. Additional project for graduate credit. Lab. *Pre-Requisite(s):* ECE301, ECE314

ECE461 Senior Design Project [Credits: 3]
One semester of the capstone experience, small group design project in Electrical or Computer Engineering. Written reports and oral presentations. *Pre-Requisite(s):* STAT417, ENGL191, CMST192, ECE322, ECE323, ECE301 or STAT417, ENGL191, CMST192, ECE323, ECE301, ECE312 or STAT417, ENGL191, ECE302, ECE301, ECE312

ECE462 Senior Design Project [Credits: 3]
One semester of the capstone experience, small group design projects in Electrical or Computer Engineering. Written reports and oral presentations. *Pre-Requisite(s):* ENGL191, CMST192, STAT417 or CSCI331, CSCI310

ECE471 Digital Signal Processing [Credits: 3]
Components of DSP system, discrete-time signals and z-transform, Fourier analysis (FFT), FIR and IIR filter design methods, and quantization effects. Computer projects and simulations. Additional project required for graduate credit. *Pre-Requisite(s):* ECE301, ECE323

ECE473 Neural Networks [Credits: 3]
Neural network technology overview, back propagation, conjugate gradient, and cascade-correlation training methods, associative memory, self-organizing nets, adaptive resonance theory net, Hopfield net, constraint satisfaction networks, application and design. Additional project required for graduate credit. *Pre-Requisite(s):* ECE471

ECE482 Design of Integrated Circuits [Credits: 3]
Design, and fabrication of integrated circuits. Semiconductor processing and design rules. Designing logic circuits, sense amplifiers, and clock circuits. Yield improvement. Economic and technological trends. *Pre-Requisite(s):* ECE314

ECE490 Senior Research in Electrical and Computer Engineering [Credits: 1.00-3.00]
Investigation of a research problem in Electrical and Computer Engineering, focusing on problem resolution and final concept. May be repeated for a maximum of 6 credits.

ECON110 Personal Finance [Credits: 3]
Analysis of personal finance decisions with emphasis on measuring and comparing benefits, costs, and other economic information using mathematical computations, and interpreting those results. *Pre-Requisite(s):* MATH072

ECON195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

ECON201 Introduction to Economics [Credits: 3]
Basic economic concepts and an overview of current economic issues. Cannot be taken after 205 or 206.

ECON205 Principles of Macroeconomics [Credits: 3]
Economic decision-making, market processes, measurement and determination of aggregate prices and employment, money and banking process, fiscal policy, and monetary policy. May be taken before or after 206.

ECON206 Principles of Microeconomics [Credits: 3]
Economic decision-making, marginal analysis, consumer and producer behavior in markets, price and output under different market structures, input markets, and policy analysis. May be taken before or after 205.

ECON350 Economics of Developing Countries (Diversity) [Credits: 3]
Economic development and policy issues in developing countries.

ECON399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ECON400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

ECON405 Intermediate Macroeconomics [Credits: 3]
Functioning of the economy as a whole. Determinants and interrelation of the economy's aggregate production, inflation, unemployment, economic growth, business cycles, and monetary/fiscal policies. *Pre-Requisite(s):* ECON205, ECON206, MATH222 or MATH106 or MATH196 or MATH112 or MATH115 or MATH211 or MATH212 or MATH221

ECON406 Intermediate Microeconomics [Credits: 3]
Economic processes in the free enterprise system; determination of price, output, and factor services in different market structures. *Pre-Requisite(s):* ECON205, ECON206, MATH222 or MATH106 or MATH196 or MATH112 or MATH115 or MATH211 or MATH212 or MATH221

ECON417 Managerial Economics [Credits: 3]
Economic analysis of decision-making. Demand, cost, capital, and profit analysis. *Pre-Requisite(s):* STAT219 or IS242 or STAT229 or STAT242 or STAT239, ECON205, ECON206

ECON442 Law and Economics [Credits: 3]
Laws' effects on market and non-market behavior emphasizing the theory of externalities. Contract law, property rights, tort law, and public choice theory.

ECON444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

ECON460 Public Finance [Credits: 3]
The role of government in the economy: public revenues and expenditures, tax structure, inter-governmental fiscal relations, fiscal policy, and public debt management. *Pre-Requisite(s):* ECON205, ECON206

ECON461 Public Economics: State and Local [Credits: 3]
The economics of state and local government. Public projects, tax and revenue structures, and intergovernmental relations, as in Minnesota. *Pre-Requisite(s):* ECON205, ECON206

ECON465 Urban and Regional Economics [Credits: 3]
Analysis of regions, economic development, location theory, central place theory, agglomeration economies. Economic analysis of urban problems: poverty, transportation, housing, crime, intergovernmental relations. *Pre-Requisite(s):* ECON205, ECON206

ECON470 Economic and Business Forecasting [Credits: 3]
Business fluctuations and stabilization policies. Forecasting methods; time series and other regression-based techniques for short and long term forecasting. *Pre-Requisite(s):* ECON205, ECON206, STAT219 or STAT229 or STAT239 or STAT242 or IS242

ECON471 Money and Banking [Credits: 3]
Monetary economics, structure and functioning of commercial banks and other financial intermediaries. The Federal Reserve System and its monetary policy tools, goals, and targets. *Pre-Requisite(s):* ECON205, ECON206

ECON472 Industrial Organization and Public Policy [Credits: 3]
Market structure, firm behavior, and market performance. Public policy toward business via government regulation and antitrust policy.

ECON473 Labor Economics [Credits: 3]
Labor as a factor of production; growth of collective bargaining and labor legislation, and its effects upon society.

ECON474 International Economics [Credits: 3]
Trade models, terms of trade, trade patterns, economic integration, and barriers to trade. Balance of trade/payments, exchange rate determination, capital mobility, and open economy policy coordination. *Pre-Requisite(s):* ECON205, ECON206

ECON478 History of Economic Thought [Credits: 3]
Historical development of economic analysis and of the ideas of major economic thinkers. *Pre-Requisite(s):* ECON205, ECON206

ECON481 Senior Research Seminar [Credits: 3]
Capstone course requiring empirical research paper and presentation using tools of economic analysis. Application and departmental permission required. *Pre-Requisite(s):* ECON405, ECON406, ECON470 or ECON485, IS242 or STAT219 or STAT239 or STAT242

ECON483 Contemporary Economic Problems [Credits: 3]
Solutions of problems arising from growth and development of modern institutions under the free enterprise system.

ECON484 The Economics of Immigration [Credits: 3]
Migration causes, immigration affects on home and destination economies, characteristics of immigrants, and restrictive policies.

ECON485 Introduction to Econometrics [Credits: 3]
Model development and statistical testing procedures, applied economic analysis. Model specification, properties of estimation procedures, statistical inference. *Pre-Requisite(s):* ECON205, ECON206, IS242 or STAT219 or STAT242

ECON486 Introduction to Mathematical Economics [Credits: 3]
Application of mathematical tools to the problems of micro and macro economic theory. *Pre-Requisite(s):* ECON406, MATH221

ECON499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ED195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

ED200 Introduction to Education [Credits: 3]
Will introduce students to the broad field of education including a focus on children and families, the role of the teacher, the role of schools and educational programs in communities and the broader society, history and philosophy of education, educational futures, teacher education knowledge base, and contemporary issues. Includes field experience in area schools.

ED205 Education as a Profession [Credits: 1]
Current trends in the field of education. Licensure requirements, continuous improvement strategies. Creation of a professional teaching identity.

ED300 Teaching in Middle School and High School [Credits: 3]
Role of the teacher in middle level schools and high schools, teaching as a profession, standards for teaching and learning, basic lesson design, technology in education, structure of middle level and high schools, and schools as organizations. Includes a field experience in area schools.

ED303 Planning for Differentiation in K-6 classrooms [Credits: 1]
Differentiation, academic language, lesson planning and classroom environment as components of the edTPA assessment. *Pre-Requisite(s):* ED315

ED305 Curriculum and Instruction for Elementary and Pre-Adolescent Students [Credits: 4]

_____

Organization, structure and processes of classrooms and schools for elementary and early adolescent students. *Pre-Requisite(s):* ED315

ED310 Children's Literature in the Elementary and Middle School Classroom [Credits: 3]
Exploration and evaluation of all types of literature for children and young adults. Includes the promotion of lifelong reading among children through the development of classroom strategies and experiences. *Pre-Requisite(s):* ED200 or CFS200 or SPED200 or ED300

ED315 Primary/Kindergarten Methods [Credits: 3]
Aims, methods, philosophy, continuity of growth problems in kindergarten/primary education. *Pre-Requisite(s):* ED200 or CFS200 or SPED200 or ED300

ED395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

ED399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ED404 Lesson Planning and Learning Assessment in K-6 classrooms [Credits: 1]
Planning for student engagement and learner support, assessment tools, video recording in the classroom, providing useful feedback to learners, expectations within the edTPA assessment. *Pre-Requisite(s):* ED305

ED405 Completing the edTPA for Elementary Education [Credits: 1]
Editing and uploading edTPA materials, assessing use of academic language, assessing utility of academic supports, and assessing feedback provided to learners. Engagements for further growth. *Pre-Requisite(s):* ED420

ED406 Classroom Management K-6 [Credits: 3]
Development of appropriate practices, organization, management in K-6 classroom environments. Emphasis on Community Building, child centered learning and democratic classroom practices. *Pre-Requisite(s):* ED305

ED407 Instructional Mathematics [Credits: 3]
Methodology, assessment, school mathematics programs, the needs of diverse learners, and issues of curriculum, and State and discipline standards in elementary mathematics instruction. *Pre-Requisite(s):* ED305, MATH201, MATH301

ED408 Literacy Instruction in the Elementary School [Credits: 3]
Instructional strategies, program organization and theories of literacy in Reading and Language Arts for elementary school children. *Pre-Requisite(s):* ED305

ED409 Assessment and Integration in Literacy Instruction [Credits: 3]
Advanced Reading and Language Arts instructional methods including literacy across the curriculum and assessment and interventions. *Pre-Requisite(s):* ED408

ED411 Instructional Science [Credits: 3]
Methodology, Assessment, Commercially Available Science programs, the needs of diverse learners, and Issues of Curriculum, and State and Discipline Standards in Elementary Science Instruction. *Pre-Requisite(s):* ED420, SCI226, SCI227

ED412 Instructional Social Studies [Credits: 3]
Methodology, assessment, the needs of diverse learners, approaches to inquiry, and issues of curriculum, purpose and democratic classrooms in elementary social studies programs. *Pre-Requisite(s):* ED305

ED414 Foundations in Education [Credits: 3]
Exploration and critical analysis of education as a political endeavor within particular historical and sociological contexts. *Pre-Requisite(s):* ED420

ED416 Management and Organization of the Classroom [Credits: 3]
Management, organization, and instruction strategies and procedures appropriate to the development needs of students in a K-12 school setting.

ED417 Instructional Methods in Emerging Literacy K-4 [Credits: 4]
Theories of literacy development, instructional methodologies, and assessment tools which creates a literacy curriculum that addresses the needs of diverse learners in the primary grades. *Pre-Requisite(s):* ED200 or SPED200 or CFS200

ED418 Instructional Methods in Math/Sci/SS K-4 [Credits: 3]
Facilitating significant explorations and actions on the world through the use of appropriate mathematical, scientific inquiry and information gathering tools for K-4 teachers. *Pre-Requisite(s):* ED200 or SPED200 or CFS200, MATH201, MATH301, SCI226

ED419 Organization and Management in Kindergarten/Primary Classroom [Credits: 2]
Development of appropriate practices, organization, management in kindergarten/primary classroom environments. Emphasis on child centered learning. *Pre-Requisite(s):* ED200 or SPED200 or CFS200

ED420 Elementary Student Teaching I [Credits: 3.00-6.00]
Supervised teaching for students seeking K-6 or B-3 licensure. *Pre-Requisite(s):* ED305

ED421 Foundations of Education [Credits: 2]
Historical, philosophical, political, ideological, and sociological issues and dimensions of American education. Education in a democracy, issues of equity, constitutional considerations, and development of an educational philosophy. *Pre-Requisite(s):* ED300, CPSY361, HURL497

ED422 Elementary Student Teaching II [Credits: 6.00-9.00]
Supervised teaching for students seeking K-8 licensure. *Pre-Requisite(s):* ED420

ED423 Topics in Education [Credits: 1.00-3.00]
Intensive study of a special topic in education. 1-3 credits. May be repeated up to 3 credits.

ED431 Curriculum, Instruction and Assessment [Credits: 2]
Curriculum, instruction and assessment in the PreK-12 setting. Inclusive and responsive approaches for middle level and high school classrooms. Teacher identity; creating safe learning communities; complex, student-

_____

centered lesson design with varied instruction; interdisciplinary curricula; and authentic assessment. *Pre-Requisite(s):* CPSY361, ED300

ED432 Standards, Curriculum, and Instruction [Credits: 3]
Standards, curriculum processes and instructional strategies within middle and secondary schools. Effective instructional and curricular strategies for teaching in the content area. Planning instructional activities to meet varied learning styles, prior experiences, and student strengths. *Pre-Requisite(s):* ED300

ED434 Technology Integration [Credits: 3]
Ways technology can help learners communicate and collaborate, discussion of learners as consumers, contributors, and creators in a digital age, use of technology to design authentic learning experiences.

ED435 The Learning Environment [Credits: 3]
Educational theories, research, and design principles for meeting the needs of modern learners. Relevant integration of media and technology to enhance the design of learning experiences. Development of skills to understand Social Emotional Learning needs, Assessing for Learning, and Learner Motivation. Recommended to be taken simultaneously with ED 441.

ED436 Teaching Today [Credits: 1]
Communication strategies required for effectively managing a classroom and motivating learners. Classroom implementation plans including analysis of ethical dilemmas.

ED441 Integrating Theory and Practice: Inclusive & Responsive Teaching for All [Credits: 1]
Merging theory and practice for developing inclusive and responsive curriculum, instruction and assessment in the preK-12 setting during an in-depth field experience. Active involvement in classrooms includes working with ESL, special education and/or other historically under-served students. *Pre-Requisite(s):* ED300

ED450 Student Teaching Seminar [Credits: 2]
Teacher candidates will reflect upon and build from their student teaching experiences to become more effective practitioners. Recommended to be taken simultaneously with ED 466 or ED 467.

ED451 Literacy in the Content Areas [Credits: 2]
Literacy applied to content area learning: instructional strategies to develop vocabulary and promote comprehension, assessment techniques to guide instructional planning, and dispositions for content literacy professionals.

ED455 Educational Assessment for Teachers [Credits: 3]
Classroom and school-wide assessment practices including selection and creation of asset-based assessments, methods for evaluating student learning, and non-standardized and standardized testing practices. Best practices for anti-biased assessment development for the use and measurement of student learning and teacher performance within a classroom. *Pre-Requisite(s):* ED432

ED460 Culturally Responsive Pedagogy for K-12 and 5-12 [Credits: 2]
Identity development, culture, community, and personal experiences on student centered classrooms. Differentiated instruction for a culturally and linguistically diverse classroom utilizing modern technology resources. *Pre-Requisite(s):* ED200 or ED300 or CFS200 or SPED200

ED462 Culturally Responsive Pedagogy for K-6 [Credits: 2]
Identity development, culture, community, and personal experiences on student centered classrooms. Differentiated instruction for a culturally and linguistically diverse classroom utilizing modern technology resources. *Pre-Requisite(s):* ED315

ED466 Student Teaching for 5-12 Licensure [Credits: 3.00-12.00]
Supervised teaching for students with majors in Communication Arts and Literature, Health, Mathematics, Sciences, Social Studies and Technology leading to 5-12 licensure. *Pre-Requisite(s):* ED421

ED467 Student Teaching for PreK-12 Licensure [Credits: 6.00-12.00]
Supervised teaching for students with majors in art, languages, music, physical education, and TESL leading to Pre K-12 licensure. *Pre-Requisite(s):* ED421

ED488 Practicum: Undergraduate [Credits: 1.00-16.00]
Observational learning experience. May include supervised work in a single setting.

ED499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

EM499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ENGL184 Introduction to Literature [Credits: 3]
A study of imaginative literature to improve the understanding and increase enjoyment through reading, writing, and discussion. Emphasis on thematic organization, historical period, cultural representation, and type of literature will be option of instructor.

ENGL190 College Composition and Rhetoric: Supplemental [Credits: 4]
Analytical reading, writing, and critical reasoning in various rhetorical situations. Argumentative research project comprising analysis and interpretation of information, texts, and perspectives. Requires an additional hour of tutoring per week.

ENGL191 College Composition and Rhetoric [Credits: 4]
Analytical reading, writing, and critical reasoning in various rhetorical situations. Argumentative research project comprising analysis and interpretation of information, texts, and perspectives. *Pre-Requisite(s):*

ENGL201 Classics of Literature [Credits: 3]
Introduces non-English majors to in-depth study of rich literary traditions of Great Britain, the United States, and/or other nations or cultures; including at least two genres and historical periods. Does not count toward the English major or minor.

ENGL202 Myth, Legend, and Sacred Literatures [Credits: 3]
A study of mythology based on Greek, Roman, other legends in relation to literature. Sacred texts may be included.

ENGL205 Bible as Literature [Credits: 3]
Selections from the Bible that relate to literary traditions of subsequent centuries. Literary forms in the Old and New Testaments (e.g. Psalms and Hebrew poetry).

_____

ENGL215 American Indian Literature (Diversity) [Credits: 3]
Contemporary American Indian literature in poetry, short stories, essays and novels. Consideration of tradition, history and current realities from an Indian viewpoint as well as negative stereotypes and discrimination that Native people face.

ENGL216 African American Literature (Diversity/RIS) [Credits: 3]
Studies in African American literature from the slave narrative to contemporary writers. Content and focus to vary.

ENGL280 Understanding Video Games [Credits: 3]
Academic study of videogames. History, survey, narratives, cultural and social implications of gaming, basic design. Procedural rhetoric and persuasive games.

ENGL291 Introduction to Analytical and Rhetorical Writing (for transfer students) [Credits: 2]
Attention to analytical, argumentative, and research writing. Specific requirements based on individual need. For transfer students who have met at least 50% of English 191 objectives through previous course work in writing. *Pre-Requisite(s):* ENGL100

ENGL295 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

ENGL300 Introduction to English Studies [Credits: 3]
English as a field of study with emphasis on literary and rhetorical analysis. Strategies to interpret and create texts, including poetry, fiction, drama, and essay. Intended to be taken before advanced English courses.

ENGL302 Holocaust Literature [Credits: 3]
Literature of the Jewish Holocaust and its historical context; examines nonfiction writing such as journals and other first-hand accounts as well as fiction, poetry, and essays.

ENGL303 Global and Regional Topics in Literature [Credits: 3]
Literature of a region or nation, excluding the United States and England. May consider a specific period, genre, or theme. May be repeated with a different topic.

ENGL304 Literature and Film [Credits: 3]
Study of literature and film made from that literature. Uses film to define and demonstrate literary techniques and how they are changed and adapted by film.

ENGL305 Lesbian, Gay, Bisexual, Transgender Literature (Diversity) [Credits: 4]
Literary representations of LGBT and other non-dominant sexualities, gender identities, and relationships. Particular attention to literary strategies and theoretical approaches in historical and social context.

ENGL306 Rhetoric in Popular Culture [Credits: 3]
Rhetorical influences of popular culture; critical interpretation and analysis of print, digital, and visual texts; multi-media technologies; and organizational systems.

ENGL308 Introduction to Rhetorical Theories [Credits: 4]
Classical and modern rhetorical theories and concepts applied to contemporary cultural contexts and rhetorical situations. Critical approaches to analyzing historical, popular or scholarly written, visual and multi-modal texts.

ENGL311 American Literature: 1830-1900 [Credits: 4]
Studies in American literary and rhetorical traditions and movements from the early nineteenth-century to 1900.

ENGL321 British Literature: Medieval [Credits: 3]
The emergence of literary traditions from Beowulf through the fifteenth-century, with special emphasis on Chaucer.

ENGL322 British Literature: Renaissance [Credits: 4]
Literature of the sixteenth-century and the seventeenth-century to the Restoration, concentrating on poetry, drama, and selected prose works in their historical and cultural contexts.

ENGL323 Shakespeare I [Credits: 3]
The histories, comedies, and tragedies.

ENGL327 British Literature: Victorian [Credits: 4]
Literary works, historical and cultural context, and criticism of novelists, poets, and essayists of the Victorian age, such as Dickens, G. Eliot, Hardy, Tennyson, and Arnold.

ENGL328 British Literature: Modern and Contemporary [Credits: 4]
Literary works, historical and cultural contexts, and criticism of novelists, poets, essayists, and playwrights of twentieth century Great Britain, such as Joyce, Woolf, Yeats, Eliot, Lessing, and Stoppard.

ENGL331 Advanced Academic Writing [Credits: 4]
Multiple definitions, purposes, audiences, genres and ethics in academic writing; relationship to workplace and civic writing. Historical and theoretical assumptions. Writing practice in various written and electronic genres. *Pre-Requisite(s):* ENGL190 or ENGL191 or ENGL198 or ENGL291 or HONS160

ENGL332 Writing for the Professions [Credits: 4]
Rhetorical situations, purposes, audience and ethical issues in workplace writing genres. Collaboration processes, layout/format conventions, clarity and correctness. May include oral presentations, usability testing, portfolios. *Pre-Requisite(s):* ENGL190 or ENGL191 or ENGL198 or ENGL291 or HONS160

ENGL333 Advanced Civic Writing [Credits: 4]
Review of rhetorical theory. Purposes, audiences, ethical issues in various writing and electronic genres related to political/civic engagement. Attention to conventions of style, layout and format, clarity and correctness. *Pre-Requisite(s):* ENGL190 or ENGL191 or ENGL198 or ENGL291 or HONS160

ENGL334 Grammar and Style in Writing [Credits: 3]
Writing about current issues with an emphasis on learning to recognize and describe grammar and the parts of speech; designed to prepare students for writing, tutoring, and teaching. *Pre-Requisite(s):* ENGL190 or ENGL191 or ENGL198 or ENGL291 or HONS160

ENGL341 Creative Writing: Nonfiction [Credits: 4]
Principles, practices and purposes of nonfiction creative writing,

including focused reading and analysis of relevant nonfiction prose. *Pre-Requisite(s):* ENGL190 or ENGL191 or ENGL198 or ENGL291 or HONS160

ENGL342 Creative Writing: Fiction [Credits: 4]
Practice of fiction writing. Description, dialogue, and characterization in the complete short story. Reading of contemporary fiction as models. *Pre-Requisite(s):* ENGL190 or ENGL191 or ENGL198 or ENGL291 or HONS160

ENGL343 Creative Writing: Poetry [Credits: 3]
The writing of poetry at the beginning level. *Pre-Requisite(s):* ENGL191 or ENGL190 or ENGL198 or ENGL291 or HONS160 or HONS161 or HONS163 or TH198 or ART198

ENGL344 Creative Writing: Screenwriting [Credits: 3]
Introduction to writing scripts for film. Analysis of successful screenplays. Writing and revision of original screenplays.

ENGL351 Introduction to Language Arts Pedagogy Theory [Credits: 3]
Theory, pedagogy, and practice: rhetorical situations, composition, literature, and languages applied to 5-12 grade teaching. Initial preparation for field experiences/student teaching and licensure. Demonstrate development through portfolio.

ENGL353 Introduction to Writing Center Theory and Practice [Credits: 4]
Writing center scholarship and pedagogy: literacy theory, composition theory, history of individualized writing instruction; diversity and politics of literacy education; development of reflective tutoring practices. Required of all undergraduate students seeking employment as coaches in the writing center. *Pre-Requisite(s):* ENGL190 or ENGL191 or ENGL198 or ENGL291 or HONS160

ENGL361 Introduction to Linguistics Systematic Study of Language [Credits: 4]
Systematic study of language: nature and acquisition of language; linguistic analysis of sound patterns; word and sentence structures, meanings; writing systems; linguistic variation, history and language families.

ENGL395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

ENGL399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ENGL400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

ENGL402 Literary Theory and Criticism [Credits: 3]
The concepts which apply to such problems as the writer's creative process, the various purposes of literary art, form, and technique, and the responses that literature elicits.

ENGL403 Digital Rhetoric, Discourse, and Culture [Credits: 3]
Impact of technology in humanities and English studies: history, theory, and practice of electronically mediated communication; print and electronic literacies; modes of discourse and theories of language, community, and self.

ENGL405 Principles and Theories of Professional Communication [Credits: 3]
Historical, cultural and social exploration of Professional Communication as a situated discourse practice in job and portfolio preparation. Consent of instructor required for undergraduates.

ENGL414 Advanced Studies in American Multicultural Literature [Credits: 3]
In-depth study of the literature of one or more groups, such as American Indian, African American, Asian American, Jewish American, Chicano/a Mexican American, and European American.

ENGL423 Shakespeare II [Credits: 3]
The texts, background and criticism of Shakespeare.

ENGL430 Principles of Document Content and Design [Credits: 3]
Theoretical and cultural perspectives on the visual content and design of genres and media in Professional Communication. Instruction and practice in creating print and digital workplace documents.

ENGL432 Rhetoric for Diverse Audiences [Credits: 3]
Composing and delivery strategies for diverse audiences. Writing for audiences of different cultures, ethnicities, gender and sexual identities, and abilities. Cultural sensitivity and the ethical implications of intercultural rhetorical situations.

ENGL434 Editing and Publishing [Credits: 4]
Editor's responsibilities and relationships to writers, political and ethical dimensions of editing and editorial processes, and changing purposes and rhetorical constraints of writing for publication.

ENGL437 Topics in Professional Writing [Credits: 3]
Focus on a specific field within professional writing such as grant writing, social media writing, or strategies for digital content. *Pre-Requisite(s):* ENGL190 or ENGL191 or ENGL198 or ENGL291 or HONS160

ENGL441 Advanced Creative Writing: Nonfiction [Credits: 3]
The writing of nonfiction at the advanced level. *Pre-Requisite(s):* ENGL341

ENGL442 Advanced Creative Writing: Fiction [Credits: 3]
The writing of fiction at the advanced level. *Pre-Requisite(s):* ENGL342

ENGL443 Advanced Creative Writing: Poetry [Credits: 3]
The writing of poetry at the advanced level. *Pre-Requisite(s):* ENGL343

ENGL444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

ENGL447 Practicum in Creative Writing [Credits: 1.00-4.00]
Advanced projects in creative writing, including literary magazine editing and other advanced editing or writing projects. *Pre-Requisite(s):* ENGL440 or ENGL441 or ENGL442 or ENGL443

_____

ENGL451 Advanced Language Arts Pedagogy [Credits: 3]
Theory and pedagogy in rhetoric, composition, literature, and language for grades 5-12. Preparation for student teaching. Professional development portfolios. May be taken in conjunction with field experience. *Pre-Requisite(s):* ENGL351

ENGL454 Teaching Young Adult Literature [Credits: 3]
Theory, background and reading of young adult literature. Focus on genres and reading strategies, including options for teaching grades 5-12.

ENGL455 Communication Arts and Literature Practicum and Field Experience [Credits: 3]
Practicum and field experience for Communication Arts and Literature majors. Have to be admitted to Teacher Education. *Pre-Requisite(s):* ED300

ENGL460 Teaching English Language Learners in K-12 [Credits: 2]
Theory and methods for English Language Learners and bilingual education for non-ESL and non-bilingual teachers. Issues for English Language Learners and instructional strategies. *Pre-Requisite(s):* ED300

ENGL461 Teaching ESL: Theory and Methods [Credits: 3]
Emphasis on the variety of methods used in teaching English as a second language with special attention to oral skills.

ENGL462 TESL Methods: Reading and Writing [Credits: 3]
Application of TESL theory and methods to the teaching of reading and composition, including psycholinguistic models, the process approach, and contrastive rhetoric.

ENGL463 ESL and Culture [Credits: 3]
Preparation of ESL teachers for the multicultural experience of the ESL classroom. Original research in schooling across cultures and on the teaching of culture in ESL.

ENGL464 English Syntax [Credits: 3]
Application of modern linguistics to the description of English grammar, including an introduction to the theories and methods of structural and generative-transformational grammars. *Pre-Requisite(s):* ENGL361

ENGL465 History of the English Language [Credits: 3]
The development of English sounds, grammatical structures, and vocabulary from Old English to Modern English; the reading and analysis of selected texts. *Pre-Requisite(s):* ENGL361

ENGL466 American English [Credits: 3]
Spoken American English, its historical development, contemporary social, ethnic, gendered, and regional varieties, and the implications of language variation for education.

ENGL467 Topics in TESL [Credits: 3]
Variable topics in teaching English as a second language and second language acquisition, stressing the integration of theory, method, and practice. May be repeated to a maximum of 8 credits with permission of instructor and adviser.

ENGL468 An Introduction to Testing for Language Teachers [Credits: 3]
Assessment methods of language skills of non-native English speakers: receptive (listening and reading) and productive (speaking, writing, structure). Kinds of tests, test validity, test reliability, and test washback/backwash.

ENGL469 Topics in Linguistics [Credits: 3]
One or more topics of current importance in linguistics. May be repeated to maximum of 6 credits with permission of instructor and adviser.

ENGL473 Introduction to Phonology [Credits: 3]
Application of phonological theories to the description of sounds, sound structure, phonological processes with application to speaking and reading.

ENGL477 TESL Student Teaching [Credits: 4]
Supervised teaching for students with the TESL minor leading to Pre K-12 ESL licensure.

ENGL478 TESL Internship [Credits: 1.00-3.00]
Capstone course for Linguistics emphasis in English major. Supervised tutoring or teaching in linguistics or English as a second language.

ENGL481 Topics in Literature [Credits: 3]
A literary theme, genre, or major author considered in the relevant historical, cultural, and critical contexts. May be repeated with a different topic.

ENGL490 Senior Seminar [Credits: 1.00-3.00]
Capstone experience for English BA majors that integrates knowledge, skills, and concepts from their major program. May take the form of a seminar, portfolio, research project, or advanced paper. *Pre-Requisite(s):* ENGL300 or ENGL331 ENGL332 or ENGL333

ENGL495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

ENGL497 Workplace Writing Internship [Credits: 4.00-16.00]
Department approved and directed field experience in a professional environment requiring the research, writing, editing, technology, and analytical skills of an undergraduate English student.

ENGL499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ENTR200 Principles of Entrepreneurship [Credits: 3]
Entrepreneurship and intrapreneurship; planning, initiating, and developing ventures for business, the arts, science/technology, and related fields.

ENTR305 Entrepreneurship: Business Models [Credits: 3]
Business models are the ways, means, and methods a business uses to generate revenue. Testing and evaluating effectiveness of business models.

ENTR335 Entrepreneurship Law [Credits: 3]
Legal topics for entrepreneurs including franchise laws, law of agency, employment laws, forms of business organization, exiting a business,

_____

torts, liability, intellectual property, consumer protection, taxes, wills and estates, and landlord and tenant laws.

ENTR364 Entrepreneurship: Business Plans [Credits: 3]
Planning, initiating and developing a comprehensive business plan.

ENTR395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

ENTR490 Experiential Entrepreneurship [Credits: 3]
Exploration and analysis of an existing entrepreneurial venture. *Pre-Requisite(s):* ENTR200, ENTR305, ENTR335, ENTR364

ENVE101 Orientation to Environmental Professions [Credits: 1]
Requirements and potential career pathways within environmental related disciplines, including environmental engineering, hydrology, earth and environmental sciences. Survey of recent developments, educational demands and student opportunities.

ENVE201 Introduction to Environmental Engineering [Credits: 3]
Water supply and treatment, wastewater management, water resource systems management, air quality and emissions control, and management of solid and hazardous wastes. Local, regional and global significance and consequences of pollutant releases. Fundamental material balance concepts. *Pre-Requisite(s):* MATH112 or MATH113 or MATH115 or MATH221 or MATH222

ENVE302 Applied Numerical Methods [Credits: 3]
Applications of numerical and statistical methods in analyses of environmental problems using modern computational software. *Pre-Requisite(s):* MATH221, GENG102 or CSCI201 or CYB267 or CNA267

ENVE321 Thermodynamics and Transport Phenomena [Credits: 4]
Thermodynamic principles and various energy forms. First and second laws of thermodynamics in both engineered and natural systems, and performance requirements and thermodynamic efficiencies. Physical principles that govern the transport of momentum, energy, and mass. Mathematical formulation of conservation principles and engineering applications in transport phenomena. *Pre-Requisite(s):* CHEM211, PHYS234

ENVE327 Environmental Engineering Process Analysis [Credits: 4]
Mathematical, scientific, and engineering principles and applications in water and wastewater treatment, water resources management, environmental systems remediation, and air quality control. Environmental chemistry, material balance, biotic and abiotic kinetics, interfacial mass transfer, and environmental contaminants. Analysis and interpretation of laboratory investigations. Lab. *Pre-Requisite(s):* CHEM211, ENVE201 or AHS232

ENVE328 Environmental Engineering Systems Analysis [Credits: 4]
Analyses of coupled processes in engineered and natural systems, computer-based numeric modeling, design and conduct of laboratory experiments, analysis and interpretation of results. Lab. *Pre-Requisite(s):* ENVE327

ENVE395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

ENVE400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

ENVE426 Physical and Chemical Process Design [Credits: 3]
Physical and chemical process analysis and design with applications involving engineering economics and life-cycle analysis. *Pre-Requisite(s):* ENVE328

ENVE427 Biological Process Design [Credits: 3]
Microbial process analysis and design with applications involving engineering economics and life-cycle analysis. *Pre-Requisite(s):* ENVE426, BIOL151

ENVE438 Water Resources Engineering [Credits: 3]
Scientific, engineering, historical, political, economic, and social aspects of water-resource management, allocation, and conflict. Characterization of water supply and demand. Application of quantitative hydrologic analysis to flooding, drought, water quality, and surface and subsurface basin management. Engineering analysis in support of management decisions. *Pre-Requisite(s):* AHS332, AHS334

ENVE444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

ENVE480 Environmental Engineering Project Design 1 [Credits: 3]
Team engineering design project sequence under faculty supervision. Typical problems environmental engineers solve in the field. Ethics, project management, and life-cycle analysis. Presentations and formal technical report.

ENVE481 Environmental Engineering Project Design 2 [Credits: 3]
Continuation of a team engineering design project sequence under faculty supervision. Typical problems environmental engineers solve in the field. Ethics, project management, and life-cycle analysis. Presentations and formal technical report. *Pre-Requisite(s):* ENVE480

ENVE482 Environmental Engineering Profession [Credits: 1]
Professional, ethical, societal, and legal issues impacting environmental engineering practice.

ENVE499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ETHS111 Race in America (Diversity/RIS) [Credits: 3]
Exploration of the contemporary meanings of race in America. Examination of how social forces shape racial meanings and relationships and the consequences for individuals and communities.

_____

ETHS201 Introduction to Ethnic Studies (Diversity/RIS) [Credits: 3]
A multidisciplinary introduction to the study of people of color in American society.

ETHS210 Introduction to American Indian Studies (Diversity/RIS) [Credits: 3]
Introduction to the study of American Indians, their experiences, history, culture and contemporary issues.

ETHS215 Introduction to Asian American Studies (Diversity/RIS) [Credits: 3]
Asian Americans, their experiences, history, culture, and contemporary issues.

ETHS220 Introduction to African American Studies (Diversity/RIS) [Credits: 3]
Interdisciplinary approach to the African American experience and the field of African American Studies.

ETHS299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ETHS301 Special Topics in American Indian Studies [Credits: 3]
Special topics related to the lives of American Indians. Topics will vary.

ETHS305 Topics in Ethnic Studies [Credits: 1.00-3.00]
Select topics, issues, developments and concerns affecting Asian-American, Black, Latino and American-Indian communities.

ETHS308 African American Cultural Expressions [Credits: 3]
Overview of African American cultural expressions as responses to practices of institutional racism. Examines the absorption of African American expression into U.S. culture.

ETHS310 American Indians in the Social Science Curriculum (Diversity/RIS) [Credits: 3]
Historical, political, social, cultural, and specifically educational information about Minnesota's tribal communities. Meets Racial Issues and Social Science licensing requirement.

ETHS312 American Indian Women's Lives [Credits: 3]
Lives of Indian women from several cultures, historical and contemporary perspectives, stories, experiences, and histories.

ETHS335 Asian Pacific American Women [Credits: 3]
History of Asian Pacific American women; impact of military and wars, globalization; identities and representation; contemporary issues that Asian Pacific American women face; activism.

ETHS345 Asian Pacific Americans in Popular Culture [Credits: 3]
Representations of Asian Pacific Americans in historical and contemporary U.S. popular culture and self-representations of Asian Pacific Americans. *Pre-Requisite(s):* ETHS201 or ETHS215

ETHS399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ETHS405 Women of Color [Credits: 3]
Examination of historical and contemporary issues facing American Indian, African-American, Asian American, Latina and immigrant women living primarily in the United States. The impact of race, gender, class, and other social inequalities on the lives of women of color will be discussed. *Pre-Requisite(s):* GWS201 or ETHS201 or ETHS205 or ETHS210 or ETHS215 or ETHS220

ETHS408 Major Works in African American Studies [Credits: 3]
A multidisciplinary examination of landmark works in African American Studies addressing effects of institutional racism upon African Americans. Serves as the capstone course.

ETHS410 Contemporary American Indian Issues [Credits: 3]
Contemporary theory and research on the American Indian experience within a global and historic context.

ETHS425 Contemporary Asian Pacific American Issues [Credits: 3]
Diaspora and immigration; relations to other groups of color; anti-Asian movements; identities and representations; Model Minority Myth; activism; achievement/contributions of Asian Pacific Americans.

ETHS490 Native Studies Summer Workshop for Educators [Credits: 2.00-3.00]
Awareness, sensitivity and knowledge of American Indian histories, cultures, and languages in classrooms and other educational settings.

ETHS499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ETS115 Engineering Communication [Credits: 3]
Graphic solutions to engineering problems. CAD and technical writing. Free-hand sketching, lettering, scaling. Drafting considerations that pertain to the areas of engineering, surveying, and architecture.

ETS153 Integrating Technology into STEM Curriculum [Credits: 3]
Techniques for STEM teachers. National standards in mathematics, science, and technology. Solving everyday problems.

ETS156 Introduction to Environmental and Technological Studies [Credits: 1]
Career opportunities, program requirements and expectations for students in Environmental and Technological Studies.

ETS182 Technological Change and Sustainable Society [Credits: 3]
Positive and negative effects of technology on social institutions and the environment. Sustainable solutions and practices.

ETS183 Technology and Third World Development (Diversity) [Credits: 3]
Developing technology in the third world, including its application, adaptation, and impacts on social and economic structures.

ETS185 Energy Resources and Issues [Credits: 3]
Energy production, consumption/utilization, technologies, politics, and environmental impacts.

ETS195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a

topics course number up to three times, after which departments must file for a permanent course number.

ETS199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ETS253 Technology Education Curriculum [Credits: 3]
Technology education, history, and philosophy, selection of content, curriculum development, developing classroom activities, and professionalism in technology education.

ETS260 Introduction to Environmental Studies [Credits: 3]
Past, present and future human environments. Environmental concerns.

ETS262 Environmental Instrumentation [Credits: 3]
Study of common laboratory instruments to monitor air, water and soil quality. Lab. *Pre-Requisite(s):* CHEM160 or CHEM210, ETS260 or ENVE201

ETS270 Electronics Technology [Credits: 3]
Electrical and electronic practices. Basic theories, production and generation, conductors, semiconductors, insulators, resistance, capacitance, inductance, direct and alternating current circuit theory.

ETS299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ETS310 Management for Technologists, Scientists, and Engineers [Credits: 3]
Management theories, concepts, principles, functions, and processes related to applied science, engineering, and technological systems.

ETS312 Computer-Aided Design [Credits: 3]
Three-dimensional graphic design representations, engineering drawings, cutter path data for numerically controlled machine tools. Lab. *Pre-Requisite(s):* ETS115

ETS322 Communication Technology [Credits: 3]
Methods of communication including: foundations, current practices, and trends. Acoustic, electramagnetic, optical systems for origination, transmission, reception, and storage of information.

ETS343 Computer Integrated Manufacturing [Credits: 3]
Basics of automation and controls within a manufacturing environment, including industrial robots and programmable logic controllers. Lab. *Pre-Requisite(s):* ETS312

ETS345 Manufacturing Processes [Credits: 3]
Production processes in metals-based industries including foundry, welding, and machining practices. Lab.

ETS348 Plastics Manufacturing [Credits: 3]
Review of polymer structure and properties with emphasis on common industrial polymers. Common polymer production processes such as extrusion and injection molding. Includes finishing processes and the recycling of polymers. Lab. *Pre-Requisite(s):* CHEM210, ETS343

ETS353 Instructional Strategies [Credits: 3]
Instructional strategies in technology education, learning theories,

approaches and delivery systems, evaluation and assessment, and planning laboratory facilities. *Pre-Requisite(s):* ETS253

ETS360 Environmental Literature [Credits: 3]
Analysis, synthesis, and evaluation of perspectives on environmental issues. *Pre-Requisite(s):* ETS260

ETS362 Water and Soil Quality Instrumentation [Credits: 1]
Analysis and interpretation of water and soil quality measurements using common laboratory instruments. *Pre-Requisite(s):* AHS230, CHEM210

ETS363 Resource Management [Credits: 3]
Energy and material resource management including waste generation, energy efficiency/conservation, and resource recovery.

ETS367 Environmental Regulation [Credits: 3]
Environmental regulations that control human impacts to air, water, and land resources. Processes of administering environmental laws in the U.S., including national, state, and local legislation, administrative agencies, and regulatory actions. *Pre-Requisite(s):* ETS260 or ENVE201

ETS368 Introduction to Soil Science [Credits: 3]
Soil formation and classification. Relationship between physical, chemical and biological characteristics and processes of soil with the environment. Lab. *Pre-Requisite(s):* ETS262 or CHEM160 or CHEM210 or ENVE201

ETS373 Environmental and Technology Assessment [Credits: 3]
Assessment of technological development and environmental quality in society.

ETS374 Production Technology [Credits: 3]
Study and application of principles of production as they relate to construction and manufacturing. Management aspects including OSHA regulations and UBC codes.

ETS375 Society and the Environment [Credits: 3]
Interactions between humans, technology, and ecological systems. Human perceptions of the environment; environmental impacts of technology; and political, technological, and social responses to environmental issues.

ETS388 Transportation/Energy Technology [Credits: 3]
Exploration of transportation/energy as the prime mover of people and products within a society; transportation/energy processes including energy storage and power/energy conversion.

ETS399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

ETS400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

ETS413 Workshop: CAD Practices [Credits: 3]
Computer-aided Design. Solid modeling design software. 3D graphics model development and virtual prototyping.

_____

ETS414 Practicum (Topical) [Credits: 1.00-3.00]
Practical experiences and research in a technological system in communication, construction, manufacturing or transportation/energy. Lab.

ETS415 Engineering Design & Prototypes [Credits: 3]
Design and prototype design as related to product development. Multiple approaches to prototyping including additive and subtractive technologies. Integrated Lab. *Pre-Requisite(s):* ETS115

ETS430 Mass Production [Credits: 3]
Care and application of production machines. Production principles. Lab.

ETS444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

ETS451 Workshop: Technology Education Activities [Credits: 1.00-3.00]
Developing activities for the secondary education technology educator.

ETS456 Senior Project (Capstone) [Credits: 3]
Review overall curriculum, technical aspects, relationships between courses, assessment of student learning, development of a senior project, and development of portfolio. Successful completion of this course with a C or better meets the Upper Division Writing Requirement for the Department. *Pre-Requisite(s):* ETS156

ETS463 Environmental Toxicology [Credits: 3]
Fate and flow of environmental contaminants and stressors which affect populations including pesticides, heavy metals, organic pollutants, and physiochemical factors. The effects of toxicants at the individual, population, community, and ecosystem levels. *Pre-Requisite(s):* CHEM160 or CHEM210, ETS260 or ENVE201

ETS465 Wetland Environments [Credits: 3]
Wetland types, definitions, and formation. Wetlands identification and delineation. Human-wetland interactions. *Pre-Requisite(s):* ENVE201 or AHS232 or ETS260, ETS262

ETS467 Soils and Environmental Quality [Credits: 3]
Chemical, physical and biological principles of soils. Influences of soil on biogeochemical cycling of nitrogen, phosphorus, sulfur and trace elements. Management of polluted soils. *Pre-Requisite(s):* ETS260 or ENVE201, ETS262 or CHEM210

ETS468 Waste Management Systems [Credits: 3]
Characteristics and design of waste management systems. Environmental, financial, and societal implications of waste management. *Pre-Requisite(s):* ETS260 or ENVE201

ETS469 Environmental Systems Modeling [Credits: 3]
A landscape approach to the dynamics of environmental systems. Graphical modeling of the hydrology of stream flow, water quality, and wetland restoration in an agricultural watershed.

ETS472 Construction for Teachers [Credits: 3]
Construction content taught in grades 5-12 and its relations to career pathways. Development of curriculum units for students in construction. Construction technology including residential, commercial, and civil construction.

ETS473 Manufacturing for Teachers [Credits: 3]
Manufacturing technology content taught in grades 5-12 and its relations to career pathways. Development of curriculum units for students in manufacturing technology. Manufacturing technology including custom manufacturing, mass production, and automation.

ETS474 Transportation for Teachers [Credits: 3]
Transportation technology content taught in grades 5-12 and its relations to career pathways. Development of curriculum units for students in transportation technology. Transportation technology including land, marine, and atmospheric transportation.

ETS475 Communications for Teachers [Credits: 3]
Communication systems content taught in grades 5-12 and its relations to career pathways. Development of curriculum units for students in communication systems. Communication systems to originate, develop, send, receive, and interpret ideas and knowledge.

ETS482 Renewable/Nondepletable Energy [Credits: 3]
Evaluation of energy resources including environmental, social, political, and economic considerations; synthesis and evaluation of renewable resource potential/rationale.

ETS495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

ETS499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

EXSC200 Introduction to Exercise Science [Credits: 3]
Overview of the discipline of exercise science. Historical and philosophical foundations, career and research opportunities in exercise science and allied-health fields, professional organizations, certification and career development.

EXSC320 Foundations of Human Movement [Credits: 3]
Anatomical aspects of the human body, with emphasis on skeletal, muscular, mechanical, structural and functional aspects of anatomy and human movement. Integrated Lab. *Pre-Requisite(s):* BIOL202, BIOL204, EXSC200

EXSC350 Exercise Psychology and Behavior Change [Credits: 3]
Informational and motivational interviewing skills to include physical activity, consultation, goal setting, and patient education. Behavior change theories, tools, and techniques. *Pre-Requisite(s):* PSY115

EXSC360 Physical Activity, Chronic Disease, and Mental Health [Credits: 3]
Relationships between physical activity, chronic disease, and mental health. Informational and motivational interviewing, behavior change theories, goal setting strategies, and assessment tools. *Pre-Requisite(s):* PSY115

EXSC399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

_____

EXSC410 Exercise Physiology [Credits: 3]
Acute and chronic adaptations of the circulatory, respiratory, metabolic, and muscular systems with exercise. Physiological concepts related to health, physical activity, exercise, training, and sport. *Pre-Requisite(s):* EXSC320, CHEM210, STAT239

EXSC411 Exercise Physiology Lab [Credits: 1]
Application of exercise physiology concepts through field testing and laboratory experiences. Lab. *Pre-Requisite(s):* EXSC320, CHEM210, STAT239

EXSC430 Cardiovascular and Muscular Physiology [Credits: 3]
Advanced study of functioning physiological systems, metabolism, and underlying mechanisms of acute and chronic exercise responses. *Pre-Requisite(s):* EXSC360, EXSC410, EXSC411

EXSC440 Exercise Testing and Prescription [Credits: 3]
Advanced application of fitness assessments and the subsequent development, organization, and implementation of exercise programs for healthy individuals. *Pre-Requisite(s):* EXSC410, EXSC411

EXSC441 Exercise Testing and Prescription Lab [Credits: 1]
Development of practical exercise testing skills in the area of fitness assessments with focus on appropriate test selection, administration, and interpretation in the apparently healthy population. Lab. *Pre-Requisite(s):* EXSC410, EXSC411

EXSC448 Biomechanics [Credits: 3]
The application of anatomy and physics to the study of human motion. Lecture and lab. *Pre-Requisite(s):* EXSC320

EXSC451 Strength and Conditioning for Sport Performance [Credits: 3]
Design of endurance, strength, and power training programs for sport performance. Integrated Lab. *Pre-Requisite(s):* EXSC320

EXSC460 Clinical Exercise Physiology [Credits: 3]
Role of the clinical exercise physiologist in the exercise management of patients with chronic diseases and disabilities. *Pre-Requisite(s):* EXSC430

EXSC470 Practicum in Exercise Science [Credits: 3]
Supervised training and assessment, development and delivery of exercise programs. *Pre-Requisite(s):* EXSC410, EXSC420 or EXSC451

EXSC475 Electrocardiography [Credits: 3]
Identification of normal and abnormal resting and exercise electrocardiograms. Evaluation of underlying causes as well as signs and symptoms of common arrhythmias. Integrated Lab. *Pre-Requisite(s):* EXSC430

EXSC488 Practicum: Undergraduate [Credits: 1.00-16.00]
Observational learning experience. May include supervised work in a single setting.

FIRE201 Introduction to Money Management [Credits: 3]
Managing personal wealth. Making the most of available financial resources through informed decisions about saving, investing, borrowing, and use of insurance to manage risks.

FIRE344 Field Experience [Credits: 1.00-3.00]
Participation in a part-time paid position with a cooperating business, governmental, or civic organization.

FIRE371 Managerial Finance [Credits: 3]
Basic concepts in finance: Time value of money, financial ratio analysis, and security valuation. Corporate financial decisions: capital budgeting, choice of capital structure, and working capital management.

FIRE372 Entrepreneurial Finance [Credits: 3]
Financial issues affecting start-up companies; venture capital markets; private equity and debt financing; valuing small companies; harvesting methods. *Pre-Requisite(s):* FIRE371

FIRE373 Investment Principles [Credits: 3]
Types of investment securities; security market operations; investment policies; security analysis and valuation principles: risk, return, and portfolio analysis; personal investment principles. *Pre-Requisite(s):* FIRE371

FIRE375 Risk Management and Insurance [Credits: 3]
Management of risk in a business setting; control of property, liability, and personnel risks; risk financing including self insurance, group retention and insurance, decision-making: introduction to the insurance industry.

FIRE378 Real Estate Principles [Credits: 3]
Introductory real estate: contracts, finance, investment, appraisal, owning vs. renting, taxation and closings. Approved for pre-license education under Ch. 82, MN Real Estate License Law.

FIRE381 Spreadsheets for Finance [Credits: 1]
Using spreadsheet software to perform time value of money, internal rate of return and net present value for capital budgeting, and cost of capital calculations. Analysis and presentation of financial data along with report creation. *Pre-Requisite(s):* FIRE371

FIRE382 Financial Data Systems [Credits: 1]
How to utilize various financial data analysis systems for decision making. *Pre-Requisite(s):* FIRE371

FIRE383 Basic Coding in Finance [Credits: 1]
High level computer languages and basic coding for analysis of financial data. Functional programming design. Languages covered may include Python, R, SAS. *Pre-Requisite(s):* FIRE371

FIRE386 Real Estate Property Management [Credits: 3]
Techniques and scope for property management. Owner relations, record keeping, marketing and leasing, tenant administration, maintenance, and staffing, management of residential, commercial and office properties. *Pre-Requisite(s):* FIRE378

FIRE444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

FIRE471 Corporate Financial Policies [Credits: 3]
Corporate financial decision making; adjustments to changing conditions; market structure and corporate capital instruments; capital market movements and financial decisions. *Pre-Requisite(s):* FIRE371

FIRE472 Financial Institutions [Credits: 3]
Role in the economy; current issues/controversies in banking and intermediation; international aspects of financial intermediation. *Pre-Requisite(s):* FIRE371

_____

FIRE473 International Finance [Credits: 3]
Foreign exchange, currency and derivative markets, currency risk management, international investment and financing decisions, multinational corporate financial decisions. *Pre-Requisite(s):* FIRE371

FIRE474 Security Analysis [Credits: 3]
Equity valuation application, process, and analysis, discount rate estimate, capital asset pricing model, multifactor models. Introduction of valuation models such as discounted dividend valuation model, free cash flow valuation model, and relative valuation technique. *Pre-Requisite(s):* FIRE371

FIRE475 Life and Health Insurance [Credits: 3]
Individual life and health insurance and employee benefits; estate and financial planning; insurance company management and operations; regulation; public policy issues.

FIRE476 Property and Liability Insurance [Credits: 3]
Property and liability risks; contracts, insurance law and regulation; company management and operations.

FIRE479 Social Insurance [Credits: 3]
Economic security; public and worker's compensation programs designed to alleviate the perils of premature death, poor health, retirement, unemployment, and poverty. Program structure, financing, policy.

FIRE480 Employee Benefits and Group Insurance [Credits: 3]
Employee benefit plan design, group insurance contract provisions, group life and health coverage, pension plans, costs containment, and taxation.

FIRE481 Financial Derivatives [Credits: 3]
Characteristics and functions of financial derivatives. Corporate risk management applications of financial derivatives. Pricing models of derivatives and trading strategies using derivatives to hedge financial risks. *Pre-Requisite(s):* FIRE371

FIRE483 Real Estate Finance and Investments [Credits: 3]
Cash flows generated by commercial investment real property, from both the lender's and investor's viewpoint. Ratio and return analysis. Primary and secondary mortgage markets. *Pre-Requisite(s):* FIRE378

FIRE484 Real Estate Appraisal [Credits: 3]
Cost, income, and market approaches to value of real property assets. Professional narrative appraisal employing comparable sales analysis, depreciated cost analysis and discounted cash flow analysis. Professional ethics and uniform standards of professional appraisal practice.

FIRE487 Management of Financial Institutions [Credits: 3]
Decision making in commercial banks and other depository institutions. Asset, liability, and capital management issues. Lending, depository and trust functions. *Pre-Requisite(s):* FIRE371

FIRE491 Managing an Investment Fund [Credits: 1]
Students manage an actual investment fund for the University Foundation, acting as security analysts, investment advisers, and portfolio managers. *Pre-Requisite(s):* FIRE373

FIRE495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

FIRE498 Business Consulting [Credits: 3]
Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral report required. Lab. *Pre-Requisite(s):* FIRE371, ACCT292, MKTG220 or MKTG320, IS242 or STAT242, MGMT201 or MGMT301

FIRE499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

FREN101 Elementary French I [Credits: 4]
Basic vocabulary and grammatical structures to prepare students for developing proficiency in the language. Listening, speaking, reading, writing and cultural skills building emphasized. An increased understanding and appreciation of the cultures of the various French-speaking countries. Must be taken in sequence. Intended for students with little or no previous study of French.

FREN102 Elementary French II [Credits: 4]
Vocabulary, grammatical structures and an introduction to the cultures of the French-speaking world. Emphasis on the spoken language, some reading and writing. Promotes understanding and appreciation of the cultures of the various French-speaking countries. Required lab/library assignments. *Pre-Requisite(s):* FREN101

FREN201 Intermediate French I [Credits: 4]
Review and extend the skills of listening, reading, speaking, and writing for purposes of communication using a variety of technological learning aids. Directed towards linguistic and cultural awareness. Special emphasis on extension and application of listening and reading skills strategies using various authentic sources.

FREN202 Intermediate French II [Credits: 4]
Review and extend the skills of listening, reading, speaking, and writing for purposes of communication using a variety of technological learning aids. Directed towards linguistic and cultural awareness. Special emphasis on extension and application of listening and reading skills strategies using various authentic sources.

FS175 Film and Culture [Credits: 3]
Movies as art, market products, and cultural artifacts. Visual and auditory design of movies, audience appeal of movie-going, and reciprocal influence of movies and society. Lab.

FS260 The Art of Film [Credits: 3]
Critical analysis of film style and technique with particular attention to cinematography, editing, narrative structure, mise-en-scene, and sound. Lab.

FS264 Studies in Film [Credits: 3]
Selected course topics include screen censorship in the U.S., gay and

lesbian cinema, spirit of childhood, science fiction, laughing in tongues (international comedy), and film remakes.

FS270 Digital Filmmaking [Credits: 4]
Introduction and application of the different production styles of experimental, narrative, and documentary films through all phases of production.

FS294 International Cinema [Credits: 4]
Films from diverse cultures and nations; aesthetics and ethics of crucial filmmakers in their cultural, historical context.

FS299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

FS360 Screenwriting [Credits: 4]
Principles and practices of screenwriting: may include short and feature narratives, experimentals and documentaries.

FS370 Digital Filmmaking II [Credits: 4]
Film-making techniques analyzed and applied as students create short films Allows students to focus on cinematography, sound, editing, etc.

FS394 National Cinemas [Credits: 3]
One nation's or culture's cinema, specific periods or aesthetic movements. Lab.

FS395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

FS396 Great Directors [Credits: 3]
Career, style, and technique of one to three major directors.

FS399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

FS401 Special Topics in Film Studies [Credits: 1.00-3.00]
Variable credit advanced film topics course.

FS444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

FS451 Film History I [Credits: 3]
First few decades of the motion picture from its 19th century origins to its development into a worldwide cultural force by the end of the 1930s. Lab.

FS452 Film History II [Credits: 3]
Evolution of the motion picture from 1940 to 1970 with emphasis on seminal aesthetic movements. Lab.

FS464 Advanced Studies in Film [Credits: 3]
Selected topics such as film criticism, genres, censorship, politics, teen films, melodrama, and women in cinema. Lab.

FS470 Filmmaking III [Credits: 4]
Students will work in groups to write, produce, shoot, edit and distribute a short film.

FS474 Topics in Film Making [Credits: 4]
Diverse approaches to the art of film making. Lab.

FS490 Writing with Image and Poetry I [Credits: 3]
Analysis and practice of text as image and image as text.

FS491 Writing with Image & Poetry II [Credits: 3]
Analysis, practice and performance of text as image and image as text. *Pre-Requisite(s):* FS490

FS496 Film Theory [Credits: 3]
Major theories of cinema. The chief schools of thought from early formalism to contemporary post modernism. Successful completion of this course will fulfill the Upper Division Writing Requirement for Film Majors.

FS499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

GENG101 Ethics and the Engineering Profession [Credits: 3]
Major ethical theories; sources of ethics; professional responsibilities; social impact of engineering ethics; teamwork skills; design; engineering careers.

GENG102 Engineering Problem Solving [Credits: 3]
A programming language appropriate to engineering, such as FORTRAN or C, will be used to model and simulate problems from engineering disciplines. *Pre-Requisite(s):* MATH112 or MATH113 or MATH115 or MATH221 or MATH222

GENG103 Engineering Ethics [Credits: 2]
Major ethical theories; sources of ethics; professional responsibilities; social impact of engineering ethics. Application of ethical theories and professional codes to case studies of engineering projects in which engineers made questionable ethical decisions and members of the public may have been killed. For transfer students without an ethics component in their introductory engineering course.

GENG104 The Engineering Profession Supplemental [Credits: 1]
Introduction to engineering, teamwork skills, design, and engineering careers.

GENG199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

GENG360 Manufacturing Economics [Credits: 2]
Analysis of cost for manufacturing operations, tool-engineering economics, cost estimating, and cost accounting. Economic selection of equipment, and economic lot sizes. Evaluating production economics and investment alternatives. Principles of Engineering Economics, effects of capital projects. *Pre-Requisite(s):* ECON205 or ECON206

GENG380 Engineering Communication [Credits: 2]
Planning, preparation, and critiquing typical engineering communication formats including reports, presentations, letters, memos, meeting

agendas, meeting minutes, budgets, manuals, and schedules. Application of software to planning, analysis, and engineering communications. *Pre-Requisite(s):* ENGL191 or ENGL291 or ENGL190

GEOG106 People and the Planet [Credits: 3]
Human impact on the biosphere, lithosphere, hydrosphere and atmosphere. Case studies of current environmental issues emphasizing the interrelationship between human systems and natural systems on the global and local scales.

GEOG111 Introduction to Global Geography (Diversity) [Credits: 3]
Global geographic thinking; understanding of global patterns.

GEOG216 Principles of Geographic Information Science [Credits: 3]
Basic principles, concepts and technology that are universal to all parts of Geographic Information Science and geographic information systems software. Integrated Lab. The department offers an examination for credit option for this course.

GEOG253 Theories and Concepts in Geography [Credits: 3]
Philosophy, theories, concepts, methods, and techniques in the study of geography; recommended for Minnesota social studies teacher certification.

GEOG270 Introduction to Cultural Geography (Diversity) [Credits: 3]
Examines a range of concepts, themes, and approaches geographers have used to explore how cultural ideas, practices and forms interact with particular spaces, places and landscapes. Topical.

GEOG271 Economic Geography [Credits: 3]
Spatial patterns and organization of economic activities. Topical.

GEOG272 Physical Geography [Credits: 3]
Geographical description of spatial characteristics associated with the Earth's hydrosphere, biosphere, atmosphere, and lithosphere.

GEOG303 Environmental Impact Statements [Credits: 3]
Preparation and use of environmental impact statements. Topical.

GEOG316 Geographic Information Systems [Credits: 3]
Concepts of GIS, including the capture, preprocessing, storage, manipulation, and display of spatial data. Integrated Lab. *Pre-Requisite(s):* GEOG216

GEOG320 The Geography of Wine [Credits: 3]
Physical and human geographies of wine. How, why and where it is made. Historical changes in production and consumption of wine. Development of local wine industry.

GEOG335 Land Surveying [Credits: 3]
Review of surveying. Surveying calculations; traverses, azimuths, areas, horizontal and vertical curves. Required: Graduation from a two year technical/community college.

GEOG336 Control and Geodetic Surveying [Credits: 3]
Control Surveys, UTM, SPCS and USPLSS. Deformation and hydrographic surveys. Ground control and photogrammetric mapping. *Pre-Requisite(s):* GEOG335

GEOG350 Introduction to Remote Sensing [Credits: 3]
Analysis of photographic images on the earth's landscape to identify objects that reveal spatial relations, and interpreting their significance. Topical.

GEOG365 UAS and Geospatial Analysis [Credits: 3]
Basics of small, unmanned aerial systems and how they are integrated into geospatial analysis.

GEOG369 Geography of East Asia [Credits: 3]
Physical, historical, cultural, economic, and political geography of East Asia and its component countries of China and Taiwan, Japan, Korea. Regional.

GEOG372 Conservation of World Resources [Credits: 3]
Conservation movement and its expression in conservation policies and activities. Supply, use, and management of natural resources, their planned development and use. Topical.

GEOG373 Geography of Latin America [Credits: 3]
Geographical analysis of the physical, cultural, economic, and political diversity of the major regions and countries of Latin America. Regional.

GEOG374 Geography of Europe [Credits: 3]
Regional treatment of areas dominated by the European Union. Interpretation of economic conditions. Regional.

GEOG376 Geography of Minnesota [Credits: 3]
Geography of Minnesota: distribution of surface features, natural resources, climactic differences, crops and human activity. Regional.

GEOG378 Geography of Russia and Former Soviet Union [Credits: 3]
Physical and cultural characteristics and relationships of the land and population of Russia and countries of the former Soviet Union. Regional.

GEOG379 American Wilderness [Credits: 3]
Perception, delineation, use and analysis of wilderness in the United States.

GEOG384 Geography of the British Isles [Credits: 3]
Distribution of surface features, natural resources and cultural elements of the British Isles. Regional.

GEOG390 Geographic Research Design [Credits: 3]
Geographic research methods; contemporary techniques for data collection, analysis, and presentation. Topical. *Pre-Requisite(s):* GEOG106 or GEOG111, GEOG216, GEOG270 or GEOG271, GEOG272

GEOG393 Geography of Outdoor Recreation [Credits: 3]
Perception, use, and management of amenity resources for recreation and tourism on U.S. public lands.

GEOG394 Urban Planning [Credits: 3]
Theory, objectives, and methods of the planning process, particularly in the United States. Topical.

GEOG399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

GEOG406 Thematic Cartography [Credits: 3]
Statistical mapping of spatial data, advanced manual and computer techniques. Topical. Integrated Lab. *Pre-Requisite(s):* GEOG316

GEOG407 Map Design and Presentation [Credits: 3]
Advanced color desktop computer mapping techniques, such as multimedia and web-based cartography. Integrated Lab. Topical. *Pre-Requisite(s):* GEOG406 or GEOG506

GEOG410 Educational Tours [Credits: 1.00-6.00]
First-hand study and experience of countries, cultures, and regions of the world. Regional.

GEOG416 Techniques in GIS [Credits: 3]
Standard techniques in geographic information systems. Integrated Lab. Topical. *Pre-Requisite(s):* GEOG316

GEOG432 Applied Geography Seminar [Credits: 3]
Capstone project course for Geography majors. Independent original research culminating in a public presentation and written thesis. Satisfies Upper Writing Division Requirement for GEOG B.A. Geography majors.

GEOG433 Cadastral Surveying [Credits: 3]
Descriptions of land, metes and bounds. Easements and right-of-ways. Retracement surveys and proportioning. Witness corners, fences and lost corners. Surveyors liability, Minnesota Regulations. *Pre-Requisite(s):* GEOG336

GEOG435 Boundary Law [Credits: 3]
Practical understanding of real property boundary and conveyance law as it relates to surveying. *Pre-Requisite(s):* GEOG433

GEOG436 GPS/GIS Integration [Credits: 3]
Capstone project class: integration and mastery of GIS techniques and surveying skills. *Pre-Requisite(s):* GEOG335

GEOG438 Geodesy and Survey Adjustments [Credits: 3]
Geometrical and physical geodesy. Coordinate systems. Gravity and precise leveling. Error propagation, matrix algebra, least squares adjustment. Survey standards and specifications. *Pre-Requisite(s):* GEOG336, MATH211, STAT239

GEOG439 Surveying Seminar [Credits: 3]
Surveying office practice, land records research, contracts, preparation for FLS/LSIT exam. Must be taken in final semester. Satisfies Upper Division Writing Requirement for the B.S. and B.E.S. in Land Surveying.

GEOG444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

GEOG450 Digital Image Processing [Credits: 3]
Characteristics and qualities of nonconventional remote sensing imagery as it applies to inventory and assessment of environmental phenomena. Integrated Lab. Topical. *Pre-Requisite(s):* GEOG350

GEOG455 Urban Site Development [Credits: 3]
Subdivision design, subdivision requirements and constraints. Government regulations, public hearings, and project management. The plat and subdivision plan. Related calculations and software. *Pre-Requisite(s):* GEOG335

GEOG462 Concepts in Spatial Analysis [Credits: 3]
Spatial, network and surface analysis. Integrated Lab. Topical. *Pre-Requisite(s):* GEOG416

GEOG471 Historical Geography [Credits: 3]
Historical-geographical development of North America through concepts of modernity and modernization; imperialism and colonialism; race, class and gender; science and exploration; migration and settlement; industrialization, urbanization, and the modern capitalist state. Topical.

GEOG472 Geomorphology [Credits: 3]
The configuration of the earth's surface and physical processes that have brought the surface to its present condition. Topical.

GEOG473 Biogeography [Credits: 3]
Spatial distribution of species and communities, their relations with the environment, historical changes, and conservation. Topical.

GEOG474 Topics in Physical Geography [Credits: 3]
Selected contemporary issues in physical geography. May be repeated with different subjects to a maximum of 6 credits. Integrated lab.

GEOG476 Topics in GIS [Credits: 1.00-6.00]
Selected contemporary issues in GIS.

GEOG478 Topics in Human Geography [Credits: 1.00-6.00]
Selected contemporary issues in human geography.

GEOG486 Political Geography [Credits: 3]
Geographic concepts applied to the analysis of political organization and behavior. Topical.

GEOG495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

GEOG499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

GER101 Elementary German I [Credits: 4]
Basic vocabulary and structures to prepare students for developing proficiency in the language. Listening, speaking, reading, writing, and cultural skills building emphasized. Increase understanding and appreciation of culture of countries where language is spoken. Must be taken in sequence. Intended for students with little or no previous study of German. A recommended companion course for students considering a major or minor in German is GER 110.

GER102 Elementary German II [Credits: 4]
Basic vocabulary and structures to prepare students for developing proficiency in the language. Listening, speaking, reading, writing, and cultural skills building emphasized. Increase understanding and appreciation of culture of countries where language is spoken. Must be taken in sequence. Intended for students with some previous study of German. A recommended companion course for students considering a major or minor in German is GER 110.

GER110 Introduction to German Culture [Credits: 3]
Diverse cultural, historical, and socio-political features of the German cultures. Topics such as the Holocaust, women's issues, and minorities. Recommended companion course to 101 and 102 and can be taken concurrently. For students who want more contact with modern culture. Taught in English.

GER199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

GER201 Intermediate German I [Credits: 4]
Review and extend the skills of listening, reading, speaking, and writing for purposes of communication. Linquistic and cultural awareness.

GER202 Intermediate German II [Credits: 4]
Review and extend the skills of listening, reading, speaking, and writing for purposes of communication. Linguistic and cultural awareness. *Pre-Requisite(s):* GER201

GER220 Oral and Written Proficiency in German [Credits: 2]
Practice in speaking and writing skills needed in the second and third year. Required for admission to the major or minor and exit from CPIA. Must be taken before or concurrently with first 300-level course. *Pre-Requisite(s):* GER201 or GER202 or GER301

GER301 Conversation and Composition I [Credits: 3]
Improves students' ability to create with language. Includes practice in reading, listening, speaking, writing and grammar. Required before any course beyond 302.

GER302 Conversation and Composition II [Credits: 3]
Develops further proficiency in writing and speaking. Course includes practice in reading, listening, speaking, and writing and grammatical competence. Required before any course beyond 302.

GER325 German Film [Credits: 3]
Study and analysis of German cinema from the literary, social, technical, and theoretical perspectives. *Pre-Requisite(s):* GER301

GER341 Cultural History [Credits: 3]
Introductory studies in the history, culture, geography and civilization of German-speaking countries. *Pre-Requisite(s):* GER302

GER399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

GER400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

GER450 Applied Linguistics in German [Credits: 3]
Introductory contrastive analysis of German and English phonological and grammatical features. Understanding and appreciation of the subtleties of written and spoken German. *Pre-Requisite(s):* ENGL361, GER302

GERO208 Introduction to Gerontology (Diversity) [Credits: 3]
Exploration of the processes of aging; introduction to issues of aging in contemporary society. A core course for the gerontology minor.

GERO405 Aging and Diversity (Diversity) [Credits: 3]
The intersection of factors such as gender, race, ethnicity, culture, class, sexual orientation, geographic location, physical ability with aging.

GERO411 Aging Policy and Programs [Credits: 3]
The federal, state and local framework of services and programs for the aging.

GERO415 Gender and Aging (Diversity) [Credits: 3]
Gender and aging in society. Gender issues unique to aging.

GERO418 Images of Aging in Popular Culture [Credits: 3]
Portrayals of aging, older adults and the aging process in popular culture and their impact on policies, interactions, stereotypes and self-perception.

GERO420 Ethics in Gerontology & Geriatrics [Credits: 3]
Ethical dilemmas in aging practice and policy, including autonomy in decision-making; interdisciplinary and interprofessional practice; confidentiality, consent, and allocation of health care resources.

GERO425 Dementia and Aging [Credits: 3]
The nature, causes and treatment of dementia in later life, including concerns for family, caregiving and community practice.

GERO430 Elder Law [Credits: 3]
Issues facing advocates and their clients regarding elder law. Elder rights and public policy and the role of society.

GERO435 Housing, Transportation & Aging [Credits: 3]
Housing and transportation needs of older persons and housing options available to them. Issues of working with older persons in a variety of housing settings.

GERO444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

GERO465 Health and Aging [Credits: 3]
Physiological and cognitive processes of human aging within context of environmental, societal and lifestyle factors which promote healthy aging.

GERO470 Global Aging [Credits: 3]
Aging as a global phenomenon. Demographic trends, historical influences and lived experience. Focus on intersection of gender, ethnicity, geography, and class.

GERO499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

GLST190 Global Society and Citizenship [Credits: 3]
Understanding the development of global society through exploration of the concepts and practices of civic engagement and global citizenship.

GLST195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all

_____

engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

GLST444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

GLST490 Senior Seminar in Global Studies [Credits: 3]
Integrative examination of core concepts in global studies culminating in a research project. This course fulfills the upper division writing requirement. *Pre-Requisite(s):* GLST195, POL353

GLST499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

GWS201 Introduction to Gender & Women's Studies (Diversity) [Credits: 3]
Gender throughout history and social institutions (family, media, schools, etc.) from an intersectional feminist perspective. Looks at the culture and contributions of all marginalized groups around the issue of gender.

GWS220 Race and Gender in the U.S. (Diversity/RIS) [Credits: 3]
Interdisciplinary study of racism and sexism as institutionalized oppressions that shape the experiences of women and men of color in the U.S. Cultural contributions women and men of color have made to society.

GWS270 Feminist Leadership and Social Transformation [Credits: 3]
Application of feminist leadership styles and strategies for social change. *Pre-Requisite(s):* GWS201

GWS305 Topics in Women's Studies [Credits: 1.00-3.00]
A selected topic in women's studies. Specific topics to be listed in the class schedule.

GWS315 Feminist Research Methods [Credits: 3]
Interdisciplinary feminist research methods for developing qualitative and quantitative studies, designing projects, implementing research and presenting results. *Pre-Requisite(s):* GWS201

GWS330 Gender and Popular Culture [Credits: 3]
Representations of race, class, gender, and sexuality in popular culture. Students will develop critical analytical skills and an understanding of how marginalized groups are portrayed in the media.

GWS340 Global Feminisms [Credits: 3]
Development of Global feminist movement(s), identifies challenges, and explores the impact of engaging a transnational perspective in understanding and addressing women's issues across cultures. Examines extent to which the empowerment of women is demonstrated through multiplicity of meaning women give to their actions and life experiences in a global context.

GWS345 Practicum in Gender and Women's Studies [Credits: 1.00-3.00]
Application of theory and research to constructive institutional and

social change to improve the lives of marginalized groups, with a focus on gender. *Pre-Requisite(s):* GWS201

GWS405 Women of Color in the U.S. (same as ETHS 405) [Credits: 3]
Examination of historical and contemporary issues facing American Indian, African American, Asian American, Latina, and immigrant women living primarily in the United States. The impact of race, gender, class, and other social inequalities on the lives of women of color will be discussed. *Pre-Requisite(s):* GWS201 or ETHS201 or ETHS205 or ETHS210 or ETHS215 or ETHS220

GWS415 Feminist Theory [Credits: 3]
Feminist theories and their application to understanding women's lives and how gender operates through social institutions. This course fulfills the Upper Division Writing Requirement for the Gender and Women's Studies major with a grade of C or better.

GWS430 Feminist Transformative Leadership [Credits: 3]
Feminist transformative and inclusive leadership theories, approaches, strategies, and visions. Global feminist leadership for the 21st century, drawing on sources such as the works and insights of feminist leaders in Africa and of the UN Women's leaders and initiatives.

GWS444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. *Pre-Requisite(s):* GWS201

GWS485 Capstone Seminar: Applied Feminism(s) in Gender and Women's Studies [Credits: 3]
Integration and application of Gender and Women's Studies key concepts and core knowledge to issues of future careers, personal life, public policy, and the development of feminist praxis. Application of feminist leadership principles and skills. *Pre-Requisite(s):* GWS201, GWS270, GWS315, GWS415, GWS430

GWS499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HBS111 Orientation to the Herberger Business School [Credits: 1]
Programs and policies, career and program options, preparation for academic success, and orientation to student life in the Herberger Business School. (Should be taken as early as possible in the student's program.)

HBS211 Career Essentials [Credits: 1]
Business career paths, job application materials (print and web), interview strategies, opportunities in study abroad, internships, leadership, and community engagement.

HBS410 Educational Tours [Credits: 1.00-6.00]
Tours taken under supervision of the university. Exact nature of course will be defined by the department involved and approved by the vice president for academic affairs. Considered residence credit.

HBS479 Special Topics in Global Business [Credits: 3]
Special topics in the global business environment. May include information systems, marketing, management, accounting, finance, law, and related topics.

_____

HIST101 Studies in World History [Credits: 3]
An interpretive study of general trends and selected topics in various periods and subjects that are cross-cultural, national, and regional in scope.

HIST106 Historical Studies (Diversity) [Credits: 3]
Studies in multicultural, women and minority history suitable for the MGM and/or general education requirement.

HIST109 Race in America (Diversity/RIS) [Credits: 3]
The roots of racism and the manifestations of white supremacy and racial discrimination in a particular period of U.S. history.

HIST110 Western Civilization I: Antiquity to 1500 [Credits: 3]
Evolution of Western civilization from the ancient Mediterranean world to the 1500s.

HIST111 Western Civilization II: 1500-Present [Credits: 3]
Evolution of Western civilization from the Reformation to the present.

HIST136 Medieval English Society [Credits: 3]
English society and culture from approximately the Eleventh Century through the Fifteenth Century emphasizing the rich heritage found in Northumbria.

HIST140 America to 1865 [Credits: 3]
Interpretations of general trends and topics from pre-European contact American Indian civilizations through the Civil War.

HIST141 United States Since 1865 [Credits: 3]
Interpretations of general trends and topics from reconstruction into the recent era.

HIST150 Twentieth Century World (Diversity) [Credits: 3]
Analysis of major themes in 20th century world history, including revolution and social change, national liberation, global conflict, the western world, global economy and rise of the Pacific area.

HIST195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

HIST197 Democratic Citizenship [Credits: 3]
Exploration through history of the concept and practice of democratic citizenship from an intellectual, political, social, cultural, economic, and multicultural perspective from the year 1500 to present.

HIST291 Approaches to History [Credits: 3]
Introduction to the discipline and its professional application. Historiography, secondary source analysis, and historical context and thinking. *Pre-Requisite(s):* HIST106 or HIST109 or HIST110 or HIST111 or HIST140 or HIST141

HIST330 Europe in Revolution 1789-1914 [Credits: 3]
Political, cultural and social revolution in Europe with particular emphasis on Germany and France.

HIST334 Crisis of the European Mind [Credits: 3]
European thinkers and cultural ideas from the Enlightenment to postmodernism.

HIST336 Early Modern England [Credits: 3]
Reformation to Revolution: personalities and religion in the Tudor and Stuart periods.

HIST346 Minnesota [Credits: 3]
Survey of Minnesota history with emphasis on interpreting the state's experience within a larger context. Indians, explorers, early settlements, state-making, agriculture, industry, transportation, politics.

HIST350 African American History [Credits: 3]
African background, Western racism, slave systems, beginning of black institutions, black nationalism and protest, civil rights movements.

HIST352 American Indian History [Credits: 3]
Tribal societies in North America, from earliest times to the present, tribal histories and cultures, intercultural relations, federal Indian policies and tribal responses, and American Indians today.

HIST358 Immigration, Race, and Ethnicity [Credits: 3]
Why people migrated, evolution of the concept of race, growing distinctions between race and ethnicity, intercultural relations, nativism and acceptance, areas of settlement, contribution to American society, problems faced within the U.S.

HIST361 Latin America, 1492-1825 [Credits: 3]
Spanish and Portuguese colonial empires in America from their origins through the wars of independence.

HIST362 Latin America Since 1825 [Credits: 3]
Development of the major Latin American countries since the wars of independence.

HIST371 Africa Since 1500 [Credits: 3]
African reactions to European discovery, settlement, and colonial domination; European colonial regions to the advent of African self-rule.

HIST380 Topics in History [Credits: 3]
An interpretive study of selected topics in history.

HIST385 Concepts and Theories in History for Social Studies Teachers [Credits: 3]
Practical application of discipline for middle and high school. Learn philosophy of history and branching off of the other social sciences. Translate content, theory, method, into grade-appropriate classroom materials. *Pre-Requisite(s):* HIST140 or HIST141

HIST391 Junior Seminar [Credits: 3]
Deepening level of historical expertise and advanced career planning through analysis of primary sources, archival research, construction of historical narratives and projects, and formulating thesis questions. *Pre-Requisite(s):* HIST291

HIST402 The Middle East [Credits: 3]
The rise and development of medieval Islamic civilization; the Middle East under the Ottomans; the recent age.

_____

HIST403 Medieval Europe, 325-1500 [Credits: 3]
Political, economic and cultural history of Europe from the later Roman Empire to the end of the fifteenth century.

HIST408 Europe and World War I [Credits: 3]
Origins of World War I; the war and peace settlement; Russian Revolution; post-war problems; origins and rise of Fascism and Nazism.

HIST409 Europe and World War II [Credits: 3]
Causes of World War II; the war and post-war problems; adjustments which have created contemporary Europe.

HIST411 The Holocaust [Credits: 3]
The history and implications of the Nazi genocide; historiographical issues.

HIST420 Colonial North America (Diversity) [Credits: 3]
Cultural, political, military, economic, and social experiences.

HIST421 Revolutionary America, 1763-1791 [Credits: 3]
Revolutionary era society, the American Revolution, the War for Independence, and the development of self-rule through the adoption of the Bill of Rights.

HIST422 Launching A Nation: America 1792-1848 [Credits: 3]
Territorial expansion, reform, social change, economic development and growth of political democracy from the Federalist Era to the Mexican-American War.

HIST423 Civil War and Reconstruction U.S. 1848-1877 [Credits: 3]
Sectionalism, disunion and war; the Confederacy, reunion and reaction.

HIST444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

HIST445 United States Military History [Credits: 3]
Military problems and accomplishments from 1775 to the present.

HIST470 World History [Credits: 3]
Comparative historical survey of regional and global systems focused on Africa, Asia (East, Southeast, and South Asia), the Middle East, the Americas, and Oceania. *Pre-Requisite(s):* HIST110 or HIST210, HIST111 or HIST211

HIST480 Seminar in American History [Credits: 3]
Intensive reading and research in one area or topic of U.S. or Latin American history. Limited to junior, senior or graduate students or permission of the instructor.

HIST483 Seminar in European History [Credits: 3]
Bibliographical study, research, and discussion of a selected topic. Limited to junior, senior or graduate student or permission of instructor.

HIST486 Seminar in Africa, Asia, or Middle East [Credits: 3]
Reading and research on a selected topic. Limited to junior, senior or graduate students or permission of the instructor.

HIST491 Senior Research Seminar [Credits: 3]
Research on a specialized historical topic culminating in a seminar paper or project. Required of all B.A. history majors. *Pre-Requisite(s):* HIST391

HIST495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

HLTH210 Principles of Nutrition [Credits: 3]
Overview of basic principles of nutrition including applied nutrition, selecting an adequate diet, dietary standards and guidelines, dietary problems, dietary analysis and assessment, clinical applications of nutrition.

HLTH215 Personal and Community Health [Credits: 3]
Personal and community health and steps to reduce risk of health problems for individuals, families, and communities. Community health services and resources.

HLTH225 Theory and Foundation of Community Health [Credits: 3]
Health behavior theories and models used in planning, implementing, and evaluating community-based initiatives and personal health behaviors.

HLTH250 Consumer Health [Credits: 3]
Exploration of consumer health issues: types, cost, and availability of health care, products, and services; health quackery, fads, and consumer protection.

HLTH325 Public Health [Credits: 3]
Roles and functions of public health. Relationships between psychological, environmental, social, biological, and behavioral determinants of health. *Pre-Requisite(s):* HLTH215, HLTH225

HLTH350 International Health [Credits: 3]
Health problems, issues, practices, and programs of international scope and significance.

HLTH399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HLTH405 Drugs in Society [Credits: 3]
Health effects of drug use, abuse and dependency. Psychological, physiological and sociological effects of drugs. Policies, laws, prevention programs and community resources.

HLTH412 Advanced Nutrition [Credits: 3]
Current topics in nutrition, relationship of nutrition to physical performance; methods of nutritional assessment; and complex nutrient needs. *Pre-Requisite(s):* HLTH210

HLTH433 Senior Seminar [Credits: 2]
Requirements, issues, and trends related to community health internship. *Pre-Requisite(s):* HLTH325

HLTH444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

HLTH475 Epidemiology [Credits: 3]
Patterns of health and disease in populations and connections with

beneficial and adverse behaviors and exposures. Analysis of the frequency and distribution of illness and disability among and within populations. *Pre-Requisite(s):* STAT239 or SOC304

HLTH481 Human Sexuality [Credits: 3]
Biological, psychological, behavioral, and cultural aspects of sexuality.

HLTH482 Environmental Health [Credits: 3]
Physical, chemical, and biological agents of environment contamination. Body's reaction to environmental and occupational pollutants; policy decisions; emerging global environmental health problems. *Pre-Requisite(s):* HLTH210, HLTH325

HLTH484 Health Promotion [Credits: 3]
Develop and implement health promotion and behavioral science interventions, use varied strategies for target audiences. *Pre-Requisite(s):* HLTH325

HONS100 Honors Seminar I [Credits: 2]
Introduction to the Honors Program and to scholarship at the college level. Study skills for academically accomplished students, community building, leadership development, and service learning. Campus resources. Avoiding common pitfalls. Participation in the university as an intellectual and human community. Required in a student's first year in Honors.

HONS101 Honors Foundations [Credits: 3]
Introduction to the Honors Community and SCSU. Builds foundational inquiry and integrative learning skills. Required for student's first semester in Honors.

HONS106 Honors Seminar II [Credits: 1]
Continuation of HONS 100. Community building, leadership development, service learning, and life skills for academically talented students. Required in a student's first year in Honors.

HONS110 Honors Mathematics [Credits: 3]
Introduction to problem solving and decision making strategies using mathematical and logical modes of thinking. Development of skills to communicate, defend, and evaluate solutions and decisions. Substitutes for MATH 193 or STAT 193, by departmental approval, in any SCSU requirement.

HONS111 Honors Diversity Mathematics (Diversity/MGM) [Credits: 3]
Same as 110, but with special focus on multicultural, international, or ethnic subject matter.

HONS113 Honors Gender Focus Mathematics (Diversity/MGM-Gender) [Credits: 3]
Same as 110, but with special focus on gender-related subject matter.

HONS130 Honors Natural Science with Lab or Field Experience [Credits: 3]
Introduction to natural science principles and the methods of scientific inquiry incorporating practical experience in the lab or field. Content varies, reflecting a wide range of natural science disciplines. Lab.

HONS131 Honors Natural Science with Lab or Field Experience (Diversity/MGM) [Credits: 3]
Same as 130, but with a special focus on multicultural, international, or ethnic subject matter.

HONS133 Honors Natural Science with Lab or Field Experience (Diversity/MGM-Gender) [Credits: 3]
Same as 130, but with a special focus on gender-related subject matter.

HONS140 Honors Non-lab Natural Science [Credits: 3]
Introduction to natural science principles and the methods of scientific inquiry in a classroom setting. Content varies, reflecting a wide range of natural science disciplines.

HONS141 Honors Non-lab Natural Science (Diversity/MGM) [Credits: 3]
Same as 140, but with a special focus on multicultural, international, or ethnic subject matter.

HONS143 Honors Non-lab Natural Science (Diversity/MGM-Gender) [Credits: 3]
Same as 140, but with a special focus on gender-related subject matter.

HONS160 Honors English Composition [Credits: 4]
Introduction to effective communication through the writing process. Content varies, reflecting humankind's literary and intellectual wealth and the variety of ways to approach it. Substitutes for ENGL 191 or ENGL 198 in any SCSU requirement. *Pre-Requisite(s):*

HONS161 Honors English Composition (Diversity/MGM) [Credits: 4]
Same as HONS 160, but with a special focus on multicultural, international, or ethnic subject matter. *Pre-Requisite(s):*

HONS163 Honors English Composition (Diversity/MGM-Gender) [Credits: 4]
Same as HONS 160, but with a special focus on gender-related subject matter. *Pre-Requisite(s):*

HONS168 Honors Information Literacy [Credits: 1]
Introduction to college-level research using a variety of online tools and resources. Will include a focus on learning efficient research strategies and critically evaluating materials. Cannot also receive credit for IM 104 or 204.

HONS170 Introduction to Communication Studies [Credits: 3]
Interpersonal communication, small group communication and public speaking. Theory and experience to relate meaningfully, think critically, organize clearly, and speak and listen effectively. Substitutes for CMST 192 in any SCSU requirement.

HONS180 Honors English Composition Alternative [Credits: 3]
An alternate way to meet the Goal 1 writing requirement when taken with 198.

HONS181 Honors English Composition Alternative (Diversity-MGM-Gender) [Credits: 3]
Same as 180, but with a special focus on multicultural, international, or ethnic subject matter.

HONS183 Honors English Composition Alternative (Diversity/MGM-Gender) [Credits: 3]
Same as 180, but with a special focus on gender-related subject matter.

HONS195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or

section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

HONS198 Honors Research Paper Alternative [Credits: 1]
When paired with 196 or with another Honors English offering, an alternate way to meet the Goal 1 writing requirement for students with certain kinds of English transfer or AP credits, as described in Honors Goal Area 1. Students with prior credits in English need to see an adviser to determine which classes will finish out the Honors writing requirement. *Pre-Requisite(s):*

HONS199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HONS210 Honors Ethical and Civic Responsibility [Credits: 3]
Introduction to the rights and responsibilities of citizens, institutions, and governing bodies. Skills in responsible, participatory citizenship.

HONS211 Honors Ethical and Civic Responsibility (Diversity/MGM) [Credits: 3]
Same as 210, but with a special focus on multicultural, international, or ethnic subject matter.

HONS213 Honors Ethical and Civic Responsibility (Diversity/MGM-Gender) [Credits: 3]
Same as 210, but with a special focus on gender-related subject matter.

HONS220 Honors Human and Physical Environment [Credits: 3]
Introduction to the interrelatedness of human society and the environment taught from a natural science point of view. Examination of the connection between bio-physical and socio-cultural systems.

HONS221 Honors Human and Physical Environment (Diversity/MGM) [Credits: 3]
Same as 220, but with a special focus on multicultural, international, or ethnic subject matter.

HONS223 Honors Human and Physical Environment (Diversity/MGM-Gender) [Credits: 3]
Same as 220, but with a special focus on gender-related subject matter.

HONS230 Honors Fine Arts [Credits: 3]
Introduction to visual and performing arts. Content varies.

HONS231 Honors Fine Arts (Diversity/MGM) [Credits: 3]
Same as 230, but with a special focus on multicultural, international, or ethnic subject matter.

HONS233 Honors Fine Arts (Diversity/MGM-Gender) [Credits: 3]
Same as 230, but with a special focus on gender-related subject matter.

HONS240 Honors Literature and Humanities [Credits: 3]
Introduction to reading, thinking and writing about literature or other humanities in general. Content varies.

HONS241 Honors Literature and Humanities (Diversity/MGM) [Credits: 3]
Same as 240, but with special focus on multicultural, international, or ethnic subject matter.

HONS250 Honors Philosophy [Credits: 3]
Introduction to critical thinking about basic questions in any area of life or existence. Content varies, reflecting the wide range in philosophical inquiry and in ways to approach it.

HONS251 Honors Diversity Philosophy (Diversity/MGM) [Credits: 3]
Same as 250, but with special focus on multicultural, international, or ethnic subject matter.

HONS253 Honors Philosophy (Diversity/MGM-Gender) [Credits: 3]
Same as 250 but with special focus on gender-related subject matter.

HONS260 Honors Social Science [Credits: 3]
An introduction to the nature and methods of social science. Content varies, reflecting the range of human sciences and approaches to learning about them.

HONS261 Honors Diversity Social Science (Diversity/MGM) [Credits: 3]
Same as 260, but with special focus on multicultural, international, or ethnic subject matter.

HONS263 Honors Social Science (Diversity/MGM-Gender) [Credits: 3]
Same as 260, but with special focus on gender-related subject matter.

HONS295 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

HONS299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HONS300 Special Topics [Credits: 3]
Special Topics.

HONS301 Special Topics (Diversity/MGM) [Credits: 3]
Special Topics.

HONS303 Special Topics (Diversity/MGM- Gender) [Credits: 3]
Special Topics.

HONS395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

HONS399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HONS400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

HONS410 Advanced Honors Ethical and Civic Responsibility [Credits: 3]
Advanced examination of the rights and responsibilities of citizens,

_____

institutions, and governing bodies. Skills in responsible, participatory citizenship.

HONS411 Advanced Honors Ethical and Civic Responsibility [Credits: 3]
Same as 410, but with a special focus on multicultural, international, or ethnic subject matter.

HONS413 Advanced Honors Ethical and Civic Responsibility [Credits: 3]
Same as 410, but with a special focus on gender-related subject matter.

HONS420 Advanced Honors Human and Physical Environment [Credits: 3]
Advanced examination of the interrelatedness of human society and the environment taught from a natural science point of view. Examination of the connection between bio-physical and socio-cultural systems.

HONS421 Advanced Honors Human and Physical Environment [Credits: 3]
Same as 420, but with a special focus on multicultural, international, or ethnic subject matter.

HONS423 Advanced Honors Human and Physical Environment [Credits: 3]
Same as 420, but with a special focus on gender-related subject matter.

HONS430 Advanced Honors Humanities and Fine Arts [Credits: 3]
Advanced examination of critical analysis of the behavior, ideas, and values expressed in works of human imagination and thought. Content varies, reflecting a variety of social and historical contexts.

HONS431 Advanced Honors Humanities and Fine Arts [Credits: 3]
Same as 430, but with a special focus on multiculural, international, or ethnic subject matter.

HONS433 Advanced Honors Humanities and Fine Arts [Credits: 3]
Same as 430, but with a special focus on gender-related subject matter.

HONS440 Advanced Honors Literature [Credits: 3]
Advanced examination to reading, thinking and writing about literature. Content varies, reflecting humankind's literary wealth and the variety of ways to approach it.

HONS441 Advanced Honors Literature [Credits: 3]
Same as 440, but with a special focus on multicultural, international, or ethnic subject matter.

HONS443 Advanced Honors Literature [Credits: 3]
Same as 440, but with a special focus on gender-related subject matter.

HONS444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

HONS460 Advanced Honors Social Science [Credits: 3]
Advanced examination to the nature and methods of social science. Content varies, reflecting the range of human sciences and approaches to learning about them.

HONS461 Advanced Honors Social Science [Credits: 3]
Same as 460, but with a special focus on multicultural, international, or ethnic subject matter.

HONS463 Advanced Honors Social Science [Credits: 3]
Same as 460, but with a special focus on gender-related subject matter.

HONS488 Practicum: Undergraduate [Credits: 1.00-16.00]
Observational learning experience. May include supervised work in a single setting.

HONS495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

HONS499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HPE200 Movement I [Credits: 3]
Explores rhythmic activities, spatial elements, and individual skills.

HPE207 Movement II [Credits: 3]
Movement analysis and correction, specialized skills, and team building. *Pre-Requisite(s):* HPE100 or PESS100 or HPE200

HPE294 Foundations of Health and Physical Education [Credits: 3]
Introduction to the disciplines of health, physical education, exercise and sport. Significant historical events, contemporary issues and problems confronting professionals. Career opportunities in the field and strategies to prepare for these careers.

HPE295 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

HPE320 Drugs and Mental Health [Credits: 3]
Use, abuse and misuse of mood modifying substances, drug history, regulations, classifications, effects, treatment, and prevention strategies. Mental health issues, methods to better personal health behaviors. Complies with requirements of M.S.A. 126.05.3

HPE375 Methods of K-12 in PE [Credits: 3]
Course offers in-depth study and application of effective teaching and learning in the Physical Education classroom. *Pre-Requisite(s):* HPE207

HPE376 Field Experience in Physical Education: Grades PreK-12 [Credits: 1]
Practical experience in regular physical education settings, grades PreK-12. Minimum number of hours is 30.

HPE399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HPE407 Advanced Fitness and Conditioning [Credits: 3]
Basic principles and functions of the human body with applied fundamentals of fitness and wellness as they relate to behavior, physiological function and physical activity. *Pre-Requisite(s):* HLTH210

_____

HPE420 Sexuality, Relationships and Human Development throughout the Lifecycle [Credits: 3]
Body growth and development, reproduction and heredity. Personal relationships, dating, sexual orientation, courtship, marriage and family living. Life cycle through maturity as it relates to health and physical education.

HPE434 Organization and Administration of Health/Physical Education Pre-K-12 [Credits: 3]
History; legal basis; curriculum; school health services and program; emotional climate of school; emergency care; evaluating results of health instruction; role of physical education in health. Program planning, curriculum development, methods of presentation in grades Pre K-12. This course meets the upper division writing requirements.

HPE438 Methods of 5-12 Health [Credits: 3]
Study and application of effective teaching and learning in the Health Education classroom.

HPE439 Field Experience in Health Education [Credits: 1]
Practical experience in regular health education settings, grades PreK through 12. Minimum number of hours is 30.

HPE447 Assessment Strategies in Health and Physical Education [Credits: 3]
Tools and techniques for assessing learning and performance of children in health and physical education.

HPE457 Senior Seminar: Health/Physical Education Teacher Education [Credits: 2]
Trends and issues affecting teaching health and physical education in today's ever-changing society.

HPE458 Integration of Theory into Practice: Field Experience in HPE [Credits: 2]
Pedagogical practice in a K-12 setting, including Education Teacher Performance Assessment (EdTPA). Requirement: admittance to major. *Pre-Requisite(s):* HPE376, HPE375, HPE439, HPE438

HPE467 Student Teaching for Health and Physical Education [Credits: 6]
Supervised teaching for Health and Physical Education Teacher Education students, leading to 5-12 Health Education and Pre K-12 Physical Education licensure.

HPE499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HTSM111 Introduction to Hospitality and Tourism [Credits: 3]
World of tourism and hospitality, with a special emphasis on its industries, systems, sectors, and career opportunities.

HTSM215 Geography of Tourism [Credits: 3]
Geographic regions around the world with emphasis on the cultural and physical diversity of place. Examines how geographic diversity influences and affects global tourism patterns, business and activities.

HTSM294 Hospitality Management [Credits: 3]
Hospitality and Tourism Management. *Pre-Requisite(s):* HTSM111

HTSM299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HTSM360 Transportation Systems [Credits: 3]
Organization, structure and importance of passenger transportation systems.

HTSM362 Introduction to the Cruise Line Industry [Credits: 3]
The operations and management of the cruise line industry. Shipboard organization and delivery of the cruise product. *Pre-Requisite(s):* HTSM111 or GEOG290, HTSM215 or GEOG276

HTSM364 Tour Operations [Credits: 3]
Directing domestic/international tours. *Pre-Requisite(s):* HTSM111 or GEOG290

HTSM368 Event and Convention Management [Credits: 3]
A systematic analysis of the meeting, exposition, event, and convention (MEEC) industry. *Pre-Requisite(s):* HTSM111 or GEOG290

HTSM370 Introduction to Travel Writing [Credits: 3]
The art and practice of travel writing. *Pre-Requisite(s):* HTSM111 or GEOG290, HTSM215 or GEOG276

HTSM372 Food Tourism [Credits: 3]
Explore the relationship between food and tourism around the world. Lab.

HTSM395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

HTSM396 Tourism Development [Credits: 3]
Advanced study of tourism: analyzing and planning tourism resources. *Pre-Requisite(s):* GEOG290 or HTSM111

HTSM397 Hospitality and Tourism Marketing [Credits: 3]
An applied course designed to explore how the tourism product is distributed to the consumer. Will develop the student's awareness of the tourism industry's channels of distribution, their inter-relationships and means for effective utilization by both distributors and consumer.

HTSM399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HTSM400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

HTSM415 Ethics in Hospitality and Tourism [Credits: 3]
Analysis of trends in Hospitality and Tourism toward ethical and sustainable management practices, including the formation and

_____

implementation of policy within the framework of ethical theory. *Pre-Requisite(s):* HTSM111 or GEOG290

HTSM425 Methods in Hospitality and Tourism Research [Credits: 3]
Foundations of research, research design, hypothesis testing, analysis of findings, reporting and ethical issues in tourism. *Pre-Requisite(s):* HTSM111 or GEOG290

HTSM434 Hospitality and Tourism Seminar [Credits: 3]
Application of selected travel/tourism concepts. Capstone course. Satisfies Upper Division Writing Requirement in Travel-Tourism B.A. Requirement: Completion of travel/tourism core courses and consent of instructor.

HTSM444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

HTSM496 Tourism and the Environment [Credits: 3]
Tourism and its relationship to the physical and cultural character of place. Sustainable development, particularly when expressed as eco-tourism.

HTSM497 Tourism Planning and Policy [Credits: 3]
Advanced planning principles and policy formulation frameworks/strategies applicable to tourism development at different scales--site, destination and regional. Case studies of applied tourism planning and policies in different countries. *Pre-Requisite(s):* GEOG290 or HTSM111

HTSM498 Contemporary Issues in Hospitality and Tourism [Credits: 3.00-6.00]
Issues and contemporary trends in hospitality and tourism. Requirement: completion of a minimum of 12 credits within the Hospitality and Tourism Core or by permission of instructor.

HTSM499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HURL102 Human Relations and Race (Diversity/RIS) [Credits: 3]
Racial oppression using a framework that analyzes the interconnection of racism and other forms of oppression. Experiences of people of color and institutional racism in the United States.

HURL201 Non-Oppressive Relationships I (Diversity) [Credits: 3]
Development of practical skills for eliminating racism, sexism, and other oppressive elements from personal, professional, and public life.

HURL206 Understanding Oppression (Diversity) [Credits: 1]
Consultants from oppressed groups will share expertise on various contemporary human relations issues (racism, sexism, disabilities, poverty, religious oppression, homophobia, etc.).

HURL299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HURL303 Global, Social and Environmental Justice [Credits: 3]
Interconnections of global social and environmental justice through analyses of media, policies, activities, and cultural perspectives.

Exploring individual and collective responsibilities for a just and sustainable future.

HURL399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

HURL406 Sexual Assault Advocacy Training [Credits: 3]
Advocacy skills for sexual assault survivors including: understanding the impact of sexual assault on survivors, the social and cultural context in which sexual assault occurs, and the role the legal system, law enforcement, social services and medical services plays with survivors.

HURL418 Xenophobia [Credits: 3]
Xenophobic attitudes, practices, and their impact on human rights. U.S. interventions and issues of torture, terrorism and related war crimes.

HURL444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

HURL491 Change Agent Skills [Credits: 3]
Study of the theories of social empowerment and the development of practical skills for producing institutional and personal change.

HURL492 Practicum in Social Empowerment [Credits: 1.00-3.00]
Experiential practicum. Application of theory and research to constructive institutional and social change.

HURL497 Human Relations for Teachers I (Diversity) [Credits: 3]
Analysis of individual and institutional racism, sexism, and other forms of oppression in the school environment. A social reconstructionist model of education.

HURL498 Human Relations for Teachers II (Diversity) [Credits: 1]
Implications of racism, sexism, heterosexism, immigration issues, disability status, classism and other forms of oppression in the school setting.

HURL499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

IM404 Instructional Design I [Credits: 3]
Introduction to instructional design, including theoretical background, needs assessment, learner analysis and instructional strategies.

IM414 Technology Integration [Credits: 3]
Communicating and collaborating through the use of modern technologies. Discussion of learners as consumers, contributors, and creators in a modern and global age, use of pedagogically appropriate technology to design authentic learning experiences.

IM421 Information, Technology and Learning for Elementary Education [Credits: 2]
Role of technology and media for instruction in the elementary classroom. Selecting, designing, and producing instructional materials in a variety of formats to enhance teacher productivity, student creativity, and thinking skills. Elementary education majors only. Lab.

_____

IM422 Information, Technology and Learning for K-12 and 5-12 Learning [Credits: 2]
Selecting, designing, and producing instructional materials in a variety of formats. How technology assists teacher productivity and serves as a tool for enhancing student creativity and thinking skills. Education majors only. Lab.

IM423 Information, Technology and Learning for Early Childhood Education [Credits: 3]
Role of technology and media in early childhood education. Selecting, designing, and producing instructional materials in a variety of formats. How technology assists teacher productivity and serves as a tool for enhancing student creativity and thinking skills. *Pre-Requisite(s):* CFS200

IM455 Design and Preparation of Multimedia Presentations I [Credits: 3]
Design and production of instructor-led multimedia presentations. Hardware and software skills for production of presentation support materials. Lab.

IM456 Design and Preparation of Multimedia Presentations II [Credits: 3]
Systematic approach to the production of instructor-independent multimedia presentations for informational and self-instructional lessons. Includes needs assessment, format selection, presentation design, equipment selection and operation, and media production. Lab. *Pre-Requisite(s):* IM404, IM455 or IM504, IM555

IS195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

IS242 Business Statistics [Credits: 4]
Business problem solving: data collection, summarizing and describing data, estimation and hypotheses testing, analysis of variance, regression analysis, time series, quality control, decision analysis. Statistical software. Tutorial. *Pre-Requisite(s):* MATH106 or MATH112 or MATH115 or MATH211 or MATH221

IS250 Application Program Development I [Credits: 3]
Requirement analysis, program design, design and coding standards. Translating design to programming language, testing and documentation. Computer Competency.

IS299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

IS301 Information Technology in the Entrepreneurial Organization [Credits: 3]
Application of information technology to the entrepreneurial organization. Includes needs assessment, managing technology and impact analysis.

IS340 Management Information Systems [Credits: 3]
Conceptual foundations of MIS, roles of computer-based information

systems in organizations, global and ethical issues in MIS, and business application software. Computer Competency.

IS344 Field Experience [Credits: 1.00-3.00]
Participation in a paid part-time position with a cooperating business, governmental, or civic organization.

IS345 Application Program Development II [Credits: 3]
Intermediate business computer programming. Interactive program design and development environments. *Pre-Requisite(s):* IS250

IS356 Systems Analysis and Design [Credits: 3]
Systematic methodologies for analyzing business problems or opportunities using structured tools/techniques. *Pre-Requisite(s):* IS250, IS340

IS359 Practicum in IS [Credits: 1.00-3.00]
Supervised application program development.

IS363 Enterprise Architecture [Credits: 3]
Design, selection, implementation and management of enterprise IT solutions. Applications and infrastructure and their fit with the business. *Pre-Requisite(s):* IS250

IS365 Introduction to Human-Computer Interaction [Credits: 3]
Integration of cognitive psychology, design, information systems and others to examine human performance, IS components, methods and techniques used in design and evaluation of IS. *Pre-Requisite(s):* IS356

IS371 Policy Development and Security Issues in Information Systems [Credits: 3]
Development of security policy in line with legal requirements. Risk management, security planning, contingency/disaster planning, auditing, TEMPEST compliance and on-going evaluation through the system life cycle.

IS372 IT Security and Risk Management [Credits: 3]
Management of the security function. Risk assessment of the probability of data being compromised, design phase, and disaster recovery plan. Auditing and quantitative and qualitative analysis. *Pre-Requisite(s):* IS451 or IS363 or CYB270 or CNA397

IS381 Introduction to Computer Forensics [Credits: 3]
Investigating computer crime and techniques to uncover, protect, and analyze digital evidence using software and hardware tools and techniques to perform rudimentary investigations as well as consider ethical implications. *Pre-Requisite(s):* IS340 or CYB301 or CNA425

IS399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

IS434 Introduction to Data Analytics [Credits: 3]
Fundamentals of Data Analytics (DA). Systematically applying statistical or logical techniques to describe and evaluate data. How managers use business analytics to formulate and solve business problems and to support managerial decision making. *Pre-Requisite(s):* IS340 or IS242 or STAT242

IS443 Database Design, Implementation, and Administration [Credits: 3]

Entity relationship modeling, normalization, and implementation of utilizing SQL at both server and client side applications. Concurrency control methods and data security management. *Pre-Requisite(s):* IS250

IS444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

IS450 Strategy, Management and Acquisition [Credits: 3]
IT impact on business strategy, capabilities, and value. IT leadership, function to support business, and acquisition. *Pre-Requisite(s):* IS340

IS451 IT Infrastructure [Credits: 3]
IT infrastructure issues such as Internet-based architecture, computer and network security, business continuity, and the role of infrastructure. *Pre-Requisite(s):* IS356

IS452 Unix Operating Systems Principles [Credits: 3]
Analysis and management of commands, processes and network links. Applications management. Decision-support mechanisms and log analysis. Script writing for customizing application streams. *Pre-Requisite(s):* IS250

IS454 Decision Support Systems [Credits: 3]
Information systems for management decision making. Decision making processes, model base development, and knowledge management. Design, implementation and evaluation of decision support systems. *Pre-Requisite(s):* IS250, IS340

IS458 IS Innovation and New Technologies [Credits: 3]
E-commerce and e-Business issues such as models, e-markets, security, social networks, e-communities, social, ethical and legal issues and emerging technologies. *Pre-Requisite(s):* IS340

IS459 Topics in Information Systems [Credits: 3]
Recent developments in concepts, theory, practices in the analysis, design, and implementation of management information systems. May be repeated with different topics to a maximum of 9 credits. *Pre-Requisite(s):* IS356

IS460 Project Management [Credits: 3]
Strategies, processes, and integration techniques in the management of software development projects. Planning, staffing, scheduling, controlling, and quality assurance. *Pre-Requisite(s):* IS356

IS475 Security Governance, Regulatory Compliance and Auditing [Credits: 3]
Compliance requirements for organizations related to IT infrastructure and data practices, including international, national, state, and local laws and regulations. IT security assessments based on a risk-based approach to managing information security and IT resources. Types of audits and how they are impacted by technologies utilized by organizations. *Pre-Requisite(s):* IS363

IS483 Client/Server Security [Credits: 3]
Security problems related to client/server computing. Benchmarking client/server application in relation to virus protection, firewall configurations, authentication/encryption. Secure client/server design strategies. *Pre-Requisite(s):* IS363 or IS451

IS484 Business Process Management [Credits: 3]
Concepts and strategies for improving business processes such as process design principles, challenges, organizational change, outsourcing, and inter-organizational processes. *Pre-Requisite(s):* IS340

IS485 Enterprise Systems [Credits: 3]
Theoretic and practical issues related to the application of enterprise systems within organizations. *Pre-Requisite(s):* IS340

IS498 Business Consulting [Credits: 3]
Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral report required. *Pre-Requisite(s)*: IS 242, ACCT 292, FIRE 371, MGMT 301, MKTG 320, or permission of department. 3 Credit. F, S. *Pre-Requisite(s):* IS242 or STAT242, ACCT292, FIRE371, MGMT201 or MGMT301, MKTG220 or MKTG320

IS499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

JPN101 Elementary Japanese I (Diversity) [Credits: 4]
Elementary grammar, vocabulary, writing system, and the spoken language.

JPN102 Elementary Japanese II (Diversity) [Credits: 4]
Elementary grammar, vocabulary, writing system, and the spoken language. *Pre-Requisite(s):* JPN101

JWST180 Anti-Semitism in America (Diversity) [Credits: 3]
Anti-Semitism in America will identify Jews and Jewish life within the historical, religious identity, literary, and pop intercultural fabric of the 21st century United States.

LC250 Topical Seminar [Credits: 1.00-4.00]
Varying topics in culture and language.

LC444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

LC445 Service Learning Experience [Credits: 2.00-4.00]
Students use their language skills to explore issues of language acquisition, culture/s and intercultural competence by completing service-projects in the community. Opportunities will vary depending on community needs.

LC455 Teaching of Modern Foreign Languages in the Elementary Schools [Credits: 3]
Language acquisition theory, developmental considerations, curriculum development, and instructional strategies for second language learning by children. Must be taken before French, German or Spanish 456/556.

LC461 Teaching a Second Language: Theory and Methods [Credits: 3]
Emphasis on the variety of methods used in teaching a second or foreign language with special attention to oral skills. *Pre-Requisite(s):* ENGL361

LC462 Second Language Teaching Methods: Reading and Writing [Credits: 3]

Application of second language acquisition theory and methods to the teaching of reading and composition. *Pre-Requisite(s):* ENGL361

LIB280 Critical Thinking In Academic Research [Credits: 3]
Examine and evaluate critical reasoning in academic discourse and discussions, the construction of arguments, and the management of academic research.

LIB290 Social Media in a Global Context [Credits: 3]
Examines social media, its impact on global cultural evolution, and its use in research, analysis, and communication.

MATH063 Bridge to Mathematical Thinking [Credits: 2]
Integrated co-requisite support of mathematical topics necessary for success in MATH 103. Development of problem solving and decision making strategies using mathematical tools from arithmetic, algebra, geometry, probability, and statistics. Skills to communicate and defend solutions and decisions. Course credits apply toward financial aid requirements but do not count toward graduation credits.

MATH070 Basic Mathematics Concepts [Credits: 3]
An integrated review of basic algebraic and geometric concepts. Emphasis on problem solving, writing to explain methods and solutions, and collaborative learning. Course credits apply towards financial aid requirements and GPA (grade point average), but do not count towards graduation. Offered by the Math Skills Center.

MATH072 Intermediate Algebra [Credits: 3]
Linear equations, inequalities, polynomials, graphs, systems of equations, algebraic fractions, radicals, quadratic equations, exponents, functions. Course credits apply towards financial aid requirements and GPA (grade point average), but do not count toward graduation. Offered by the Math Skills Center. *Pre-Requisite(s):* MATH070

MATH085 Bridge to College Algebra [Credits: 3]
Integrated corequisite support of mathematical topics necessary for success in MATH 112, with an emphasis on problem solving and decision making strategies using mathematical tools from arithmetic, algebra, and geometry. Course credits apply towards financial aid requirements but do not count towards graduation. *Pre-Requisite(s):* MATH070

MATH103 Mathematical Thinking [Credits: 3]
Development of problem solving and decision making strategies using mathematical tools from arithmetic, algebra, geometry, probability, and statistics. Skills to communicate and defend solutions and decisions. *Pre-Requisite(s):* MATH070 or MATH072

MATH106 Finite Mathematics [Credits: 3]
Functions (linear, quadratic, exponential, and logarithmic), simple and compound interest, annuities, linear programming, and probability. Mathematical modeling and applications. *Pre-Requisite(s):* MATH072

MATH112 College Algebra [Credits: 3]
Functions and graphs; polynomial, radical, rational, exponential, logarithmic functions; equations, inequalities, systems of equations; applications. No more than 6 credits from MATH 112, 113, and 115 may be counted toward graduation. *Pre-Requisite(s):* MATH072

MATH113 Trigonometry [Credits: 3]
Trigonometric functions and their graphs; inverse trigonometric functions; trigonometric identities, equations, trigonometric

applications, polar coordinates. No more than 6 credits from MATH 112, 113, and MATH 115 may be counted toward graduation. *Pre-Requisite(s):* MATH112

MATH115 Precalculus [Credits: 5]
Functions and their graphs; polynomial, rational, radical, logarithmic, trigonometric and inverse trigonometric functions; algebraic and trigonometric equations and inequalities, identities, systems of equations, applications. No more than 6 credits from MATH 112, 113, and MATH 115 may be counted toward graduation. *Pre-Requisite(s):* MATH072 or MATH112

MATH201 Elements of Mathematics I [Credits: 3]
Nature of mathematics from a problem solving approach using sets, relations, number systems, discrete mathematics, and basic algebra. *Pre-Requisite(s):* MATH072 or MATH112

MATH211 Survey of Calculus I [Credits: 3]
Ideas and concepts of calculus. Topics from differential and integral calculus of one variable. Applications to business, life sciences, economics, and other disciplines. *Pre-Requisite(s):* MATH106 or MATH111 or MATH112 or MATH115 or MATH196

MATH212 Survey of Calculus II [Credits: 3]
Differentiation and integration of trigonometric functions, integration techniques and applications, three-dimensional analytic geometry, multivariable calculus, differential equations. *Pre-Requisite(s):* MATH211 or MATH221

MATH221 Calculus I [Credits: 4]
Limits, continuity, differentiation, applications of derivatives, integration. *Pre-Requisite(s):* MATH115 or MATH112, MATH113

MATH222 Calculus II [Credits: 4]
Integration techniques and applications, inverse functions, topics in analytic geometry, sequences and series, improper integrals, plane curves. *Pre-Requisite(s):* MATH221

MATH252 Mathematical Problem Solving with MATLAB [Credits: 3]
Use of MATLAB, a mathematical computing and programming environment, to simulate, model and solve mathematically based problems. *Pre-Requisite(s):* MATH222

MATH271 Discrete Mathematics [Credits: 3]
Formal logic, sets, relations, functions, introduction to number theory and graph theory, basic counting principle, discrete probability, applications. *Pre-Requisite(s):* MATH113 or MATH115 or MATH221

MATH299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MATH301 Elements of Mathematics II [Credits: 3]
Continuation of MATH 201, including sequences and growth, algebraic concepts, informal geometry and measurement, statistics, and probability. *Pre-Requisite(s):* MATH201

MATH303 Threads of Mathematical Reasoning [Credits: 2]
Techniques of proof reading and writing; review of discrete mathematics; computer representation of numbers; induction; automata and grammars; computational complexity; formal logic. A

transition to upper-level courses, with emphasis on reasoning and proof. *Pre-Requisite(s):* MATH221, MATH271

MATH304 Tools of Mathematical Reasoning [Credits: 3]
Techniques of proof reading and writing; review of discrete mathematics; computer representation of numbers; induction; automata and grammars; computational complexity; formal logic; sets and transfinite cardinalities; construction of the familiar number systems. A transition to upper-level courses, with emphasis on reasoning and proof. *Pre-Requisite(s):* MATH221, MATH271

MATH312 Linear Algebra [Credits: 4]
Matrices, matrix operations, systems of linear equations, determinants, geometry of R-n, vector spaces, subspaces, linear transformations, inner products, eigenvalues. *Pre-Requisite(s):* MATH211 or MATH221

MATH320 Multivariable Calculus for Engineers [Credits: 3]
Vectors, functions of several variables, gradients, multiple integrals, applications. *Pre-Requisite(s):* MATH222

MATH321 Vector and Multivariable Calculus [Credits: 4]
Vectors, functions of several variables, gradients, multiple integrals, vector fields, Green's & Stokes' theorems, applications. *Pre-Requisite(s):* MATH222

MATH327 Differential Equations with Linear Algebra [Credits: 4]
Matrices and matrix operations, Gaussian elimination, determinants, Euclidean n-space and subspaces, dependence, eigenvalues, eigenvectors, diagonalization. Separable and first-order linear equations, second-order linear equations having constant coefficients, applications, systems of linear ODE's with constant coefficients, nonhomogenous linear systems, Laplace transforms. *Pre-Requisite(s):* MATH222

MATH353 Operations Research Models [Credits: 3]
Construction and solution of mathematical models associated with operations research. *Pre-Requisite(s):* MATH222

MATH399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MATH411 Modern Algebra I [Credits: 4]
Groups, subgroups, cyclic groups, permutation groups, isomorphisms, Cayley's theorem, cosets, LaGrange's theorem, normal subgroups, quotient groups, homomorphisms, the first isomorphism theorem, construction of the integers and rational numbers from the natural numbers, rings, integral domains, and fields. *Pre-Requisite(s):* MATH304, MATH312

MATH421 Real Analysis I [Credits: 4]
The real number system, completeness of the real numbers, topology of the real numbers, sequences, limits, continuity, differentiation, and integration. *Pre-Requisite(s):* MATH304, MATH222

MATH422 Introduction to Real Analysis II [Credits: 3]
Series, power series, uniform and pointwise convergence, Reimann integration, and applications. *Pre-Requisite(s):* MATH421

MATH423 Complex Variables [Credits: 3]
The complex field, the theory of analytic functions, power series.

Fundamental theorem of algebra. *Pre-Requisite(s):* MATH321 or MATH320

MATH427 Partial Differential Equations [Credits: 3]
Partial differential equations of mathematical physics, boundary value problems, classical solution methods, Bessel functions. *Pre-Requisite(s):* MATH325, MATH320 or MATH321, MATH325 or MATH320, MATH327 or MATH321, MATH327

MATH431 Professional Subject Matter for Middle Grades Mathematics [Credits: 3]
For teacher candidates only. Number sense, patterns and functions, number theory, geometry, data analysis and probability, current curriculum and pedagogical developments, lesson planning, and micro-teaching. Should be taken within one year prior to student teaching. *Pre-Requisite(s):* MATH304 or MATH312 or MATH321

MATH432 Professional Subject Matter for Secondary School Mathematics [Credits: 4]
For teacher candidates only. Algebra, geometry, data analysis, and advanced topics; current curriculum and pedagogical developments, lesson planning, and micro-teaching. Should be taken within one year prior to student teaching. *Pre-Requisite(s):* MATH304 or MATH312 or MATH321

MATH452 Numerical Analysis [Credits: 3]
Round-off error and computer arithmetic. Solutions of equations in one variable. Interpolation and polynomial approximation. Numerical integration and differentiation. Error Analysis. *Pre-Requisite(s):* MATH252, MATH222 or CSCI201, MATH222

MATH455 Mathematical Modeling [Credits: 3]
Derivation and analysis of mathematical models using differential equations to describe real-world phenomena. Graphical and numerical solution techniques. Nonlinear differential equations and stability. *Pre-Requisite(s):* MATH327 or MATH312, MATH325

MATH465 Elements of Geometry [Credits: 3]
Axiomatic systems, foundations of Euclidean geometry, plane Euclidean geometry, and non-Euclidean and transformational geometries. *Pre-Requisite(s):* MATH312, MATH304 or MATH373, MATH312

MATH480 Topics in Mathematics [Credits: 3]
Designed for intensive study in a special topic in pure or applied mathematics. Topic will be announced in class schedule.

MATH482 Student Teaching Seminar [Credits: 2]
For teacher candidates only. Reflections of and extensions of the student teaching experience in a seminar format; individual classroom observations. Must be taken concurrently with student teaching.

MATH485 Mathematics Seminar [Credits: 2]
Readings, discussion of, and preparation of professional papers in mathematics. Satisfies the upper-division writing requirement (UDWR) for BA mathematics majors. *Pre-Requisite(s):* MATH411 or MATH421 or MATH423 or MATH452 or MATH455 or MATH465 or MATH480

MATH499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

_____

MCOM146 American Television and Cultural Diversity (Diversity) [Credits: 3]
The relationship between TV and society focusing on how American TV treats society's various cultures.

MCOM200 Introduction to Mass Communication [Credits: 3]
History, nature, functions and criticisms of mass media and their role in society.

MCOM203 Introduction to Mass Media Writing [Credits: 3]
An introduction to writing in styles and formats used in journalism, broadcasting, multimedia, and strategic communications.

MCOM207 Introduction to Mass Media Technology [Credits: 3]
Various forms of mass media technologies, applications, and hands-on experiences that form the basic skills toward mass communications and multimedia productions.

MCOM218 Peace for Our Planet [Credits: 3]
Analysis of how public discourse through mass communications addresses or fails to address the root causes of war, such as racism, nationalism, religious strife, gender inequality, and extremes of wealth and poverty. Provides a context for empowered conversations to find potential peaceful solutions for global problems.

MCOM260 Introduction to Strategic Communications [Credits: 3]
Essential theories and principles of public relations and advertising. Overview of public relations and advertising practices and uses in the management of business, government, institutions and organizations. *Pre-Requisite(s):* MCOM200 or COMM220

MCOM275 Documentaries of the Holocaust (Diversity) [Credits: 3]
Study, criticism and analysis of the Holocaust documentary from a historical and analytical basis.

MCOM299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MCOM300 Mass Media Law [Credits: 3]
Freedom of expression foundations, defamation, privacy, obscenity, broadcast regulation, commercial speech and copyright in historical and contemporary legal contexts. *Pre-Requisite(s):* MCOM200 or COMM220

MCOM315 Introduction to Radio and Vocal Performance [Credits: 3]
Operations and organization of the radio industry with hands-on training with radio equipment and audio production software. Vocal performance techniques for radio and television. *Pre-Requisite(s):* MCOM207 or COMM240

MCOM320 Introduction to Television and Multimedia Production [Credits: 3]
Television and multimedia production practices and techniques, including hands-on training of various equipment and software applications to create multiple projects. *Pre-Requisite(s):* MCOM200 or COMM220, MCOM207 or COMM240

MCOM330 Multimedia Storytelling [Credits: 3]
Theory, principles and hands-on practice of multimedia storytelling in Mass Communications. *Pre-Requisite(s):* MCOM200 or COMM220, MCOM203 or COMM242, MCOM207 or COMM240

MCOM335 Motion Graphics and Video Effects [Credits: 3]
Principles, methods, and hands-on techniques of advanced post-production practices in motion graphics and visual effects for television and multimedia production.

MCOM338 Multimedia Documentary Production [Credits: 3]
Exploring the documentary convention through analysis, research, and hands-on practice. *Pre-Requisite(s):* MCOM200, MCOM207

MCOM340 Introduction to Multimedia Journalism [Credits: 3]
Writing and reporting of various features and hard-news journalism pieces for multimedia platforms. Hands-on experience with campus media outlets. *Pre-Requisite(s):* MCOM200 or COMM220, MCOM203 or COMM242, MCOM207 or COMM240

MCOM350 Multimedia Newswriting and Producing [Credits: 4]
Experience in producing, news writing, assignment editing, and news crew supervision. Lab. *Pre-Requisite(s):* MCOM330 or MCOM340

MCOM360 Strategic Communications Research [Credits: 3]
Advertising and public relations research methods. Quantitative and qualitative research methods. Data analysis for strategic communication situations. *Pre-Requisite(s):* MCOM200 or COMM220, MCOM260

MCOM365 Strategic Communications Layout and Design [Credits: 3]
Layout, design and editing of projects in advertising and public relations settings. Hands-on skills for layout and design assignments and projects. Lab. *Pre-Requisite(s):* MCOM207 or COMM240, MCOM200 or COMM220

MCOM370 Social Media Communications [Credits: 3]
Developing and implementing a social media strategy for private, governmental and nonprofit organizations and measuring its effectiveness. Ethical considerations and new technologies and tactics in social media. *Pre-Requisite(s):* MCOM200 or COMM220, MCOM260

MCOM375 Writing for Strategic Communications [Credits: 3]
Development of professional-level writing skills for strategic communications professionals. Using different storytelling approaches for particular audiences and media. *Pre-Requisite(s):* MCOM200 or COMM220, MCOM203 or COMM242, MCOM260

MCOM380 Media Strategy and Planning [Credits: 3]
Strategies and techniques required to effectively plan, select and buy advertising messages in the mass media. *Pre-Requisite(s):* MCOM200 or COMM220, MCOM260

MCOM399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MCOM400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

MCOM401 Ethics, Media Impact and Society [Credits: 3]
Ethical issues confronting the field of Mass Communications and the impact and functions of the mass media in a diverse society. *Pre-Requisite(s):* MCOM200 or COMM220

_____

MCOM405 Esports Casting and Promotions [Credits: 3]
Principles, techniques and styles of various types of esports casting and streaming activities to produce a casting reel. *Pre-Requisite(s):* MCOM207

MCOM410 Educational Tours [Credits: 1.00-6.00]
Tours taken under supervision of the university. Exact nature of course will be defined by the department involved and approved by the vice president for academic affairs. Considered residence credit.

MCOM414 Special Topics in Mass Communications [Credits: 1.00-3.00]
Lecture, readings, research and discussions on selected topics.

MCOM415 Advanced Audio Production [Credits: 3]
Advanced practice in audio recording, production, post-production, and mastering across multiple recording conditions and requirements for radio, music, and video projects. *Pre-Requisite(s):* MCOM200, MCOM207, MCOM315

MCOM420 Studio TV Production [Credits: 3]
Principles, methods, and techniques of live studio television production focusing on student-directed, hands-on experience in producing original content with an emphasis on visual storytelling and story development. *Pre-Requisite(s):* MCOM200, MCOM207, MCOM320

MCOM440 Broadcast and Online Journalism Reporting [Credits: 3]
Writing and reporting news and sports video-based stories for broadcast and online. Hands-on practice with campus media outlets. *Pre-Requisite(s):* MCOM200 or COMM220, MCOM203 or COMM242, MCOM207 or COMM240, MCOM340

MCOM444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. *Pre-Requisite(s):* MCOM200 or COMM220

MCOM480 Strategic Cases and Campaigns in Advertising [Credits: 3]
Case-study analysis of advertising strategies and practice in contemporary society. Students develop a comprehensive advertising campaign for a real-world client. *Pre-Requisite(s):* MCOM200 or COMM220, MCOM260, MCOM360 or COMM471

MCOM488 Practicum: Undergraduate [Credits: 1.00-16.00]
Observational learning experience. May include supervised work in a single setting.

MCOM494 Professional Portfolio [Credits: 1]
Creation of a mass media portfolio appropriate for the mass media professions. Strategies for job hunting and long-term career success.

MCOM495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

MCOM496 Capstone [Credits: 3]
Team-produced projects in real-world media settings and situations, including journalism, radio, television and strategic communications projects.

MCOM499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MFET115 Engineering Communication [Credits: 3]
Graphic solutions to engineering problems. CAD and technical writing. Free-hand sketching, lettering, scaling. Drafting considerations that pertain to the areas of engineering, surveying, and architecture.

MFET240 Metrology [Credits: 2]
Precision measurement, critical dimension evaluation, geometric dimensioning and tolerancing, error analysis, calibration and documentation, repeatability and reproducibility, coordinate measuring machines, non-contact measuring systems. Lab.

MFET241 Applied Statics and Dynamics [Credits: 3]
Static and dynamic systems. Force and moment vectors, resultants. Statics and free-body diagrams. Applications to simple trusses, frames, and machines. Properties of areas. Internal forces. Laws of friction. Particle dynamics. Mechanical systems and rigid-body dynamics. Kinematics and dynamics of plane systems. Energy and momentum of 2-D bodies and systems. Lab. *Pre-Requisite(s):* MATH211, PHYS231

MFET242 Applied Thermodynamics and Fluid Mechanics [Credits: 3]
Thermal systems and fluid flow. First and second laws of thermodynamics, closed systems, refrigeration systems, gas turbines, hydrostatic forces, laminar and turbulent flow. Lab. *Pre-Requisite(s):* MFET241 or ETS241

MFET243 Strength of Materials [Credits: 3]
Properties of engineering materials, including strength and stiffness. Stress, strain, shear, torsion, bending, and columns. Lab. *Pre-Requisite(s):* CHEM210

MFET312 Computer-Aided Design [Credits: 3]
Three-dimensional graphic design representations, engineering drawings, cutter path data for numerically controlled machine tools. Lab. *Pre-Requisite(s):* MFET115 or ETS115

MFET314 Design for Manufacturability [Credits: 3]
Evaluate designs for producibility. Strategies, such as standardization and simplification, to effectively change designs to improve manufacturability with respect to cost, time to market, lean, and flexibility. Concurrent engineering. Lab. *Pre-Requisite(s):* MFET312 or ETS312, MFET345 or ETS345

MFET337 Work Design Supplemental [Credits: 1]
Work design including time studies and ergonomic evaluation of work spaces. This course is intended for students who transfer credits that cover all topics in MFET 446 except Work Design. Lab.

MFET343 Computer Integrated Manufacturing [Credits: 3]
Basics of automation and controls within a manufacturing environment, including industrial robots and programmable logic controllers. Lab. *Pre-Requisite(s):* MFET312 or ETS312

MFET345 Manufacturing Processes [Credits: 3]
Production processes in metals-based industries including foundry, welding, and machining practices. Lab.

_____

MFET348 Plastics Manufacturing [Credits: 3]
Review of polymer structure and properties with emphasis on common industrial polymers. Common polymer production processes such as extrusion and injection molding. Includes finishing processes and the recycling of polymers. Lab. *Pre-Requisite(s):* MFET343 or ETS343, CHEM210

MFET420 Continuous Improvement [Credits: 3]
Continuous improvement strategies. Six sigma basics, statistical quality control tools, benchmarking, lean principles, inspection strategies, total quality management, quality function deployment. *Pre-Requisite(s):* STAT239

MFET430 Mass Production [Credits: 3]
Care and application of production machines. Production principles. Lab.

MFET448 Applications of Composite Materials [Credits: 3]
Properties and applications of composites. Design issues. Open molding, resin infusion, and high-volume molding methods. Materials, tools, and processes. Lab. *Pre-Requisite(s):* CHEM210

MFET470 MfgET Capstone Project I [Credits: 3]
Team project sequence under faculty supervision. Projects are typical of the Manufacturing Engineering Technology field. Formal progress report, both written and oral. Lab.

MFET471 MfgET Capstone Project II [Credits: 3]
Completion of design project under faculty supervision. Emphasis is on project management, teamwork, and technical design factors. Written report and oral presentation of completed project. Lab. *Pre-Requisite(s):* MFET470 or ETS470

MFET499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MGMT201 Introduction to Professional Management [Credits: 3]
Survey of fundamentals of contemporary management from the perspective of the manager, the organization, its environment and their interactions.

MGMT344 Field Experience [Credits: 1.00-3.00]
Participation in a part-time paid position with a cooperating business, governmental, or civic organization.

MGMT352 Survey of Human Resource Management [Credits: 3]
The acquisition and utilization of human resources, developing desirable working relationships, and integrating the workers with organizational goals, within the contemporary legal and societal framework. *Pre-Requisite(s):* MGMT201 or MGMT301

MGMT365 Organizational Behavior [Credits: 3]
Individual and interpersonal behavior, group dynamics and structure, intergroup processes, and leadership within organizational contexts. *Pre-Requisite(s):* MGMT201 or MGMT301

MGMT372 Esports Event Planning and Management [Credits: 3]
Planning, promotion, building, implementation, managing, evaluation and closing of esports events. *Pre-Requisite(s):* MGMT201 or MGMT301

MGMT374 Esports Structure and Governance [Credits: 3]
Structure, governance, stakeholders and management of esports teams. *Pre-Requisite(s):* MGMT201 or MGMT301

MGMT383 Operations Management [Credits: 3]
How the operations function manages people, information, technology, materials, and facilities to produce goods and services. *Pre-Requisite(s):* IS242 or STAT242

MGMT395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

MGMT444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

MGMT450 Employee Selection [Credits: 3]
Management of human resources from the labor market into and through the firm, including job analysis, predictor selection and validation, interview development, and maintaining legal defensibility. *Pre-Requisite(s):* MGMT352

MGMT451 Employee and Labor Relations [Credits: 3]
The management of employee-employer relationships. Individual versus collective bargaining (organizing, negotiating and bargaining), dispute resolution, and alternative labor-capital conflict resolution systems in the U.S. and other countries. *Pre-Requisite(s):* MGMT352

MGMT452 Employee Compensation [Credits: 3]
Compensation theories and practices, and their effect on employee recruitment, motivation, productivity, retention, satisfaction, and morale. *Pre-Requisite(s):* MGMT352

MGMT453 Employee Development [Credits: 3]
Assessing training and development needs, developing and evaluating programs via empirical designs, using technology, administering contents, and selecting methods. *Pre-Requisite(s):* MGMT352

MGMT462 Small Business Management [Credits: 3]
Management challenges, responsibilities, and rewards of operating and growing a small business. *Pre-Requisite(s):* MGMT201 or MGMT301

MGMT467 Leading Organizational Change [Credits: 3]
Elements involved in planned organizational change including linkages between the external environment and organization architecture, organization development, organization design, work design, leadership, communication, organization culture, and interpersonal and group processes. *Pre-Requisite(s):* MGMT201 or MGMT301, MGMT365

MGMT470 Global Business Management [Credits: 3]
Cultural, economic, political, social and physical environment of doing business abroad. Theories of management for effective coordination of human and material resources in global business. *Pre-Requisite(s):* MGMT201 or MGMT301

_____

MGMT472 Experiential Esports [Credits: 3]
Production, marketing, and/or management roles of esports events. *Pre-Requisite(s):* MGMT201 or MGMT301, MGMT372, MGMT374

MGMT483 Manufacturing Operations Management [Credits: 3]
Systems and sub-systems needed to achieve world-class manufacturing status. Systems examined include ERP, MRP, JIT, and DRP. *Pre-Requisite(s):* MGMT383

MGMT484 Supply Chain Management [Credits: 3]
The flow of materials from the supplier to customer. Integration of functional areas such as purchasing, materials management, and distribution. *Pre-Requisite(s):* MGMT383

MGMT485 Service Operations Management [Credits: 3]
Design and management of service delivery systems. Operational aspects of service organizations: understanding customer satisfaction, selecting, training, and empowering employees, matching technology to strategy, defining and measuring quality, and designing facilities. *Pre-Requisite(s):* MGMT383

MGMT486 Managing for Quality [Credits: 3]
Total quality management for manufacturing and service organizations: including strategic quality planning, understanding customer satisfaction, the role of human resources, benchmarking, quality costs, statistical tools and reengineering. *Pre-Requisite(s):* MGMT383

MGMT497 Strategic Management [Credits: 3]
Capstone course that critically assesses global, domestic, and industry trends, organizational competency, values, and culture. Examination of stakeholders and corporate responsibility in developing strategic direction and plans of action (Open only to graduating business seniors).

MGMT498 Business Consulting [Credits: 3]
Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral report required. *Pre-Requisite(s):* MGMT201 or MGMT301, ACCT292, FIRE371, IS242 or STAT242, MKTG220 or MKTG320

MILS101 Foundations of Officership [Credits: 1]
Issues and competencies central to a commissioned officer's responsibilities. Framework for understanding officership, leadership, and Army values and life skills such as physical fitness and time management.

MILS102 Basic Leadership [Credits: 1]
Leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills, and an introduction to counseling.

MILS103 Foundations of Officership Lab [Credits: 1]
Hands on application of military skills, physical training and evaluation standards.

MILS104 Basic Leadership Lab [Credits: 1]
Hands on application of military skills, physical training and evaluation standards.

MILS201 Individual Leadership Studies [Credits: 2]
Identifying successful leadership characteristics using observation of others and self through experiential learning exercises.

MILS202 Leadership and Teamwork [Credits: 2]
Theory and practice to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback.

MILS203 Individual Leadership Studies Lab [Credits: 1]
Hands on application of military skills, physical training and evaluation standards.

MILS204 Leadership and Teamwork Lab [Credits: 1]
Hands on application of military skills, physical training and evaluation standards.

MILS210 The Evolution of United States Warfare I [Credits: 2]
United States military operations from colonial times through World War I.

MILS211 The Evolution of United States Warfare II [Credits: 2]
United States military operations from the end of World War I to the present.

MILS301 Leadership and Problem Solving [Credits: 3]
Self-assessment of leadership style, developing personal fitness regimen, and planning and conducting individual/small unit tactical training while testing reasoning and problem-solving techniques.

MILS302 Leadership and Ethics [Credits: 3]
Role of communications, values, and ethics in effective leadership. Ethical decision-making, consideration of others, spirituality in the military, and Army leadership doctrine. Emphasis on improving oral and written communication abilities.

MILS303 Leadership and Problem Solving Lab [Credits: 1]
Hands on application of military skills, physical training and evaluation standards.

MILS304 Leadership and Ethics Lab [Credits: 1]
Hands on application of military skills, physical training and evaluation standards.

MILS401 Leadership and Management [Credits: 3]
Planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Training management, methods of effective staff collaboration, and developmental counseling techniques.

MILS402 Officership [Credits: 3]
Case study analysis of military law and practical exercises on establishing ethical command climate. Students must complete semester long Senior Leadership Project to plan, organize, collaborate, analyze, and demonstrate their leadership skills.

MILS403 Leadership and Management Lab [Credits: 1]
Hands on application of military skills, physical training and evaluation standards.

_____

MILS404 Officership Lab [Credits: 1]
Hands on application of military skills, physical training and evaluation standards.

MKTG100 Contemporary Business Concepts [Credits: 3]
Comprehensive examination of the major activities of business, contemporary issues, trends and challenges of the business environment in today's global and changing society.

MKTG220 Introduction to Marketing [Credits: 3]
Analysis, planning, and control of marketing functions with reference to ethical, social, political, economic, technological, and global forces.

MKTG315 Professional Selling [Credits: 3]
Personal selling from an analytical and decision-making perspective. *Pre-Requisite(s):* MKTG220 or MKTG320

MKTG321 Buyer Behavior [Credits: 3]
Consumer and organizational buying behavior; psychological, economic, and socio-cultural theories as they relate to buying decisions. *Pre-Requisite(s):* MKTG220 or MKTG320

MKTG322 Marketing Information and Research [Credits: 3]
Research as an aid to decision-making in marketing management; research methods: market surveys and experiments; interpreting, reporting, and using research results; competitive intelligence. *Pre-Requisite(s):* MKTG220, IS242 or STAT242

MKTG333 Business Communication Strategies [Credits: 3]
Advanced business report writing; analysis and interpretation of business communications.

MKTG344 Field Experience [Credits: 1.00-3.00]
Participation in a paid part-time position with a cooperating business, governmental, or civic organization.

MKTG400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

MKTG402 Product and Price Management [Credits: 3]
Product and price management in marketing decision-making; new product development; product/brand management: pricing policies. *Pre-Requisite(s):* MKTG220 or MKTG320

MKTG403 Principles of Promotion [Credits: 3]
Principles of advertising, sales promotion, personal selling, and direct marketing. *Pre-Requisite(s):* MKTG220 or MKTG320, MKTG321, MKTG322

MKTG404 Distribution Management [Credits: 3]
Movement of products and services from producer to consumer; channels of distribution; logistics. Successful completion of this course satisfies the Upper Division Writing Requirement. *Pre-Requisite(s):* MKTG220 or MKTG320

MKTG416 Global Marketing Strategy [Credits: 3]
The importance of global marketing to the U.S. economy; problems, opportunities and practices of managing multinational marketing activities; characteristics and structure of international markets. *Pre-Requisite(s):* MKTG220 or MKTG320

MKTG420 Electronic Marketing [Credits: 3]
Identifying marketing opportunities on the Internet; creating on-line marketing programs; electronic advertising, retailing and commerce. *Pre-Requisite(s):* MKTG220 or MKTG320

MKTG425 Seminar in Sales Management [Credits: 3]
Activities involved in managing a sales force; sales manager's decision-making with respect to formulation, implementation, and evaluation of sales programs; case emphasis. *Pre-Requisite(s):* MKTG220 or MKTG320

MKTG426 Professional Selling Specialization [Credits: 3]
Training and techniques in professional selling arena. Requirement: admission to the Professional Selling Skills Certificate program. *Pre-Requisite(s):* MKTG220 or MKTG320, MKTG333 or ENGL332 or CMST341, MKTG415 or MKTG315

MKTG430 Social Media Marketing [Credits: 3]
Evaluation of social media platforms and other emerging media channels. Develop and execute social media marketing strategies and assess the strategies' effectiveness in achieving business goals. Focus on understanding the use of social media sites from a marketer's standpoint. *Pre-Requisite(s):* MKTG220 or MKTG320

MKTG444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

MKTG498 Business Consulting [Credits: 3]
Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral presentation required. *Pre-Requisite(s):* MKTG220 or MKTG320, ACCT292, FIRE371, IS242 or STAT242, MGMT201 or MGMT301

MKTG499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MLS200 Medical Laboratory Basics [Credits: 1.00-2.00]
Theory and application of basic techniques and instruments used in medical laboratories. Lab.

MLS299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MLS302 Fundamentals of Medical Chemistry [Credits: 1.00-4.00]
Introduction to the theory, principles and applications of chemistry techniques used in the medical laboratory. Lab. *Pre-Requisite(s):* CHEM210, MLS200

MLS310 Anatomy and Physiology for Medical Laboratory Scientists [Credits: 1.00-2.00]
Anatomy and physiology of humans in relationship to disease processes diagnosed by medical laboratory scientists. Lab. *Pre-Requisite(s):* BIOL103

_____

MLS312 Molecular Pathology for Medical Laboratory Scientists [Credits: 1.00-3.00]
Genetics, immunology and molecular aspects of diseases tested for in medical laboratories. Lab. *Pre-Requisite(s):* BIOL103, MLS303

MLS400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

MLS401 Clinical Hematology [Credits: 1.00-8.00]
Theory of blood cell formation; hematological diseases, hemostasis; microscopic examination of blood and bone marrow; experience with hematological instruments and techniques which determine major hematologic and clotting parameters. Lab. Requirement: acceptance into internship program.

MLS402 Clinical Chemistry [Credits: 1.00-11.00]
Identification and quantitation of specific chemical substances in blood and body fluids by various analytical techniques; clinical correlation with disease states; principles of instrumentation; quality control; data processing; toxicology. Lab. Requirement: acceptance into internship program.

MLS403 Clinical Immunology [Credits: 1.00-3.00]
Antigen/antibody structure, function and interaction; basic principles and procedures of humoral and cellular immunology; performance and clinical correlation of serological testing; quality control. Lab. Requirement: acceptance into internship program.

MLS404 Clinical Microbiology [Credits: 1.00-9.00]
Cultivation, isolation, and identification of bacteria, fungi, parasites, and viruses; determination of sensitivity to antimicrobial agents; clinical correlations to disease states; principles of asepsis; environmental monitoring; quality control. Lab. Requirement: acceptance into internship program.

MLS405 Clinical Immunohematology [Credits: 1.00-6.00]
Blood group systems, principles and procedures for antibody detection and identification; donor blood collection; preservation; processing; component therapy; transfusion reaction evaluation; Rh immune globulin; quality control. Lab. Requirement: acceptance into internship program.

MLS406 Clinical Microscopy [Credits: 1.00-3.00]
Theory of renal function in health and disease; renal function tests including chemical and microscopic examination of urine, feces, gastric, and spinal fluids and other body fluid analysis; quality control. Lab. Requirement: acceptance into internship program.

MLS407 Laboratory Management/Education [Credits: 1.00-3.00]
Basic management principles, policy and procedure development, job descriptions, budgets, government regulations. Education principles, construction of objectives, tests and evaluation tools, bench teaching. Lab. Requirement: acceptance into clinical phase.

MLS444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

MLS499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MME120 3D Modeling and Visualization [Credits: 3]
Introduction to the modeling and visualization of 3D objects. Creation of solid models with proper design intent, introduction to engineering drawings and dimensioning, practice in the manipulation and visualization of 3D objects. Lab.

MME200 Engineering Thermodynamics [Credits: 3]
First and second laws of thermodynamics; thermodynamic properties of gases, vapors, and gas-vapor mixtures; energy-systems analysis including vapor and gas power cycles, vapor refrigeration cycles. *Pre-Requisite(s):* CHEM210, MATH222, PHYS234

MME202 Supplement - Thermodynamics and Heat Conduction [Credits: 1.00-2.00]
Supplemental course allows students to continue their major courses while completing modular instruction in the fields of thermodynamics and heat conduction. Lab. *Pre-Requisite(s):* CHEM210, PHYS234, MATH327 or CHEM210, MATH312, MATH325, PHYS234

MME211 Materials and Structures [Credits: 4]
Classification of materials, micro-structures, and associated mechanical behavior with techniques for alterations. Mechanical design involving stresses, strengths, deflections of engineering components. Lab. *Pre-Requisite(s):* CHEM210, PHYS234

MME212 Supplement - Materials and Structures [Credits: 1.00-2.00]
Supplemental course allows students to continue their major courses while completing modular instruction in the fields of materials and structures. Lab. *Pre-Requisite(s):* CHEM210, PHYS234

MME213 Mechanics of Materials [Credits: 3]
Stress and strain, mechanical properties of materials, design safety factors, external and internal effects of beam loading, shear force/bending moment diagrams, boundary conditions, solution of beam equations, thin walled cylinders, buckling, design for static failure, stress concentration factor, applied and principal stresses and stress tensors. *Pre-Requisite(s):* MME241 or MME243, MATH222

MME224 Engineering Design Graphics [Credits: 4]
The graphic language of engineering and computer-aided design. Application of engineering graphics to mechanical design using software tools. Theories and practices of computer-aided design. Geometric dimensioning and tolerancing. Projects. Lab. *Pre-Requisite(s):* MATH115 or MATH112, MATH113 or MATH221

MME225 Supplement - Engineering Design Graphics [Credits: 1.00-2.00]
Supplemental course allows students to continue their major courses while completing modular instruction in the fields of engineering graphics and/or geometric dimensioning and tolerancing. Lab. *Pre-Requisite(s):* MATH115 or MATH112, MATH113 or MATH221

MME231 Materials and Processes [Credits: 4]
Classification of materials, micro-structures, and associated mechanical behavior with techniques for alterations; quantitative and qualitative study of main manufacturing processes; material and process selection

_____

for manufacture of products; manufacturing metrology. Lab. *Pre-Requisite(s):* CHEM210, PHYS234

MME241 Statics [Credits: 3]
Principles of vector mechanics, forces, moments and equivalent systems, equilibrium in 2 and 3 dimensions, static analysis of systems of rigid bodies, trusses, centroids, area and mass moment of inertia, distributed forces, friction, potential energy and virtual work. *Pre-Requisite(s):* MATH221, PHYS234

MME242 Dynamics [Credits: 3]
Kinematics of particles, velocity and acceleration in different coordinate frames, kinetics of particles, Newton's laws, work and energy, impulse-momentum, kinetics of systems of particles, dynamics of rigid bodies in 2D space, vibration and time response of vibratory systems. *Pre-Requisite(s):* MATH222, MME241 or MME243

MME244 Supplement - Statics and Dynamics [Credits: 1.00-2.00]
Supplemental course allows students to continue their major courses while completing modular instruction in the fields of statics and/or dynamics. Lab. *Pre-Requisite(s):* PHYS234, MATH222

MME250 Industrial Automation [Credits: 4]
Analog/digital signals, sampling theory, analog measurement circuits, common industrial sensors and actuators, microcontrollers and scripting in automation, ladder logic and programmable logic controllers, safety in industrial automation, introduction to common automation tasks including assembly, sorting, packaging, palletization and machining. *Pre-Requisite(s):* PHYS235

MME300 Fluid Mechanics [Credits: 4]
Basic principles of fluid statics and dynamics, including conservation of mass, energy, and momentum. Dimensional analysis and the Buckingham Pi Theorem. Bernoulli's Law and application to steady state and dynamic problems. Lift, drag, pipe flow, and boundary layer problems. Laboratory. *Pre-Requisite(s):* MME200 or MME201, MATH325 or MATH327

MME303 Fluid Flow and Convection [Credits: 4]
Basic principles of fluid statics and dynamics, including conservation of mass, energy, and momentum. Dimensional analysis and the Buckingham PI Theorem. Bernoulli's Law and application to steady state and dynamic problems. Convection, and boundary layer problems. Lab. *Pre-Requisite(s):* MME200 or MME201 or MME202, MATH312, MATH325 or MATH327

MME331 Design for Manufacturing [Credits: 4]
Design for manufacture in product specification and standardization; material, shape and process selections; advanced manufacturing processes; design rules for manufacturing and assembly processes; design for quality and reliability; case studies on design for manufacturing and assembly. Lab. *Pre-Requisite(s):* MME231

MME333 Manufacturing Processes [Credits: 4]
Casting, forming, cutting, sheet-metal working, processing of polymers, ceramics, and composites; computer-aided manufacturing; joining processes; processing of non-traditional machining; surface-finishing processes; elements of the competitive and integrated manufacturing environment. Theories and practice. Lab. *Pre-Requisite(s):* ETS345, MME211 or MME212, MME224 or MME225

MME334 Lean Manufacturing [Credits: 4]
Application of lean principles for continuous improvement in manufacturing. Use of lean tools for waste elimination in manufacturing. Introduction to production engineering with a lean perspective. Lab. *Pre-Requisite(s):* ETS345, MME333

MME342 Fatigue and Machine Design [Credits: 4]
Fatigue concepts and analysis. Design of machine elements including fasteners, power screws, welded joints, springs, rolling-elements bearings, gears, and shafts. Lab. *Pre-Requisite(s):* MME211 or MME212, MME224 or MME225, MME243 or MME244 or MME241

MME346 Mechanisms and Robotics [Credits: 4]
Kinematics and dynamic synthesis and analysis of mechanisms by using graphical and analytical methods and engineering software tools; Invention in engineering and patenting, Analysis of open kinematic chains and introduction to robotics. Lab. *Pre-Requisite(s):* MATH312, MATH325 or MATH327, MME241 or MME243 or MME244

MME352 Measurement, Sensors and Sequential Control [Credits: 4]
Statistical analysis of engineering measurement, Analog and digital signals, Sampling theory, Static and dynamic process sensors including temperature, strain, force, pressure and sound, Micro-controllers, I/O devices, Programmable logic controllers. Lab. *Pre-Requisite(s):* MME211 or MME212, ECE201 or ENGR332, PHYS235

MME353 Control of Dynamic Systems and Vibrations [Credits: 4]
Dynamic system modeling in time and frequency domain, First and second order system response, Elements of vibratory systems, Lumped element and continuous vibratory systems, Open and closed loop controller design, simulation and characterization for continuous and discrete systems, PID motion control. Lab. *Pre-Requisite(s):* MME352, MATH312, MME352 or MATH327

MME401 Heat Transfer [Credits: 4]
Fundamentals and applications of one- and two-dimensional heat transfer through conduction, convection, and radiation, including steady and transient heat conduction in solids; forced and free convection in fluids; properties of thermal radiation and radiation heat transfer between solids. Governing equations and boundary conditions, including finite difference and finite element solutions. Multimode heat transfer analysis in real world applications. Laboratory. *Pre-Requisite(s):* MME300, MATH312 or MATH327

MME402 Energy Analysis and Applications [Credits: 3]
Power generation and conversion, HVAC, Radiation, transient heat transfer, numerical methods, refrigeration and heat pump applications, psychrometric calculations. Integrated Lab. *Pre-Requisite(s):* MME303, MATH320 or MATH321 or PHYS346

MME414 Composite Materials [Credits: 3]
Behavior, processing, and design of particulate and fiber-reinforced composite materials. Polymer, metal, and ceramic constituents. Micromechanics, single-lamina macromechanics, and lamination theory. Fatigue and fracture. New, nano, and biomaterials as structural materials. Integrated Lab. *Pre-Requisite(s):* MME342, MATH327

MME430 Metrology and Precision Manufacturing [Credits: 3]
Theories of tolerancing, gauging, error assessment and calibration, interferometry, precision sensing, applications to the design and

monitoring of precision machinery. Technical elective. Integrated Lab. *Pre-Requisite(s):* MME333, MATH325, MATH312 or MATH327

MME440 Solid Mechanics [Credits: 3]
Elasticity, energy methods, torsion of noncircular cross sections, nonsymmetrical bending, thin-walled beams, curved beams, plates, fatigue and fracture, and composites. *Pre-Requisite(s):* MME342, MATH325, MATH312 or MATH327

MME442 Dynamics II [Credits: 3]
Three dimensional kinematics and kinetics of rigid bodies, gyroscopic motion, multi-body systems, Lagrange's equations. Integrated Lab. *Pre-Requisite(s):* MME346

MME443 Internship Variable [Credits: 1.00-3.00]
Variable credit internship course intended to expose students to engineering in industry; encourage community involvement.

MME444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. *Pre-Requisite(s):* PHYS234

MME450 Industrial Robots [Credits: 3]
Robot design, capabilities, economics, and interfacing. Forward and inverse arm solutions, Jacobian, control algorithms. Control hierarchy and languages. Integrated Lab. *Pre-Requisite(s):* MME346, MME352, MATH320 or MATH321 or PHYS346

MME452 Industrial Measurement and Experimentation [Credits: 4]
Statistics for design of experiments, creating op-amps in sensor readout circuits with resistive sensors, Wheatstone bridges, strain gauges, acoustic sensors, capacitive sensors, electric motors, drives and actuation actuators, microcontroller and programmable logic controller integrated of sensors and actuators, industrial communication networks, industrial safety. *Pre-Requisite(s):* MME213, MME242, MME250

MME453 System Dynamics and Industrial Controls [Credits: 4]
Modeling and simulation of linear translational, rotational, hydraulic, electrical and thermal dynamic systems, linear graph theory, governing differential equations, first and second order systems, classical engineering controls, transfer functions, positive integration differentiation control, frequency response, servo-motion control, force feedback in automation systems, proportional integral derivative (PID), integration in programmable logic controller systems. Laboratory. *Pre-Requisite(s):* MME242, MME250

MME454 Industrial Robotics [Credits: 4]
Robot coordinate systems, rotation transformation matrices, forward and inverse kinematics, joint and end effector positions, Jacobian-joint and end effector velocity, dynamic considerations in robotics, force feedback, vision systems in robotics, design of robotic work cells, safety in industrial robotic systems. Laboratory. *Pre-Requisite(s):* MME452, MME453

MME461 Quality Engineering [Credits: 3]
Modern concepts of quality engineering. Control charts and process capability analysis for quality improvements. Planning, conducting, and analyzing experiments to discover influential factors and sources of

variation. Designing quality into products and processes using Taguchi techniques for robust and parameter design. Total quality management. Integrated Lab. *Pre-Requisite(s):* MME333, STAT353 or STAT417

MME462 Quality Engineering [Credits: 4]
Quality in engineering experiments, current concepts of quality engineering. Control charts and process capability analysis for quality improvements. Planning, conducting and analyzing experiments to discover influential factors and sources of variation. Quality control applications. Lab. *Pre-Requisite(s):* MME231, STAT353 or STAT417

MME464 Process and Tool Design [Credits: 3]
Manufacturing methods and product design at a competitive price. Methods of processing. Part design representation. Computer-Aided Process Planning (CAPP). Machine tool design: precision, drives and economy. Cutting and forming tool materials, sharpening, and standards. Design of jigs, fixtures, and press-working tools. Lab. *Pre-Requisite(s):* MME333

MME470 Facilities Planning/Materials Handling [Credits: 3]
Work analysis, process design, and material flow analysis. Facility layout and material handling systems design using systems engineering approach. Stochastic process analysis and simulation techniques. Integrated Lab. *Pre-Requisite(s):* MME333, STAT353 or STAT417

MME480 Senior Design I [Credits: 3]
Capstone team engineering design project sequence under faculty supervision. Projects typical of problems engineers must solve in the field. Presentations and formal technical report. Students must have attained at least a 2.50 GPA in Block 2 and Block 3 courses. Integrated Lab. *Pre-Requisite(s):* GENG380, MME250, MME331, MME342, MME300 or MME461 or MME471

MME481 Senior Design II [Credits: 3]
Continuation of group engineering design project under faculty supervision. Projects typical of problems mechanical and manufacturing engineers must solve in the field. Presentations and formal technical report. Integrated Lab. Requirement: a minimum 2.50 major GPA. *Pre-Requisite(s):* MME480

MME490 Mechanical Engineering Topics [Credits: 1.00-3.00]
Emerging manufacturing methods, experiments, materials, design methods, thermal science issues, or processes applicable to manufacturing or mechanical engineering. Technical elective. Requirement: Jr. or Sr. in mechanical or manufacturing engineering.

MME495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

MME499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MUSE201 Teaching K-8 Music [Credits: 2]
Procedures and resources for classroom teachers.

MUSE240 Introduction to Music Education [Credits: 3]
Music programs in the public schools and roles of professional music educators. Reading, observation, and discussion of contemporary trends and practices.

MUSE244 Introduction to Instruments [Credits: 2]
String, wind and percussion techniques, acoustics and pedagogy for vocal music education students.

MUSE331 Elementary Music Methods [Credits: 3]
Methods and materials for fostering students' musical growth in preschool through middle school years.

MUSE332 Secondary Music Methods [Credits: 3]
Methods and materials for developing students' musical growth through general music and performance classes, grades 5-12. *Pre-Requisite(s):* MUSE331

MUSE334 Introduction to Methods of Orff and Kodaly [Credits: 2]
Pedagogical techniques of Orff-based and Kodaly-based music education for elementary and middle school. *Pre-Requisite(s):* MUSE331 or MUSE420

MUSE345 Instrumental Pedagogy [Credits: 2]
Teaching instrumental performance.

MUSE346 String Techniques and Pedagogy [Credits: 2]
Techniques and skills for performance. Selection, care and maintenance of instruments, teaching techniques, and instructional materials.

MUSE347 Brass Techniques and Pedagogy [Credits: 2]
Techniques and skills for performance. Selection, care and assembly of instruments, teaching, techniques, and instructional materials.

MUSE348 Woodwind Techniques and Pedagogy [Credits: 2]
Techniques and skills for performance. Selection, care and assembly of instruments, teaching techniques, and instructional materials.

MUSE349 Percussion Techniques and Pedagogy [Credits: 2]
Techniques and skills for percussion performance. Selection of instruments and repertoire, care and maintenance, teaching techniques and rehearsal strategies, and instructional materials for the music educator.

MUSE430 Elementary and Class Piano Pedagogy [Credits: 2]
Basic problems, techniques and materials relevant to teaching elementary piano in the private studio and class piano settings. Professional responsibilities of piano teachers and business aspects of managing a private piano studio.

MUSE431 Intermediate and Advanced Piano Pedagogy [Credits: 2]
Basic problems, techniques and materials relevant to teaching piano to the intermediate and advanced student. History of pedagogy and performance practices. *Pre-Requisite(s):* MUSP210

MUSE442 Vocal Pedagogy [Credits: 2]
Teaching of voice including the young voice.

MUSE468 Student Teaching Seminar [Credits: 3]
Issues specific to student teaching in music.

MUSM100 Introduction to Musical Concepts [Credits: 3]
An introductory study of the language and basic concepts of music. (Not applicable for credit towards a music major/minor program).

MUSM101 Theory I [Credits: 3]
Western diatonic voice leading and harmonic practices of the 18th and 19th centuries.

MUSM111 Musicianship 1 [Credits: 2]
Active analysis, creation and performance of music, including major tonality in simple and compound meters.

MUSM123 Experiencing Live Music [Credits: 3]
The nature of music through live performances and through lectures and discussions relating to these performances. The listening will include live performances in class, on campus and in the community.

MUSM125 Music in World Culture (Diversity) [Credits: 3]
Music and its function non-Western countries and various Western folk traditions. Listener's point of view. Oceania, East and Southeast Asia, India, Africa (and some American folk traditions). No previous musical experience required.

MUSM126 History of Rock and Roll Music [Credits: 3]
American musical styles including rhythm and blues, rock and roll, country, folk and rock in historical and cultural perspective.

MUSM199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MUSM202 Theory II [Credits: 3]
Western chromatic voice leading and harmonic practices of the 18th and 19th centuries, and the analysis of basic large-scale formal structures.

MUSM205 Introduction to Music Technology [Credits: 2]
Introduction to pedagogical and creative applications of computer-based music technology, and development of the skills necessary to further explore music technologies.

MUSM212 Musicianship 2 [Credits: 2]
Continuation of Musicianship 1, adding minor tonality and more advanced rhythms.

MUSM240 Introduction to Music Therapy [Credits: 3]
History and principles of music therapy, therapy models and techniques, common populations served by the discipline.

MUSM241 Psychology of Music [Credits: 3]
Psychological and physiological foundations of musical behavior and expression, including musical ability, musical preference, and human response to music. Applications to music therapy.

MUSM242 Functional Music Skills [Credits: 3]
Basic therapeutic instrument performance skills on voice, piano, guitar, and percussion. Tuning and maintenance, repertoire, basic improvisation and songwriting skills. *Pre-Requisite(s):* MUSM240, MUSP101, MUSP102, MUSP103, MUSP105

_____

MUSM243 Clinical Improvisation [Credits: 3]
Improvisation with clinical clients. Directing movement experiences, selecting appropriate assessment methods. Leadership skills for individual and group therapy settings. Appropriate responses to events in therapy sessions. *Pre-Requisite(s):* MUSM240, MUSM242

MUSM303 Theory III [Credits: 3]
Advanced Western chromatic voice leading and harmonic practices of the common practice and post-romantic periods, and large-scale formal and structural principles in tonal music.

MUSM304 Theory IV [Credits: 3]
Study of theories and formal processes of Western musical practice from ca. 1900 to the present.

MUSM313 Musicianship 3 [Credits: 2]
Continuation of Musicianship 2, adding chromaticism and advanced rhythms and meters.

MUSM325 Topics in Musical Study [Credits: 1.00-3.00]
Variable topics in musical study. Designed for students wishing an elective in music.

MUSM351 History of Western Music to 1750 [Credits: 3]
Historical survey of western and non-western music from ancient Greece to 1750. *Pre-Requisite(s):* MUSM202

MUSM352 History of Western Music from 1750-1900 [Credits: 3]
Historical survey of western music history from 1750-1900. *Pre-Requisite(s):* MUSM202

MUSM353 History of Music Since 1900 [Credits: 2]
Historical survey of western and non-western music from 1900 to present. *Pre-Requisite(s):* MUSM202

MUSM402 Orchestration [Credits: 3]
Principles and methods of writing and arranging music for instrumental and vocal ensembles. Instruments of the orchestra, the human voice, Western music literature and arranging for various combinations of instruments. *Pre-Requisite(s):* MUSM202

MUSM403 Counterpoint [Credits: 3]
Examination and application of contrapuntal practices of Western music of the 16th - 21st centuries. *Pre-Requisite(s):* MUSM202

MUSM433 Electronic Sound [Credits: 3]
Development of audio recording and editing skills using portable digital recorders and in the studio. Sound-art projects reflecting different styles of fixed-media electroacoustic art based on recorded sound. History and literature of electroacoustic music.

MUSM434 Analog and Digital Synthesis [Credits: 3]
Create and compose with analog and digital synthesis. Sound-art projects reflecting different styles of fixed-media and real-time electroacoustic art based on synthesized sound. Introduction to history and literature of electroacoustic music featuring analog and digital synthesis.

MUSM435 Studio for Interrelated Media [Credits: 3]
Collaborative arts creation experience integrating music and other arts. Creating, rehearsing and performing collaborative/cross disciplinary works. Open to students from music and other arts areas: poetry, visual arts, theatre, film, dance.

MUSM436 Piano Literature [Credits: 2]
Keyboard literature from 1600 through the present, including the social and cultural context that influenced its major trends and developments. *Pre-Requisite(s):* MUSM351, MUSM352

MUSM437 Topics in New Media: Non-Traditional Performance Study [Credits: 3]
Real-time sound manipulation and sound installations in new media. Use of common software in the field. Construction of low-tech, interactive devices. History and current practices of real time or installation sound art.

MUSM444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

MUSM499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MUSP100 Convocation Attendance [Credits: 0.00-0.00]
Attendance at concert performances and lectures.

MUSP101 Class Piano I [Credits: 1]
Class instruction in piano for students who have had no previous experience at the piano. Fundamentals of music reading and keyboard technique.

MUSP102 Class Piano II [Credits: 1]
Class instruction in piano for students who have limited keyboard experience. *Pre-Requisite(s).*: MUSP 101 or ability to read treble and bass clef, ability to play simple pieces with both hands together.

MUSP103 Class Voice [Credits: 1]
Class instruction in voice for beginning students. Fundamentals and practical application of vocal techniques.

MUSP105 Class Guitar I [Credits: 1]
Class instruction in guitar for those with little or no previous experience playing the guitar. Fundamentals of music reading and guitar technique.

MUSP110 Piano [Credits: 1.00-3.00]
Private Lesson - Piano.

MUSP112 Organ [Credits: 1.00-3.00]
Private Lesson - Organ.

MUSP116 Voice [Credits: 1.00-3.00]
Private Lesson - Voice.

MUSP118 Percussion [Credits: 1.00-3.00]
Private Lesson - Percussion.

MUSP120 Violin [Credits: 1.00-3.00]
Private Lesson - Violin.

MUSP122 Viola [Credits: 1.00-3.00]
Private Lesson - Viola.

_____

MUSP124 Cello [Credits: 1.00-3.00]
Private Lesson - Cello.

MUSP126 Bass [Credits: 1.00-3.00]
Private Lesson - Bass.

MUSP128 Guitar [Credits: 1.00-3.00]
Private Lesson - Guitar.

MUSP130 Trumpet [Credits: 1.00-3.00]
Private Lesson - Trumpet.

MUSP132 French Horn [Credits: 1.00-3.00]
Private Lesson - French Horn.

MUSP134 Trombone-Baritone [Credits: 1.00-3.00]
Private Lesson - Trombone/Baritone.

MUSP136 Private Lessons: Jazz Improvisation [Credits: 1.00-2.00]
Individualized jazz instruction for instrumentalists.

MUSP138 Tuba [Credits: 1.00-3.00]
Private Lesson - Tuba.

MUSP140 Flute-Piccolo [Credits: 1.00-3.00]
Private Lesson - Flute/Piccolo.

MUSP142 Oboe-English Horn [Credits: 1.00-3.00]
Private Lesson - Oboe/English Horn.

MUSP144 Clarinet-Bass Clarinet [Credits: 1.00-3.00]
Private Lesson - Clarinet/Bass Clarinet.

MUSP146 Saxophone [Credits: 1.00-3.00]
Private Lesson - Saxophone.

MUSP148 Bassoon [Credits: 1.00-3.00]
Private Lesson - Bassoon.

MUSP156 Chamber Ensemble [Credits: 1]
Music Performance - Chamber Ensemble.

MUSP158 Studio Jazz Band [Credits: 1]
Study and performance organization utilizing standard large jazz band instrumentation and literature from the jazz and popular idioms.

MUSP159 World Drumming Group [Credits: 1]
Listening, examination and performance of drumming traditions from a diversity of cultural backgrounds.

MUSP161 Women's Choir [Credits: 1]
Rehearsal and performance of traditional choral music including classical music, world/multicultural music, and jazz/show/pop music. Development of vocal technique. Placement interview with director required.

MUSP162 Concert Choir [Credits: 1]
Music Performance - Concert Choir. Audition required.

MUSP163 Men's Choir [Credits: 1]
Rehearsal and performance of traditional male chorus literature including classical music, world/multicultural music and contemporary music. Development of musicianship skills and vocal technique.

MUSP164 Wind Ensemble [Credits: 1]
Music Performance - Wind Ensemble. Audition required.

MUSP167 University Orchestra [Credits: 1]
Music Performance - University Orchestra.

MUSP168 Husky Sports Band [Credits: 0.00-1.00]
Music performance ensemble for on and off-campus athletic games and community events.

MUSP210 Piano [Credits: 1.00-3.00]
Private Lesson - Piano.

MUSP212 Organ [Credits: 1.00-3.00]
Private Lesson - Organ.

MUSP216 Voice [Credits: 1.00-3.00]
Private Lesson - Voice.

MUSP218 Percussion [Credits: 1.00-3.00]
Private Lesson - Percussion.

MUSP220 Violin [Credits: 1.00-3.00]
Private Lesson - Violin.

MUSP222 Viola [Credits: 1.00-3.00]
Private Lesson - Viola.

MUSP224 Cello [Credits: 1.00-3.00]
Private Lesson - Cello.

MUSP226 Bass [Credits: 1.00-3.00]
Private Lesson - Bass.

MUSP228 Guitar [Credits: 1.00-3.00]
Private Lesson - Guitar.

MUSP230 Trumpet [Credits: 1.00-3.00]
Private Lesson - Trumpet.

MUSP232 French Horn [Credits: 1.00-3.00]
Private Lesson - French Horn.

MUSP234 Trombone-Baritone [Credits: 1.00-3.00]
Private Lesson - Trombone/Baritone.

MUSP236 Private Lessons: Jazz Improvisation [Credits: 1.00-2.00]
Individualized jazz instruction for instrumentalists.

MUSP238 Tuba [Credits: 1.00-3.00]
Private Lesson - Tuba.

MUSP240 Flute-Piccolo [Credits: 1.00-3.00]
Private Lesson - Flute/Piccolo.

MUSP242 Oboe-English Horn [Credits: 1.00-3.00]
Private Lesson - Oboe/English Horn.

MUSP244 Clarinet-Bass Clarinet [Credits: 1.00-3.00]
Private Lesson - Clarinet/Bass Clarinet.

MUSP246 Saxophone [Credits: 1.00-3.00]
Private Lesson - Saxophone.

_____

MUSP248 Bassoon [Credits: 1.00-3.00]
Private Lesson - Bassoon.

MUSP303 Functional Piano for Music Teachers [Credits: 1]
Theoretical, technical and pedagogical skills for using piano in teaching and conducting. *Pre-Requisite(s):* MUSP102

MUSP304 Introduction to Piano Accompanying [Credits: 1]
Theoretical, technical and interpersonal skills for using piano in rehearsing, teaching and performing piano accompaniments for solo vocal music, choral music, and instrumental music. *Pre-Requisite(s):* MUSP303

MUSP310 Piano [Credits: 1.00-3.00]
Private Lesson - Piano.

MUSP312 Organ [Credits: 1.00-3.00]
Private Lesson - Organ.

MUSP316 Voice [Credits: 1.00-3.00]
Private Lesson - Voice.

MUSP318 Percussion [Credits: 1.00-3.00]
Private Lesson - Percussion.

MUSP320 Violin [Credits: 1.00-3.00]
Private Lesson - Violin.

MUSP322 Viola [Credits: 1.00-3.00]
Private Lesson - Viola.

MUSP324 Cello [Credits: 1.00-3.00]
Private Lesson - Cello.

MUSP326 Bass [Credits: 1.00-3.00]
Private Lesson - Bass.

MUSP328 Guitar [Credits: 1.00-3.00]
Private Lesson - Guitar.

MUSP330 Trumpet [Credits: 1.00-3.00]
Private Lesson - Trumpet.

MUSP332 French Horn [Credits: 1.00-3.00]
Private Lesson - French Horn.

MUSP334 Trombone-Baritone [Credits: 1.00-3.00]
Private Lesson - Trombone/Baritone.

MUSP336 Private Lessons: Jazz Improvisation [Credits: 1.00-2.00]
Individualized jazz instruction for instrumentalists.

MUSP338 Tuba [Credits: 1.00-3.00]
Private Lesson - Tuba.

MUSP340 Flute-Piccolo [Credits: 1.00-3.00]
Private Lesson - Flute/Piccolo.

MUSP342 Oboe-English Horn [Credits: 1.00-3.00]
Private Lesson - Oboe/English Horn.

MUSP344 Clarinet-Bass Clarinet [Credits: 1.00-3.00]
Private Lesson - Clarinet/Bass Clarinet.

MUSP346 Saxophone [Credits: 1.00-3.00]
Private Lesson - Saxophone.

MUSP348 Bassoon [Credits: 1.00-3.00]
Private Lesson - Bassoon.

MUSP350 Diction for Singers [Credits: 3]
German, Italian and French lyric diction for singers using the International Phonetic Alphabet.

MUSP356 Chamber Ensemble [Credits: 1]
Study and performance of advanced chamber ensemble literature, including conducting and preparation of advanced repertoire.

MUSP358 Chamber Singers [Credits: 1]
Study and performance of chamber choral literature from the Renaissance to the present. Audition required.

MUSP362 Concert Choir [Credits: 1]
Advanced study and performance of choral music from 16th-21st century, including classical and multicultural repertoire. Annual tour.

MUSP364 Wind Ensemble [Credits: 1]
Advanced study and performance of traditional and contemporary wind band music, including classical and multicultural repertoire. Annual tour.

MUSP367 University Orchestra [Credits: 1]
Advanced study and performance of orchestral music from Baroque through modern, including performing as a string orchestra, chamber orchestra and full orchestra. Annual tour.

MUSP373 Conducting I [Credits: 3]
Conducting principles and rehearsal techniques for choral and instrumental literature.

MUSP376 Intermediate Conducting and Repertoire [Credits: 3]
Continued development of clear and expressive conducting technique, score preparation, rehearsal techniques, repertoire, programming and administration of instrumental and choral music programs in schools, communities, and churches. *Pre-Requisite(s):* MUSP373

MUSP396 Junior Recital [Credits: 1]
Presentation of one-half or full recital. Requirement: 1 semester applied lessons at 300 level or above.

MUSP399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

MUSP401 Advanced Composition [Credits: 1.00-3.00]
Advanced study of contemporary compositional practice. May be repeated for credit. *Pre-Requisite(s):* MUSM402 or MUSM403

MUSP410 Piano [Credits: 1.00-3.00]
Private Lesson - Piano.

MUSP412 Organ [Credits: 1.00-3.00]
Private Lesson - Organ.

MUSP416 Voice [Credits: 1.00-3.00]
Private Lesson - Voice.

_____

MUSP418 Percussion [Credits: 1.00-3.00]
Private Lesson - Percussion.

MUSP420 Violin [Credits: 1.00-3.00]
Private Lesson - Violin.

MUSP422 Viola [Credits: 1.00-3.00]
Private Lesson - Viola.

MUSP424 Cello [Credits: 1.00-3.00]
Private Lesson - Cello.

MUSP426 Bass [Credits: 1.00-3.00]
Private Lesson - Bass.

MUSP430 Trumpet [Credits: 1.00-3.00]
Private Lesson - Trumpet.

MUSP432 French Horn [Credits: 1.00-3.00]
Private Lesson - French Horn.

MUSP434 Trombone-Baritone [Credits: 1.00-3.00]
Private Lesson - Trombone/Baritone.

MUSP436 Private Lessons: Jazz Improvisation [Credits: 1.00-2.00]
Individualized jazz instruction for instrumentalists.

MUSP438 Tuba [Credits: 1.00-3.00]
Private Lesson - Tuba.

MUSP440 Flute-Piccolo [Credits: 1.00-3.00]
Private Lesson - Flute/Piccolo.

MUSP442 Oboe-English Horn [Credits: 1.00-3.00]
Private Lesson - Oboe/English Horn.

MUSP444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

MUSP446 Saxophone [Credits: 1.00-3.00]
Private Lesson - Saxophone.

MUSP496 Senior Recital [Credits: 2]
Presentation of full recital. Requirement: 1 semester applied lessons at 400 level or above.

MUSP497 Composition Recital [Credits: 0.00-0.00]
Presentation of a recital of original compositions.

NMDT399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

NMDT403 Anatomy, Physiology, and Pathology [Credits: 1.00-4.00]
Anatomy, physiology, and pathology of the human organ system treated in the application of nuclear medicine. Requirement: acceptance into a hospital program.

NMDT405 Radiation Protection [Credits: 1.00-3.00]
Properties of alpha, beta, and gamma radiation, their effects on human beings, and methods for protecting patients and staff from unnecessary exposure and possible injury. Lab. Requirement: acceptance into a hospital program.

NMDT407 Clinical Instrumentation and Techniques [Credits: 1.00-4.00]
Structure, operating characteristics, and practice in use of nuclear radiation detection instruments and radioisotope handling devices used in medical diagnosis and therapy. Requirement: acceptance into a hospital program.

NMDT409 Mathematical Evaluation of Clinical Data [Credits: 1.00-2.00]
Variations in results depending on the choice of radionuclide, instrument, and patient. Lab. Requirement: acceptance into a hospital program.

NMDT410 Educational Tours [Credits: 1.00-6.00]
Tours taken under supervision of the university. Exact nature of course will be defined by the department involved and approved by the vice president for academic affairs. Considered residence credits.

NMDT411 Records and Administrative Procedures [Credits: 1]
Records and procedures required by federal, state and professional regulatory agencies to insure proper: 1) acquisition, handling, application, storage, and disposal of radioactive materials; 2) awareness of radiation dosages received by patient and staff and 3) functioning of detection equipment. Lab. Requirement: acceptance into a hospital program.

NMDT412 Clinical Nuclear Practicum I [Credits: 1.00-9.00]
Supervised use of radionuclides in imaging and scanning of patients for diagnostic purposes. Lab. Requirement: acceptance into a hospital program.

NMDT413 Clinical Nuclear Practicum II [Credits: 1.00-9.00]
Capstone course for students electing the Nuclear Medicine Technology major. Clinical use of radionuclides in vitro and in patients for diagnostic purposes. Supervised use of radionuclides in vitro and in patients for diagnostic purposes. Lab. Requirement: acceptance into a hospital program.

NMDT417 Nuclear Radiation Physics [Credits: 1.00-4.00]
Properties of alpha, beta, and gamma radiations; their origins and interactions with matter; their control and shielding; the statistics of counting. Lab. Requirement: acceptance into a hospital program.

NMDT419 Clinical Radiation Biology [Credits: 1.00-2.00]
Cellular and organ responses to radiation sources and radionuclides in nuclear medicine. Lab. Requirement: acceptance into a hospital program.

NMDT423 Nuclear Medicine Chemistry [Credits: 1.00-3.00]
The radiopharmacology and chemistry of radionuclides used in the clinical laboratory. Lab. Requirement: acceptance into a hospital program.

NMDT495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

_____

NMDT499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

NURS195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

NURS199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

NURS301 Health, Healing, Harmony: Professional Nursing Practice [Credits: 3]
Foundation of nursing knowledge, theory and research, professional values, core competencies and knowledge.

NURS302 Professional Nurse Clinical [Credits: 3]
Principles of intermediate nursing care for clients in laboratory and community settings.

NURS303 Holistic Health Assessment [Credits: 3]
Assessment of the whole individual across the lifespan considering physical, emotional, spiritual, and cultural factors utilizing therapeutic communication, physical examination, and health promotion techniques. Lab.

NURS304 Professional Nurse Skills [Credits: 2]
Application of technical skills in a simulated health care delivery setting.

NURS305 Nursing Law and Ethics [Credits: 2]
Legal and ethical issues of professional nursing practice. *Pre-Requisite(s):* NURS306, NURS307, NURS309, NURS310, NURS317

NURS306 Nursing Care of Older Adults [Credits: 2]
Care of older adults across multiple environments. Psychosocial, spiritual, and biophysical changes of aging, quality of life, human dignity, and autonomy issues. *Pre-Requisite(s):* NURS301, NURS302, NURS303, NURS304, NURS316

NURS307 Nursing Care of Older Adults (Clinical) [Credits: 2]
Nursing care of older adults across multiple environments. *Pre-Requisite(s):* NURS301, NURS302, NURS303, NURS304, NURS316

NURS308 Nursing Informatics [Credits: 2]
Health care technologies for discovering, retrieving, and using information in nursing practice. *Pre-Requisite(s):* NURS306, NURS307, NURS309, NURS310, NURS317

NURS309 Holistic Adult Care: Physiological Wellness [Credits: 3]
Illness and disease management of individuals in acute disharmony. Social, physical, psychological, and spiritual responses of the individual and appropriate nursing interventions. *Pre-Requisite(s):* NURS301, NURS302, NURS303, NURS304, NURS316

NURS310 Physiologic Wellness (Clinical) [Credits: 3]
Applies theoretical principles of NURS 309. Development of concept maps and application of advanced technical skills in caring for adults experiencing acute disharmony in various health care settings. *Pre-Requisite(s):* NURS301, NURS302, NURS303, NURS304, NURS316

NURS311 Mental Health Nursing [Credits: 2]
Etiology of mental illness, substance abuse and dependence. Mental health promotion, illness management, disease prevention, and psychosocial rehabilitation. *Pre-Requisite(s):* NURS306, NURS307, NURS309, NURS310, NURS317

NURS312 Mental Health (Clinical) [Credits: 3]
Clinical experiences with individuals, families and groups in hospital and community-based settings. *Pre-Requisite(s):* NURS306, NURS307, NURS309, NURS310, NURS317

NURS314 Child and Family Nursing [Credits: 3]
Core knowledge, skill, and professional values to provide and design holistic, culturally sensitive, evidence-based nursing care for families and children. *Pre-Requisite(s):* NURS306, NURS307, NURS309, NURS310, NURS317

NURS315 Child and Family Nursing (Clinical) [Credits: 3]
Builds on the theoretical base of NURS 314. Planning and implementation of nursing care during labor and delivery and for children from infancy to adolescence including physiologic and psychological development with clinical experience. *Pre-Requisite(s):* NURS306, NURS307, NURS309, NURS310, NURS317

NURS316 Pathophysiology for Nursing Majors [Credits: 3]
Disruptions in normal physiologic function in individuals, primarily adults. Objective and subjective manifestations of common illnesses.

NURS317 Pharmacology in Nursing [Credits: 3]
Principles of pharmacology and their relationship to patient centered care. Classification of drugs, basic mechanisms of drug interaction, safety and calculations for drug administration and nursing interventions. *Pre-Requisite(s):* NURS301, NURS302, NURS303, NURS304, NURS316

NURS395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

NURS401 Holistic Adult Care Advanced Concepts [Credits: 3]
Collaborative role of the nurse in holistic nursing care for individuals and families experiencing critical, chronic, and/or terminal illness. Physical and psychological support to clients and families coping with loss, death, and chronic pain. Quality of life issues and the meaning of chronicity. *Pre-Requisite(s):* NURS305, NURS308, NURS311, NURS312, NURS314, NURS315

NURS402 Holistic Adult Care: Advanced Concepts (Clinical) [Credits: 3]
Clinical component, including care of clients, experiencing a critical illness, chronic medical illness, and terminal illness in a variety of clinical settings. *Pre-Requisite(s):* NURS305, NURS308, NURS311, NURS312, NURS314, NURS315

NURS403 Research in Nursing Practice [Credits: 3]
Basic concepts, processes, and applications of nursing research.

_____

Research role of the nurse in decision making and clinical practice. Fulfills the upper division writing requirement. *Pre-Requisite(s):* NURS305, NURS308, NURS311, NURS312, NURS314, NURS315

NURS404 Health Care of Populations [Credits: 2]
Synthesize nursing and public health theory to promote and protect the health of populations through systematic assessment, planning, intervention and evaluation. Public health values, research, and collaborative activities. *Pre-Requisite(s):* NURS305, NURS308, NURS311, NURS312, NURS314, NURS315

NURS405 Health Care of Populations (Clinical) [Credits: 3]
Planning and implementing nursing care for individuals, families, and aggregates in public health agencies, schools, and other community settings. *Pre-Requisite(s):* NURS305, NURS308, NURS311, NURS312, NURS314, NURS315

NURS406 Nursing Leadership and Management [Credits: 3]
Synthesis of previous learning and its application. Transition to leadership/manager of health care. Application of management and leadership theories and principles in professional nursing practice. *Pre-Requisite(s):* NURS401, NURS402 or NURS420, NURS403, NURS404, NURS405 or NURS422

NURS408 Nursing Capstone Seminar [Credits: 1]
Integration and synthesis of core knowledge, professional standards and values with core competencies in professional nursing. *Pre-Requisite(s):* NURS401, NURS402 or NURS420, NURS403, NURS404, NURS405 or NURS422

NURS411 Nursing Leadership Capstone Practicum [Credits: 6]
Final clinical immersion of core knowledge, professional standards, and values to aid in transition into the professional nursing role. *Pre-Requisite(s):* NURS401, NURS402 or NURS420, NURS403, NURS404, NURS405 or NURS422

NURS413 Cross Cultural Nursing and Global Health [Credits: 2]
Knowledge, values and skills for competent care across cultures. *Pre-Requisite(s):* NURS401, NURS402 or NURS420, NURS403, NURS404, NURS405 or NURS422

NURS414 Role Transition to Baccalaureate Completion [Credits: 3]
Introduction to the Essentials of Baccalaureate Nurse Practice, which are the basis and context for professional nursing practice.

NURS415 Cross-Cultural Nursing and Global Health [Credits: 2]
Knowledge, values and skills for competent nursing care across cultures.

NURS417 Scholarship for Evidence Based Practice in Nursing [Credits: 3]
Relationships among nursing theory, practice, and research. Principles and models of evidence-based practice.

NURS419 Application of Evidence Based Practice in Nursing [Credits: 3]
Application of principles and models of evidence-based practice. Role of the nurse in decision making and clinical practice. *Pre-Requisite(s):* NURS417

NURS420 Introduction to Population Health [Credits: 3]
Nursing and public health theory. Promotion and protection of population health through systematic assessment, planning,

intervention, and evaluation. Public health values, research, and collaborative activities.

NURS421 Population Health (Asynchronous Clinical) [Credits: 3]
Synthesis of nursing and population/public health concepts. Applications to clinical settings. Includes asynchronous clinical experience. *Pre-Requisite(s):* NURS419

NURS427 Nursing Ethics and Genetics [Credits: 3]
Ethical nursing practice including decision making, self-awareness of professional values, legal issues of person-centered care, genetics, and genomics.

NURS428 Pharmacology Review [Credits: 3]
Review of nursing pharmacology. Pharmacokinetics and principles of pharmacology. Ethics, safety, and quality improvement in nursing pharmacology.

NURS429 Nursing Management and Leadership [Credits: 3]
The transition from the role of staff nurse to a leader in health care. Application of management and leadership theories and principles in professional nursing practice. *Pre-Requisite(s):* NURS418, NURS428

NURS431 Capstone for RN-BS Completion [Credits: 3]
Synthesis of nursing knowledge, role identity, professional nursing standards, and core values and competencies. Asynchronous clinical component. *Pre-Requisite(s):* NURS418, NURS428

NURS444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. *Pre-Requisite(s):* NURS301

NURS490 Selected Topics in Nursing [Credits: 1.00-3.00]
Current issues in nursing.

NURS495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

PCOM300 Gateway to Professional Communication [Credits: 1]
Introduces the interdisciplinary study of professional communication. Topics include: key communication competencies, careers, academic expectations, best practices within the context of professional communication.

PCOM444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

PCOM494 Professional Communication Capstone [Credits: 2]
Integrates experiences from the major courses and internship into a portfolio that represents the student's expertise and competencies in professional communication. *Pre-Requisite(s):* PCOM300

PCOM499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

_____

PESS120 Aerobic Fitness [Credits: 1]
Designed to enhance cardiovascular health by studying appropriate physiological principles. Students also will participate in one or more forms of aerobic exercises; e.g. walking, running, swimming, cycling, skiing, dancing, etc.

PESS122 Lifelong Health and Fitness [Credits: 1]
Study of appropriate physiological and psychological aspects to gain knowledge, experiences, and skills needed to develop and maintain a healthy and fit lifestyle.

PESS123 Weight Training [Credits: 1]
Designed to offered systematic strength training programs and conditioning techniques.

PESS140 Self-Defense for Women [Credits: 1]
Fundamental skills and techniques of fall, rolling, throwing and breaking holds. Specific emergency techniques of self-defense and specific safety skills.

PESS195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

PESS221 Coaching Wrestling [Credits: 2]
Theory and practice of coaching wrestling.

PESS249 Anatomy/Kinesiology [Credits: 4]
An introduction to gross anatomy and the study of human motion based on anatomical and mechanics principles. All major organs systems are addressed with emphasis placed on musculoskeletal application to exercise and sport. Lab.

PESS250 Coaching Soccer [Credits: 2]
Theory and practice of coaching soccer.

PESS251 Coaching Basketball [Credits: 2]
Theory and practice of coaching basketball.

PESS253 Coaching Swimming and Diving [Credits: 2]
Theory and practice of coaching swimming.

PESS254 Coaching Hockey [Credits: 2]
Theory and practice of coaching hockey.

PESS255 Coaching Football [Credits: 2]
Theory and practice of coaching football.

PESS256 Coaching Baseball [Credits: 2]
Theory and practice of coaching baseball.

PESS257 Coaching Track [Credits: 2]
Theory and practice of coaching track and field events.

PESS258 Coaching Volleyball [Credits: 2]
Theory and practice of coaching volleyball.

PESS260 Coaching Softball [Credits: 2]
Theory and practice of coaching softball.

PESS304 Care and Prevention of Athletic Injuries [Credits: 3]
Introduction to the care and management of athletic injuries commonly seen in participation of sport and exercise.

PESS349 Human Physiology [Credits: 3]
Study of the basic systems of the human body and the mechanisms influencing them. Lab. *Pre-Requisite(s):* PESS249

PESS370 Principles of Coaching [Credits: 3]
Fundamentals of athletic coaching.

PESS399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

PESS431 Coaching Practicum [Credits: 1]
Supervised, practical experience in coaching settings. *Pre-Requisite(s):* PESS304

PESS491 Psychology of Sport [Credits: 3]
Examining sport in terms of motivation, performance, and the relationship between sport and human development.

PESS499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

PHIL111 Multicultural Philosophy (Diversity) [Credits: 3]
Reality, knowledge, and value, from the perspectives of various African, Arabic, European, East Asian, South Asian and/or Native American cultures.

PHIL112 Philosophical Explorations [Credits: 3]
Basic issues in philosophy: theory of knowledge, human nature, morality, political systems, religious thought, the meaning of life, etc. Individual sections may focus on particular topics.

PHIL116 Elementary Topics in Philosophy [Credits: 1.00-3.00]
Study of a single philosopher or philosophical problem.

PHIL194 Critical Reasoning [Credits: 3]
Reasoning about human values, human knowledge and our place in the scheme of things. Conceptual analysis, identifying and analyzing arguments, and recognizing fallacious reasoning.

PHIL211 Philosophy and Feminism (Diversity) [Credits: 3]
The ways in which philosophical and feminist thinking enhance one another. A variety of perspectives, including race, class, and culture.

PHIL212 Moral Problems and Theories [Credits: 3]
Ethical theories and their application to moral problems such as abortion, euthanasia and animal rights.

PHIL213 Environmental Ethics [Credits: 3]
Critically evaluate the ethical dimensions of environmental and natural resource issues. Identify moral values in alternative solutions and encourage reasoned defense of proposed actions.

PHIL221 Philosophy of Religion [Credits: 3]
The existence of God, the problem of evil, the nature and justification of religious beliefs, religious diversity and the role of faith, revelation and science.

_____

PHIL222 Existentialism [Credits: 3]
Kierkegaard, Nietzsche, Heidegger, and Sartre on the human subject. Existential phenomenology, knowledge, truth, freedom, personal relations, authenticity and value.

PHIL223 Symbolic Logic [Credits: 3]
Formal study of deductive reasoning: categorical, propositional, and predicate logic. Translation, truth tables, and derivations using standard rules of inference.

PHIL251 Ancient and Medieval Philosophy [Credits: 3]
Ancient and Medieval Philosophy. The Presocratics, Plato, Aristotle, Hellenistic and Roman philosophers, Augustine and Aquinas.

PHIL252 Modern Philosophy [Credits: 3]
Western Philosophy from the Renaissance, through Descartes and the Rationalists, Hume and the Empiricists, and Kant.

PHIL301 Ethics [Credits: 3]
The nature of morality. Theories of right action and the good person. The good life, facts and values, relativism, metaethics and relations between morality, religion and social attitudes. *Pre-Requisite(s):* PHIL211 or PHIL212 or PHIL213 or PHIL221 or PHIL222 or PHIL223 or PHIL251 or PHIL252

PHIL302 Metaphysics [Credits: 3]
The nature of reality. God, the self, matter, mind, substance, modality, universals, free will, time, change, survival, death, and realism vs. anti-realism. *Pre-Requisite(s):* PHIL211 or PHIL212 or PHIL213 or PHIL221 or PHIL222 or PHIL223 or PHIL251 or PHIL252

PHIL303 Epistemology [Credits: 3]
The nature, value, and possibility of knowledge and justified belief. Sense perception, the a priori, skepticism, epistemic virtue, foundationalism, coherentism, internalism, externalism and naturalism. *Pre-Requisite(s):* PHIL211 or PHIL212 or PHIL213 or PHIL221 or PHIL222 or PHIL223 or PHIL251 or PHIL252

PHIL323 Aesthetics [Credits: 3]
The nature and value of art, beauty, creativity, aesthetic experience and critical judgment. *Pre-Requisite(s):* PHIL211 or PHIL212 or PHIL213 or PHIL221 or PHIL222 or PHIL223 or PHIL251 or PHIL252

PHIL324 Philosophy of Mind [Credits: 3]
The nature of consciousness, the relation between the mind and body, our knowledge of other minds, theories of truth, meaning and reference. *Pre-Requisite(s):* PHIL211 or PHIL212 or PHIL213 or PHIL221 or PHIL222 or PHIL223 or PHIL251 or PHIL252

PHIL327 Global Justice [Credits: 3]
Theories of global justice and applied issues in global justice, such as individual and collective responsibility for global poverty and poor working conditions; environmental justice and climate change; refugee migration, migrant labor, immigration and citizenship; war and terrorism.

PHIL328 Bioethics (Diversity) [Credits: 3]
Theories, principles, and methods. Ethical issues in health care, such as patient autonomy, informed consent, genetic engineering, biomedical research on human and nonhuman subjects, and justice. Development of written arguments on bioethical issues.

PHIL329 Ethics in Professional Communication (Diversity) [Credits: 3]
Theories and principles of ethics, including virtue ethics and care ethics, applied to ethical issues in professional communication, such as the use of ethnic, racial, and regional terms to talk about individuals and groups of people, offensive images or language, privacy, transparency and disclosure, and their influence on social and ethical norms.

PHIL399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

PHIL411 Topics in Philosophy [Credits: 3]
Study of a single philosopher, problem or special topic. May be repeated with different topics. *Pre-Requisite(s):* PHIL301 or PHIL302 or PHIL303 or PHIL323 or PHIL324

PHIL451 Seminar [Credits: 3]
Advanced study of a single philosopher, problem or special topic in a seminar setting. May be repeated with different topics. Graduate students will complete additional assignments. *Pre-Requisite(s):* PHIL301 or PHIL302 or PHIL303 or PHIL323 or PHIL324

PHIL499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

PHYS103 Concepts in Physics [Credits: 3]
A thematic presentation of ideas, thought, and experimentation in physics. Topics from classical mechanics, sound, light, electricity, magnetism, thermodynamics, relativity, structure of matter. Not open to those who have taken PHYS courses other than general education at the 200-level or above. Lab.

PHYS131 Preparatory Physics [Credits: 3]
Prepares students to take PHYS 231 or 234. Basic mathematical tools, physical principles, and problem solving techniques. *Pre-Requisite(s):* MATH072 or MATH106 or MATH196 or MATH112 or MATH115 or MATH201 or MATH211 or MATH221

PHYS208 Energy and Environment [Credits: 3]
Energy forms, resources and conversions. Past and present patterns of energy use. Projections of future demand and supplies of energy. Resources and technologies of future energy alternatives. Environmental problems and conservation strategies associated with energy use.

PHYS231 General Physics I [Credits: 4]
Vectors; kinematics of uniformly accelerated motion; static equilibrium; work and energy; linear momentum; circular motion; rotational work, energy, and momentum; elasticity; fluid statics and dynamics; heat and temperature; kinetic theory of gases; laws of thermodynamics. Lab. *Pre-Requisite(s):* MATH112 or MATH113 or MATH115 or MATH211 or MATH212 or MATH221 or MATH222 or PHYS131 or PHYS100

PHYS232 General Physics II [Credits: 4]
Hooke's law; simple harmonic motion; waves, standing waves, sound; electric forces and fields; electric potential; capacitance; resistance; DC circuits; magnetic forces and fields; induced EMF; inductance; impedance; AC circuits; E-M waves; geometric optics; wave optics;

_____

optical devices. Topics from modern physics. Lab. *Pre-Requisite(s):* PHYS231

PHYS234 Classical Physics I [Credits: 5]
Newton's laws of motion; work and energy; linear momentum; rotational motion; gravity; equilibrium and elasticity; periodic motion; fluid mechanics; temperature, heat and thermal properties of matter; laws of thermodynamics. Lab. *Pre-Requisite(s):* MATH115 or MATH112, MATH113 or MATH221 or MATH222

PHYS235 Classical Physics II [Credits: 5]
Waves, normal modes, and sound; electrical force, fields, and potentials; capacitance and dielectrics; current and resistance; DC circuits; magnetic forces and fields; induction, AC current; E-M waves; geometric and wave optics; optical instruments. Lab. *Pre-Requisite(s):* PHYS234, MATH221 or MATH222

PHYS237 Classical Physics for Geosciences [Credits: 1]
Simple harmonic motion, properties of waves, dispersion relations, and wave propagation characteristics. Basic electronics including voltage, current, resistance and capacitance, power supplies, diodes, and transistors. *Pre-Requisite(s):* MATH221, PHYS234

PHYS299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

PHYS308 Medical Informatics for Radiologic Technologists [Credits: 3]
Information systems and computer technology as applied to usage in Radiologic Imaging, charting, administration and research. *Pre-Requisite(s):* MATH112, PHYS231

PHYS309 Radiologic Science Seminar [Credits: 1]
Four-part seminar to be taken concurrently with the two years spent in the clinical portion of the program. One credit per course each semester. Requirement: acceptance into clinical phase.

PHYS328 Modern Physics I [Credits: 3]
Photons, Bohr-Rutherford model of the atom, wave-particle duality, Schroedinger equation, hydrogen atom wave functions, many-electron atoms, Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. *Pre-Requisite(s):* PHYS235, MATH222

PHYS329 Modern Physics II [Credits: 3]
Special relativity, molecular bonding, quantum theory of solids, nuclear structure, radioactivity, nuclear reactions, elementary particles. *Pre-Requisite(s):* PHYS328

PHYS333 Optics [Credits: 3]
Refraction, geometrical optics, optical instruments, diffraction, interference, polarization, and other aspects of physical optics. Lab. *Pre-Requisite(s):* PHYS235, MATH222

PHYS334 Thermal Physics [Credits: 3]
Laws of thermodynamics and Applications. Microscopic descriptions of many-particle systems. Statistical (ensemble) mechanics connecting individual particle dynamics to bulk thermal properties of matter. Classical and quantum mechanical effects. Terrestrial and astrophysical applications. *Pre-Requisite(s):* MATH222, PHYS235

PHYS346 Mathematical Methods for Physics [Credits: 3]
Applications of matrix methods to linear physical systems; applications of vector calculus to 3-dimensional physical systems. The method of series solutions applied to physical wave equations, applications of complex numbers and of Fourier and Laplace transforms. *Pre-Requisite(s):* PHYS234, MATH222

PHYS358 Electromagnetic Fields [Credits: 4]
Static electric fields, steady currents, static magnetic fields, time-dependent fields, Maxwell's equations, plane electromagnetic waves. *Pre-Requisite(s):* MATH325 or MATH327, PHYS235, PHYS346

PHYS399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

PHYS408 Physics of Digital Medical Imaging [Credits: 3]
Digital signal detection and processing as applied to such radiology imaging modalities as CR/DR, CT, MRI, US and NM/PET. *Pre-Requisite(s):* MATH112, PHYS232

PHYS415 Undergraduate Research [Credits: 1.00-3.00]
Independent experimental or theoretical research under staff supervision. Recommended to all undergraduate physics majors.

PHYS431 Introduction to Quantum Mechanics [Credits: 3]
The Schroedinger wave equation in differential equation, Dirac, and matrix notation. Application to fundamental systems including the harmonic oscillator, potential barriers, spin, and the hydrogen atom. *Pre-Requisite(s):* PHYS328

PHYS435 Laser Optics [Credits: 3]
The interaction of light with matter including conditions for laser gain and oscillation, resonance cavities, and Gaussian beams. Examples of laser systems and applications. Lab. *Pre-Requisite(s).*: PHYS 333. *Pre-Requisite(s):* PHYS333

PHYS440 Classical Mechanics [Credits: 4]
Single particle Newtonian dynamics, Lagrangian methods, central force motion, systems of particles, non-inertial reference frames, dynamics of rigid bodies, oscillations and normal modes. *Pre-Requisite(s):* PHYS235, PHYS346

PHYS450 Special Topics in Physics [Credits: 1.00-3.00]
Intensive study in basic and applied physics. Topics selected from relativity, medical physics, biomedical engineering, and other topics. *Pre-Requisite(s):* PHYS235

PHYS452 Special Topics in Physics [Credits: 1.00-3.00]
Intensive study in basic and applied physics. Topics selected from relativity, medical physics, biomedical engineering, and other topics. *Pre-Requisite(s):* PHYS235

PHYS499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

POL101 Political Ideas and Institutions [Credits: 3]
Comparative analysis of the major philosophies, institutions, and processes of government.

_____

POL111 American National Government [Credits: 3]
Understanding of U.S. institutions of government and the role of the citizen in the democratic process in the United States.

POL191 Introduction to Political and Legal Reasoning [Credits: 3]
Introduction to critical reasoning, types of argumentation, and the proper use of authorities and evidence in the American political and legal system. Examine the differences between theoretical, policy, and legal argumentation.

POL192 Critical Reasoning: Issues and Events in American Politics [Credits: 3]
Critical reasoning, types of reasoning, argumentation and proper use of authorities and evidence to understand contemporary issues and current events relevant to the American political and governing systems.

POL201 Political Science Research Methods [Credits: 3]
Introductory concepts and methods for studying government, planning research, accessing sources, presentation of research, and term papers. Integrated lab.

POL251 Introduction to World Politics [Credits: 3]
The nation-state: national power and restraints on national power such as international law and organization.

POL310 US Politics of Race, Ethnicity, and Immigration (Diversity/RIS) [Credits: 3]
African Americans, Asian Americans, Hispanic Americans, and Native Americans and how they have been shaped and have shaped the political system.

POL311 Minnesota Politics [Credits: 3]
Examination of formal structures, citizen participation, and major decision-making bodies. Some attention to local government.

POL312 State and Local Government [Credits: 3]
Sub-national politics in its social, ideological, and federal setting. Covers both formal structure and political process. Focuses on the individual's role.

POL320 Women in Politics (Diversity) [Credits: 3]
Politics and governments affects women's lives today, women's participation in the political process in order to influence the course of public policy.

POL331 Governments of Western Europe [Credits: 3]
Comparison of governmental organization and processes in nations of Western Europe, United Kingdom, France, West Germany and Italy.

POL332 Politics of Russia and the Successor States [Credits: 3]
National integration, political culture, government institutions and patterns of administration along with the foreign policy of the nations of the former Soviet Union.

POL333 Latin American Government and Politics [Credits: 3]
Dilemmas of political development in Latin America with an emphasis on Argentina, Brazil, Chile, Mexico, and Cuba.

POL334 Middle East Government and Politics [Credits: 3]
Political behavior and institutions in countries of the Middle East.

POL335 African Government and Politics (Diversity) [Credits: 3]
Political behavior and institutions of Africa with emphasis on Sub-Saharan Africa.

POL336 Asian Government and Politics [Credits: 3]
Political behavior and institutions in countries of East and South Asia with emphasis on Communist China, Japan and India.

POL337 Emerging Political Issues in the Nonwestern World (Diversity). [Credits: 3]
Analysis of political implications of emerging issues in the nonwestern world.

POL338 Politics of Eastern Europe [Credits: 3]
Political development, national integration, political culture, government institutions and patterns of administration of the countries of East Central and South Eastern Europe.

POL339 Canadian Government and Politics [Credits: 3]
The government of Canada: its political structure, theories of politics, and political culture. Comparison with similar institutions, theories, and culture in the U.S. Special attention will be focused on the operation of the respective federal systems.

POL351 U.S. Foreign Policy [Credits: 3]
The formulation of U.S. foreign policy. Trends in foreign policy and the effects these decisions have on domestic politics.

POL353 Theories of International Politics [Credits: 3]
Theories and research methods relating to international politics and behavior. Major theoretical themes in current research and scholarship.

POL354 International Organizations [Credits: 3]
Examines the role of international organizations in world affairs.

POL355 International Security [Credits: 3]
Issues and theories relating to international security, the causes of war, the evolution of rules and norms regarding the use of force, theories relating to the resolution and prevention of conflicts, deterrence theory, and the security predicament in the third world.

POL361 Western Political Thought [Credits: 3]
Evolution of western political thought with a particular emphasis on the modern liberal-conservative mainstream and on the attacks on this mainstream from the left and right extremes.

POL362 Contemporary Political Thought [Credits: 3]
Survey of current debates and research in contemporary political theory. Emphasis on analyzing ongoing political debates from a broader theoretical perspective.

POL380 Public Administration [Credits: 3]
Introduction to administrative processes with special emphasis on the political role and setting of public agencies.

POL391 Introduction to Law [Credits: 3]
Origin and structure of the American legal system, including the legal profession (courts, judges, juries, attorneys), civil and criminal law, and alternative dispute resolution.

_____

POL395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

POL399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

POL410 Educational Tours [Credits: 1.00-6.00]
Tours taken under supervision of the university. Exact nature of course will be defined by the department involved and approved by the vice president for academic affairs. Considered residence credit.

POL411 The Presidency [Credits: 3]
Presidential selection, the leadership role of the presidency, legislative involvement, relations with the media and the American public, the president as party leader and relationships between members of the executive branch.

POL412 Legislative Process [Credits: 3]
Legislative functions, elections, process, influence on decision making and problems.

POL413 Judicial Process [Credits: 3]
The structure, process and personnel of American courts with particular emphasis on the role of the US Supreme Court in the American political system.

POL420 Senior Project [Credits: 3]
Research and writing in discipline for majors in Political Science or International Relations. Fulfills the UDWR. *Pre-Requisite(s):* POL201

POL434 Politics of the Arab Peninsula [Goal 8] (Diversity) [Credits: 3]
Politics of traditionalism and change in the Arab Peninsula. The strategic and long standing relation between the Arab Peninsula countries and the United States.

POL440 Special Topics [Credits: 3]
Lecture, readings, research and discussions on selected topics.

POL444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

POL451 International Law [Credits: 3]
Survey of the development and contemporary application of rules and principles of international law: maritime laws, ocean resources, space, and peaceful settlement of disputes between states.

POL452 United Nations and Regional Organization [Credits: 3]
Organization, authority, achievements and problems of the United Nations and its auxiliary components.

POL453 Global Environmental Politics and Policies [Credits: 3]
Impact of global environmental politics and policies on the developing world in the era of contemporary globalization.

POL454 The Politics of the Global Economy [Credits: 3]
Interaction of nation-state and international economy explored through contending philosophies, approaches and theories (e.g. neo-realism, rational choice theory, dependency).

POL456 Terrorism, Insurgency, and World Politics [Credits: 3]
The evolution of conflict in the post Cold War; terrorist and insurgent motivations; organizations; tactics; strategies; impact of globalization on terrorism and insurgency; the response of governments and international community.

POL457 Spies and Espionage [Credits: 3]
Structure and function of the intelligence apparatus in the United States with focus on the way the intelligence process contributes to foreign policy and national security decision making.

POL463 American Political and Legal Thought [Credits: 3]
The philosophy and theories which underlie the American system of democratic government.

POL465 Modern Ideologies [Credits: 3]
Fascism, communism and ideas which have contributed to democratic thought.

POL466 Health Policies and Regulations [Credits: 3]
Policy processes and outcomes. LTC regulatory policies and their impact on SNF administration.

POL470 Public Opinion and Electoral Behavior [Credits: 3]
Nature of public opinion and major influences on it. Elections, parties, measurement, and impact. Integrated Lab.

POL481 Administering Public Policy [Credits: 3]
Study of the initiation, content, administration and impact of selected contemporary domestic government policies: transportation, consumerism, environment, poverty.

POL488 Practicum: Undergraduate [Credits: 1.00-16.00]
Observational learning experience. May include supervised work in a single setting.

POL491 Constitutional Law [Credits: 3]
Supreme Court's historical and current influence on American law and policy, focusing on the Commerce Clause and the 14th Amendment.

POL492 The Courts and Civil Rights [Credits: 3]
Supreme Court decisions concerning individual rights and liberties, particularly those found in the First Amendment. Supreme Court decisions concerning discrimination, speech, religion, search and seizure, counsel and other individual rights.

POL495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

POL499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

_____

PSY115 Introduction to Psychology [Credits: 3]
Survey of contemporary scientific psychology. Includes: biological bases of behavior, cognitive mechanisms, learning/behavioral adaptation, development, social influences, personality, disorders, and treatment.

PSY119 Psychology as a Discipline and Profession [Credits: 1]
Explore academic and career options in psychology. Develop relevant personal, academic and career goals. *Pre-Requisite(s):* PSY115

PSY200 Psychological Data Analysis Lab [Credits: 1]
Use of empirical data to analyze outcomes of psychological studies: experimental and non-experimental. Work with existing psychological databases. *Pre-Requisite(s):* PSY115, MATH103 or MATH106 or MATH112 or MATH113 or MATH115 or MATH193 or MATH196 or MATH201 or MATH211 or MATH221 or MATH222 or STAT103 or STAT193

PSY201 Psychology Statistics [Credits: 3]
Descriptive and inferential statistics. Sampling procedures, data analysis, probability, estimation, statistical decision making. Parametric and non-parametric approaches. *Pre-Requisite(s):* PSY115, MATH103 or MATH106 or MATH112 or MATH113 or MATH115 or MATH193 or MATH196 or MATH211 or MATH221 or MATH222 or STAT103 or STAT193

PSY202 Methodology in Psychology [Credits: 3]
Experimental and descriptive research design and methodology. Integrated lab. *Pre-Requisite(s):* PSY115, PSY200, PSY201

PSY225 Psychology of Women (Diversity) [Credits: 3]
Psychological research, theories and issues relevant to women. Critical analysis of similarities and differences between women and men. Integrated lab.

PSY240 Developmental Psychology [Credits: 3]
Human development from a life span perspective, including multicultural, theoretical, and research perspectives. Careers in developmental psychology.

PSY250 Cognitive Psychology [Credits: 3]
Attention and consciousness, memory, thinking, problem solving, perception and cognitive development. Integrated lab. *Pre-Requisite(s):* PSY115

PSY270 Social Psychology [Credits: 3]
Attitudes, social cognition, attraction, aggression, altruism, prejudice, intimate relationships, the self, and group dynamics. *Pre-Requisite(s):* PSY115

PSY299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

PSY327 Motivation and Emotion [Credits: 3]
Biological, learned, and cognitive components of motivated behavior and emotional responses. *Pre-Requisite(s):* PSY115

PSY329 Psychology of Sleeping and Dreaming [Credits: 3]
Psychological, physiological and biochemical aspects of sleeping and dreaming; treatments of sleep disorders; theories of dream interpretation. *Pre-Requisite(s):* PSY115

PSY330 Cross-Cultural Psychology [Credits: 3]
Exploration of issues influencing individuals and groups in cross-cultural and multicultural contexts. Cultural influences on perception, cognition, emotions, behavior, attitudes, and human development. *Pre-Requisite(s):* PSY115

PSY345 Psychology of Death and Dying [Credits: 3]
Psychological research and theory concerning death and dying rituals and practice. Multicultural rituals and practices.

PSY353 Sensation and Perception [Credits: 3]
Sight, hearing, smell, taste, and touch. Classical psychophysics and signal detection theory. Integrated lab. *Pre-Requisite(s):* PSY115

PSY361 Industrial and Organizational Psychology [Credits: 3]
Psychological study of human behavior in industrial and organizational settings. Personnel decision making, employee selection, training and performance, motivation, leadership, attitudes, and work/life balance.

PSY378 Theories of Personality [Credits: 3]
Personality theories and methods for assessing personality. Relations between personality theories and other major areas in psychology. *Pre-Requisite(s):* PSY115

PSY380 Experimental Psychology [Credits: 3]
Experiments in psychology; collection, manipulation, and reporting of data. Integrated lab. *Pre-Requisite(s):* PSY115, PSY200, PSY201, PSY202

PSY386 Physiological Psychology [Credits: 3]
Physiological and biochemical correlates of such phenomena as arousal, emotion, motivation, learning, and memory. *Pre-Requisite(s):* PSY115

PSY399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

PSY401 Field Experience [Credits: 3]
Arrangement to be made with supervising professor and field institution supervisor. May be internship, practical experience, volunteer work, etc. Requires an approved senior capstone application. *Pre-Requisite(s):* PSY115, PSY119, PSY200, PSY201, PSY202, PSY380

PSY426 Topical: Seminar in Psychology [Credits: 3]
Topics in psychology, including an in-depth exploration with readings and discussion. *Pre-Requisite(s):* PSY115

PSY428 Psychology Teaching Practicum [Credits: 1.00-3.00]
Training and practical experience in applying instructional and peer advising techniques in educational settings. *Pre-Requisite(s):* PSY115

PSY429 History/Systems of Psychology [Credits: 3]
The origin and development of current ideas in psychology. Requires an approved senior capstone application. *Pre-Requisite(s):* PSY115, PSY119, PSY200, PSY201, PSY202, PSY380

PSY430 Advanced Topics [Credits: 3]
In-depth exploration of selected topics in psychology such as social cognition, cognitive neuropsychology, new models of intelligence testing, psycho-biographical analysis, climate for creativity in organizations, etc. Requires an approved senior capstone application. *Pre-Requisite(s):* PSY115, PSY119, PSY200, PSY201, PSY202, PSY380

PSY432 Research Topics in Psychology [Credits: 3]
Literature reviews, research design, data collection, and reporting for research in psychology. Integrated Lab. Requires an approved senior capstone application. *Pre-Requisite(s):* PSY115, PSY119, PSY200, PSY201, PSY202, PSY380

PSY441 Child Psychology [Credits: 3]
Study of childhood, current research, theory, and development of children in various cultures. Integrated lab. *Pre-Requisite(s):* PSY115 or CPSY262

PSY442 Psychology of Adolescence [Credits: 3]
Study of adolescence: current research, theory, and development of adolescents in various cultures. Integrated lab. *Pre-Requisite(s):* PSY115 or CPSY262

PSY443 Psychology of Adult Development and Aging [Credits: 3]
Study of adulthood and aging, current research, theory, and development of adults in various cultures. Integrated lab. *Pre-Requisite(s):* PSY115

PSY444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

PSY473 Aggression, Anger, and Violence [Credits: 3]
Psychological origins and determinants of human and animal aggression. Applications.

PSY489 Psychology of Learning [Credits: 3]
Psychological theories of learning. Human and animal research. Constraints on learning. *Pre-Requisite(s):* PSY115

PSY490 Psychological Disorders [Credits: 3]
Etiology, biology and empirical basis of common classification systems used for diagnosis and treatment of adults and children. *Pre-Requisite(s):* PSY115

PSY491 Forensic Psychology [Credits: 3]
A variety of psychology domains as they apply to criminal behavior and thought as well as career pathways in forensic psychology.

PSY492 Health Psychology [Credits: 3]
Research, theory and practice involved in the interrelationship of behavior, psychological states, physical health and social well being. Discussion of prevention, development of major illness, and health care policy.

PSY499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

RADT354 Clinical Radiologic Science I [Credits: 1.00-16.00]
Digital image acquisition and display. Pharmacology and drug administration. Radiation protection. Radiographic pathology. Students must be accepted by an affiliated School of Radiologic Technology.

RADT375 Clinical Radiologic Technology II [Credits: 1.00-16.00]
Clinical practice and patient care in radiography. Fundamentals of radiography and health care. Radiation biology. Requirement: acceptance into an affiliated School of Radiologic Technology.

RADT454 Clinical Radiologic Sciences III [Credits: 1.00-16.00]
Advanced theory and practice of imaging. Producing radiographic images of optimal quality. Image processing. Image evaluation. Students must be accepted by an affiliated School of Radiologic Technology.

RADT475 Clinical Radiologic Technology IV [Credits: 1.00-16.00]
Digital image acquisition and display. Pharmacology and drug administration. Radiation protection. Radiographic pathology. Requirement: acceptance into an affiliated School of Radiologic Technology.

REC195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

REC201 Recreation/Sport Management [Credits: 3]
Designed to explore the field of recreation/sport management including history and theories of professional organizations, characteristics of age groups and ability levels, and observations of recreational agencies.

REC241 Recreation Leadership Techniques [Credits: 3]
Analysis of recreation leadership techniques, intervention, and styles with individuals and groups of different ages and ability levels. An emphasis will be placed on skill development through practical applications.

REC301 Recreation Program and Event Planning [Credits: 3]
Methods and guidelines for the development, organization and implementation of recreational programs and events, and the opportunity to design, lead and evaluate activities with recreational organizations within the community. *Pre-Requisite(s):* REC201

REC333 Recreational Facility Design and Management [Credits: 3]
An insight into planning and management of various recreational facilities. *Pre-Requisite(s):* REC201

REC415 Organization and Administration of Recreation and Sports Management
[Credits: 3]
Daily management of human resources and departmental operations: departmental philosophies, policies and procedures; personnel management and professional competence; management styles; and personnel laws. *Pre-Requisite(s):* REC233 or REC301

REC416 Marketing for Recreation and Sports Management [Credits: 3]
Principles of event and sport marketing; development of a marketing plan, promotional methods, marketing research, public relations, examination of sport as a consumer product and as a medium by which to sell consumer products. *Pre-Requisite(s):* REC233 or REC301

REC418 Financing for Recreation and Sports Management [Credits: 3]
Financial requirements in Recreation Administration and Sport Management including budgeting, bonds, grants, fundraising, sponsorship, and fiscal accountability. *Pre-Requisite(s):* REC233 or REC301

REC420 Principles of Safety in Recreation and Sports Management
[Credits: 3]

_____

Development and implementation of sound policies, procedures and safety regulations as the law pertains to recreation and leisure services and sport management. *Pre-Requisite(s):* REC415

REC433 Senior Seminar [Credits: 2]
Analysis of organizational and administrative practices used in recreation and sport programs. Overview of internship requirements. *Pre-Requisite(s):* REC415

REC444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. *Pre-Requisite(s):* REC433

REC488 Practicum: Undergraduate [Credits: 1.00-16.00]
Observational learning experience. May include supervised work in a single setting.

REL100 World Religions (Diversity) [Credits: 3]
The beliefs, practices, and history of the world's religions, including Christianity, Judaism, Islam, Hinduism, Buddhism, Taoism, and other traditions such as Native American Religion and African Traditional Religion.

REL150 Introduction to the Old Testament/Hebrew Bible [Credits: 3]
The books of the Old Testament/Hebrew Bible, their cultural background, and the context from which they emerged.

REL151 Introduction to the New Testament [Credits: 3]
The historical development, literary shape, cultural context, and religious message of the New Testament writings.

REL180 Religion: Race and Racism (Diversity) [Credits: 3]
Use and abuse of religious texts in American religious communities; racist themes in contemporary religious discourse.

REL199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

REL220 Introduction to Islam [Credits: 3]
Islamic faith, practice, and scripture. Exploration and analysis of the Qur'an and Hadith literature, the historical development of Islam, and contemporary Islam in global context.

REL225 Asian Religions [Credits: 3]
Beliefs, practices, and history of religion in Asia. Includes various forms of Buddhism and Hinduism; Jainism and Sikhism; Confucianism and Taoism; Shintoism.

REL444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

REL499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

SCI226 Science for Elementary Teachers 1 [Credits: 3]
Concepts of life, earth and space, and physical science. Basic science inquiry skills. Lab.

SCI227 Science for Elementary Teachers 2 [Credits: 3]
Further concepts of life, earth and space, and physical science. Additional science inquiry skills. Lab. *Pre-Requisite(s):* SCI226

SCI420 Teaching Science in a Social Context [Credits: 3]
Teaching science in the context of human enterprise. Lab.

SCI430 Methods & Materials for Teaching Secondary Science [Credits: 3]
An introduction to modern techniques and curricula for teaching secondary school life science. Lab.

SCI440 Seminar in Science Teaching [Credits: 1.00-6.00]
A companion to field experiences/student teaching. Reflections and application of science teaching strategies.

SE210 Operating Systems and Applications [Credits: 3]
Operating systems design, concurrent processes, inter-process communication, synchronization, scheduling, resource allocation, and memory management. Mobile operating systems (Android and iOS) and their ancestors - Linux and OS X. *Pre-Requisite(s):* CSCI201

SE211 Introduction to Database Systems [Credits: 3]
Database management, design, and implementation. Database theory, data modeling, relational model concepts, data normalization, relational algebra, Structured Query Language (SQL), database design. Use of conventional Database Management Systems (DBMSs) and modeling tools. *Pre-Requisite(s):* CSCI201

SE221 Introduction to Computer Networking [Credits: 3]
Design and management of computer networks. Servers, routers, bridges, gateways, transmission media, communications protocols, network security, and performance tuning.

SE231 Introduction to Computer Security [Credits: 3]
Computer security and applied cryptography, software vulnerability analysis, defense, exploitation, reverse engineering, networking and wireless security. *Pre-Requisite(s):* SE221

SE250 Introduction to Software Engineering [Credits: 4]
Software process models, software life-cycle (planning, requirements, design, construction, quality assurance, and maintenance), software security, Software Engineering Code of Ethics and Professional Practice. Lab. *Pre-Requisite(s):* CSCI201

SE266 Game Development [Credits: 3]
Game design teams and processes, game scripting and programming, game data structures and algorithms, artificial intelligence, play testing. Integrated Lab. *Pre-Requisite(s):* CSCI201

SE342 Applied Undergraduate Research [Credits: 3]
Advanced applied research topics in software engineering. *Pre-Requisite(s):* SE250 or SE240

SE350 Software Engineering and Human Computer Interaction [Credits: 4]
Concepts of human-computer interaction, user-centered design, heuristic evaluation, and evaluation of software usability. Lab. *Pre-Requisite(s):* SE250 or SE240

_____

SE399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

SE412 Data Mining for Software Engineering [Credits: 3]
Mining interesting information from large data sets. Statistical analysis and machine learning, data mining concepts and techniques, data representation and their similarity/dissimilarity measures, data pre-processing, frequent pattern mining, supervised and unsupervised modeling. *Pre-Requisite(s):* CSCI411 or STAT353

SE413 Big Data Organization and Management [Credits: 3]
Data analytics concepts and techniques. Big-data features and representations, data collection and sampling, predicative modeling, frequent patterns, social networks analysis, data benchmarking and privacy, data modeling and documentation. *Pre-Requisite(s):* CSCI411 or STAT353

SE444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. *Pre-Requisite(s):* SE465

SE450 Software Reverse Engineering [Credits: 3]
Analyzing and understanding software, without access to source code or design documents. Deducing the design of a software component. Recovering specifications, discover data use, and analyzing software via disassembly and decompilation. *Pre-Requisite(s):* CSCI201

SE460 Software Analysis [Credits: 3]
Software requirements analysis, requirement specification, elicitation, verification and validation, quality assurance metrics. *Pre-Requisite(s):* SE240 or SE250, CSCI301

SE465 Software Design [Credits: 3]
Formal methods of software analysis/design. Design patterns, standard middle-ware, software architecture including object/function oriented design. Design quality assurance management. Reverse engineering. *Pre-Requisite(s):* SE250 or SE240

SE470 Software Quality [Credits: 3]
Quality assurance concepts and their role in software development. Planning, validation and verification, testing, configuration and delivery management. *Pre-Requisite(s):* SE350 or SE345

SE475 Software Construction [Credits: 3]
Implementation and testing, state-based, table-driven, and low-level design of software. Design patterns and refactoring. Analysis of designs based on quality criteria, performance and maintainability improvement. *Pre-Requisite(s):* SE460, SE465

SE480 Software Project Management [Credits: 3]
Use knowledge areas and develop procedures, skills, and resources for successful management of software projects. *Pre-Requisite(s):* CYB267 or CNA267, CYB270 or CNA397 or SE342, SE350 or SE342, SE345

SE482 Computer Animation and Visualization [Credits: 3]
Computer animation logic and programming. Data representation and visualization. Motion capture technologies. Optimization and physical animation techniques. *Pre-Requisite(s):* SE266 or SE466, CSCI350 or CSCI430 or CSCI450 or SE475

SE490 Software Project I [Credits: 3]
First part of a group project/research course. Pursue projects or research with faculty adviser, within an area of Software Engineering. *Pre-Requisite(s):* SE475, SE480

SE491 Software Project II [Credits: 3]
Second of a full year, group project/research course. Students pursue projects or research, with a faculty adviser, within an area of Software Engineering. *Pre-Requisite(s):* SE490

SE499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

SOC111 Social Problems (Diversity) [Credits: 3]
Nature, origins, and types of social problems in contemporary society. Societal efforts to eliminate or alleviate these problems.

SOC160 Principles of Sociology [Credits: 3]
Human social interaction, including culture, groups, group and personality, group interaction, community, social institutions, cultural change, social disorganization.

SOC200 Environmental Sociology (Diversity) [Credits: 3]
Social aspects of environmental issues, emphasizing the importance of gender, race, and class to an understanding of the human-environment relationship, and the social construction of environmental problems and solutions.

SOC201 Social Inequality [Credits: 3]
Social structures and processes that maintain class, race, and gender inequality in the United States and globally. Collective action and public policies to reduce social inequality. Should be taken early in the major. Writing intensive. *Pre-Requisite(s):* SOC111 or SOC160

SOC211 Crime Myths and Media (Diversity) [Credits: 3]
Social myths about crime and violence, compares myths to existing research, focusing on myths related to race, gender, age, and type of crime. Institutions that perpetuate myths, purpose, consequences and global reach of myths.

SOC268 Race and Ethnicity (Diversity/RIS) [Credits: 3]
Race and ethnic divisions, discrimination, conflict and cooperation. Impact of global processes on race and ethnicity in the United States. Comparison of US racial and ethnic patterns to other countries.

SOC273 Sociology of Gender (Diversity) [Credits: 3]
Social construction of gender. Impact of social-economic constraints on gendered relations and how changes in socio-economic circumstances help transform or deconstruct gender.

SOC302 Social Theory [Credits: 3]
The development of the discipline of sociology and contemporary sociological theory as a guide to sociological research; macro-level theories. *Pre-Requisite(s):* SOC111 or SOC160 or SOC177 or SOC195 or SOC200 or SOC201 or SOC211 or SOC268 or SOC273

SOC303 Research Methods [Credits: 3]
Design, data gathering, data analysis, derivation of conclusions, writing of reports. Integrated Lab. *Pre-Requisite(s):* SOC211 or SOC200 or

_____

SOC111 or SOC160 or SOC177 or SOC195 or SOC201 or SOC268 or SOC273

SOC304 Social Statistics [Credits: 3]
Statistical tools for problems in sociological research, presentation and interpretation of quantitative data; univariate and bivariate, descriptive, and inferential techniques. Integrated Lab.

SOC345 Political Sociology [Credits: 3]
Structural and ideological factors influencing development and legitimation of political institutions and the sociological analysis of political processes. *Pre-Requisite(s):* SOC111 or SOC160 or SOC177 or SOC195 or SOC200 or SOC201 or SOC211 or SOC268 or SOC273

SOC350 Sociology of Age and Aging [Credits: 3]
Age status in the U.S. The social status and roles of older adults.

SOC355 Sociology of Women and Work [Credits: 3]
Impact of sociological position and social values on women in the work world in industrial society. *Pre-Requisite(s):* SOC111 or SOC160 or SOC177 or SOC195 or SOC200 or SOC201 or SOC211 or SOC268 or SOC273

SOC362 Social Change [Credits: 3]
Change in interpersonal relationships and in societal institutions. *Pre-Requisite(s):* SOC111 or SOC160 or SOC177 or SOC195 or SOC200 or SOC201 or SOC211 or SOC268 or SOC273

SOC365 Social Psychology [Credits: 3]
Symbolic interactionism. Socialization, self, social interaction, communication, and deviance. *Pre-Requisite(s):* SOC111 or SOC160 or SOC177 or SOC195 or SOC200 or SOC201 or SOC211 or SOC268 or SOC273

SOC366 Juvenile Delinquency [Credits: 3]
Definition, extent, and distribution; theories of causality and methods of treatment of juvenile delinquency. *Pre-Requisite(s):* SOC111 or SOC160 or SOC177 or SOC195 or SOC200 or SOC201 or SOC211 or SOC268 or SOC273

SOC367 Criminology [Credits: 3]
Definition, extent and distribution, theoretical interpretations of causality, and methods of treatment of criminal behavior. *Pre-Requisite(s):* SOC111 or SOC160 or SOC177 or SOC200 or SOC201 or SOC211 or SOC268 or SOC273 or SOC195

SOC368 Social Deviance [Credits: 3]
Social deviance, deviant acts, attributes and beliefs. *Pre-Requisite(s):* SOC111 or SOC160 or SOC200 or SOC201 or SOC211 or SOC268 or SOC273

SOC374 The Sociology of Family Violence [Credits: 3]
Research and theory on family violence as an emergent social problem. Child, spouse, and parental abuse and examinations of possible societal solutions.

SOC399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

SOC444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

SOC462 Seminars in Sociology [Credits: 1.00-3.00]
Evaluation of sociological theory, social issues, or contemporary events. A specific topic selected each time offered. *Pre-Requisite(s):* SOC111 or SOC160 or SOC177 or SOC195 or SOC200 or SOC201 or SOC211 or SOC268 or SOC273

SOC468 Inequality in the Capitalist World System [Credits: 3]
Minority/subordinate group formation, stratification and interaction in the capitalist world system. *Pre-Requisite(s):* SOC111 or SOC160 or SOC177 or SOC195 or SOC200 or SOC201 or SOC211 or SOC268 or SOC273

SOC474 Culture and Family [Credits: 3]
Family structure and dynamics in Non-Western countries. Cultural variations, historical and contemporary family patterns, relationship of family to other institutions, comparisons of Non-Western and Western families. *Pre-Requisite(s):* SOC111 or SOC160 or SOC177 or SOC195 or SOC200 or SOC201 or SOC211 or SOC268 or SOC273

SOC480 Sociological Practice [Credits: 3]
Capstone seminar for Applied Sociology majors. Uses of sociological theory, concepts, methods, and findings in careers related to sociology. Ethics, career preparation, and the relationship of sociological practice to academic sociology. C or better required to pass the Upper Division Writing Requirement.

SOC499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

SOTA101 Introduction to Arts Entrepreneurship [Credits: 3]
Researching and analyzing grant opportunities in the arts at local, regional, state, and national levels. Writing grant proposals. Skills and techniques for arts management, such as organizing performance seasons, venues for arts events, networking, and publicity.

SOTA401 Arts Entrepreneurship Practicum [Credits: 3]
Capstone experience synthesizing entrepreneurship skills such as business planning, digital portfolios, budget planning, and start-up capital, within the arts. *Pre-Requisite(s):* SOTA101, ACCT291, ENTR364

SPAN101 Elementary Spanish I [Credits: 4]
Vocabulary, grammatical structures and an introduction to the cultures of the Spanish-speaking world. Emphasis on the spoken language, some reading and writing. Promotes understanding and appreciation of the cultures of the various Spanish-speaking countries. Intended for students with little or no previous study of Spanish.

SPAN102 Elementary Spanish II [Credits: 4]
Vocabulary, grammatical structures and an introduction to the cultures of the Spanish-speaking world. Emphasis on the spoken language, some reading and writing. Promotes understanding and appreciation of the cultures of the various Spanish-speaking countries. Intended for student who have successfully completed SPAN 101 or equivalent.

SPAN110 Introduction to Spanish Speaking Cultures [Credits: 3]
Diverse cultural, historical, and socio-political features of Spanish

speaking cultures and basic Spanish through film and music. Recommended companion course to 101 and 102. Taught mainly in English. For students who want more contact with modern culture and less emphasis on language.

SPAN201 Intermediate Spanish I [Credits: 4]
Review and extend the skills of listening, reading, speaking, and writing for purposes of communication using a variety of technological learning aids. Directed toward linguistic and cultural awareness. Special emphasis on extension and application of listening and reading skills strategies using various authentic sources.

SPAN202 Intermediate Spanish II [Credits: 4]
Review and extend the skills of listening, reading, speaking, and writing for purposes of communication using a variety of technological learning aids. Directed toward linguistic and cultural awareness. Special emphasis on extension and application of listening and reading skills strategies using various authentic sources.

SPAN221 Spanish for Heritage Speakers [Credits: 3]
Designed to help students advance to the intermediate proficiency level. Continued practice in developing speaking, listening, reading and writing skills needed in the second and third year. Oral communication emphasized.

SPAN222 Oral and Written Proficiency in Spanish [Credits: 3]
Designed to help students advance to the intermediate proficiency level. Continued practice in developing speaking, listening, reading and writing skills needed in the second and third year. Oral communication emphasized.

SPAN310 Spanish Grammar Texts Contexts [Credits: 3]
Written practice based on themes drawn from films and texts from Spanish-speaking countries; review and practice of grammar. Directed toward increasing fluency and accurate expression in Spanish writing.

SPAN331 Introduction to Literary Studies [Credits: 3]
Analysis of the principal literary periods, movements and genres of Spanish and Spanish-American literature.

SPAN341 Culture and Civilization [Credits: 3]
Integrates language, history, geography and culture to present a comprehensive view of life in 21 countries where Spanish is spoken.

SPAN345 Oral Communication Skills through Media [Credits: 3]
Written and oral practice based on themes drawn from the media about the contemporary culture of Spanish-speaking countries; review and practice of grammar. Directed toward fluency and accurate oral expression.

SPAN395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

SPAN399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

SPAN400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

SPAN421 Literary Periods and Authors [Credits: 3]
Topics vary: Analysis and discussion of major periods from Medieval to Contemporary literature and-or authors from Iberia and-or Latin America.

SPAN422 Genres and Themes in Spanish Literature [Credits: 3]
Topics vary. Analysis and discussion of genres and/or themes from Iberian and/or Latin American literature ranging from Medieval to Contemporary Literature.

SPAN441 Historical Topics in Culture [Credits: 3]
Topics vary: Analysis and discussion of the social and cultural context and the impact of major historical events in Spain and/or Latin America, ranging from the Medieval period through the 20th century.

SPAN444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

SPAN445 Contemporary Topics in Culture [Credits: 3]
Topics vary: Analysis and discussion of contemporary events in Spain and or Latin America and their historical and socio-economic contexts, as well as their impact on the rest of the world using a variety of authentic media sources.

SPAN453 Topics in Spanish Linguistics [Credits: 3]
Fundamental principles of Spanish linguistics, including phonetics, phonology, syntax, morphology, sociolinguistics, pragmatics, and or history of the language. Required course for Spanish BS students. *Pre-Requisite(s):* ENGL361

SPAN454 Teaching Spanish in the Secondary School [Credits: 2]
Taken concurrently with student teaching. Application of language learning principles in secondary schools. Selection and presentation of daily and unit lessons. Critique based on the theories discussed in LC 461 and LC 462. BS capstone course. Cannot be used as an elective in a BA program. *Pre-Requisite(s):* LC461, LC462

SPAN457 Senior Seminar (B.A.) [Credits: 2]
Research-based project on selected topics in Spanish literature, linguistics, or culture under the guidance of instructor. Should be taken during the last academic year of the major.

SPAN460 Study Abroad [Credits: 3]
On-site study of selected aspects of language and/or culture of the host country. Final report presented in Spanish.

SPAN495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

SPED200 Introduction to Education [Credits: 3]
Introduces students to the broad field of education including focus on

_____

children and families, the role of the teacher, the role of schools and educational programs in communities and the broader society, history and philosophy of education, educational futures, teacher education knowledge base, and contemporary issues. Same as CFS/ED 200.

SPED203 Exceptionalities and Human Diversity [Credits: 3]
Historical and philosophical background, disabling conditions and their implications, legal basis, resources, and advocacy.

SPED204 Program Overview and E-Portfolio [Credits: 1]
Overview of the programmatic standards for general and special education, how these standards are integrated in special education curriculum, and e-portfolio requirements for documenting acquisition of the above standards.

SPED338 General Education Field Experience I [Credits: 2]
Field experience in an elementary, middle, or secondary general education classroom for the special education teacher candidates.

SPED339 General Education Field Experience II [Credits: 2]
Field experience in an elementary, middle, or secondary general education classroom for special education teacher candidates.

SPED400 Undergraduate Research or Scholarly Activity [Credits: 1.00-16.00]
Credit for independent research by a single student arranged and supervised by a faculty member.

SPED405 Behavior Theories and Practices in Special Education [Credits: 3]
Assessment and management of behavior problems in the classroom. Functional behavioral assessment, eco-behavioral analysis, cognitive strategies, and crisis prevention.

SPED411 Special Education Procedural Safeguards [Credits: 3]
Preferral, referral, identification, and placement process; legal and professional aspects. Due process requirements.

SPED413 Mathematics Instruction for Students with Special Needs [Credits: 3]
Evaluation, prescription, and management of mathematics instruction for students with mild to moderate disabilities. Skills and competencies for adapting and modifying instructional materials. *Pre-Requisite(s):* CFS200 or ED200 or SPED200, SPED203

SPED415 Assistive Technology for Students with Special Needs [Credits: 3]
Classroom use of technology and its direct and indirect impact on the delivery of services for students with disabilities. Commercial and teacher-developed assistive technology and devices used as compensatory tools for students with disabilities.

SPED416 Individualized Assessment in Special Education [Credits: 3]
Administration and interpretation of standardized instruments used in the identification of students with developmental disabilities, emotional/behavioral disorders, and learning disabilities.

SPED418 General Education Literacy Instruction for Special Educators [Credits: 3]
Basic techniques for reading and language arts diagnosis and teaching in the regular classroom.

SPED419 Literacy Instruction for Students with Special Needs [Credits: 4]
Adaptive teaching techniques and materials for reading and language arts. Informal assessment including curriculum-based evaluation and instruction.

SPED420 Characteristics of Students w/Intellectual and Developmental Disabilities [Credits: 3]
Characteristics and development of students with intellectual and developmental disabilities including psychosocial, educational, vocational, and leisure outcomes.

SPED421 Characteristics of Students with Learning and Behavior Disorders [Credits: 3]
Characteristics of and issues related to students with learning and behavior disorders including psychosocial, educational, vocational, and leisure outcomes.

SPED431 Collaboration Skills and Transition Planning in Diverse Settings [Credits: 3]
Analysis and application of various collaboration methods for working with agencies, educational staff and multicultural populations. Students with disabilities in transition from secondary to post secondary environments. Coordination of multiple service agencies in those transitions. *Pre-Requisite(s):* SPED338, SPED339, SPED405, SPED415, SPED418, SPED445

SPED440 Teaching English Learners with Special Needs [Credits: 3]
Issues, trends, and evidence-based instructional strategies for English learners and bilingual education students with special needs. Field experience included. (ENGL 460 and ED 460 will substitute for this course with permission).

SPED444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

SPED445 Social and Natural Sciences Instruction for Special Educators [Credits: 3]
Research-supported strategic teaching practices, adaptations and modifications for students with disabilities in content area classes and in oral and written expression, and listening comprehension.

SPED452 Advanced Methods and Interventions for Students with Mild-Moderate Disabilities [Credits: 3]
Examination and application of strategies for elementary-and secondary-age students with mild and moderate disabilities in the areas of autism, developmental cognitive disabilities, emotional or behavioral disorders, learning disabilities, and other health disabilities.

SPED455 Special Education Field Experience [Credits: 2]
Field experience in a special education classroom.

SPED456 Student Teaching in Mild-Moderate Disabilities: Elementary [Credits: 6]
Field internship in an elementary school program for students with mild-moderate disabilities.

SPED457 Student Teaching in Mild-Moderate Disabilities: Secondary [Credits: 6]

_____

Field internship in a middle school or secondary school program for students with mild-moderate disabilities.

SPED490 Special Education Senior Seminar [Credits: 1]
Weekly seminar to review student teaching goals and objectives; electronic portfolio assessment.

SPED499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

SSE253 Social Studies Licensing Program and Portfolio Development [Credits: 2]
Minnesota secondary social studies licensure regulation and process. Role of National Council for the Social Studies. Initial portfolio development.

SSE320 Elements of Social Science [Credits: 3]
Concepts in social science appropriate for elementary school and middle school. Interdisciplinary look at the various social sciences and their impact on curriculum and pedagogy.

SSE421 Integrated Social Science [Credits: 2]
Training in the models of thought, language, and basic models common to social science disciplines. Practice in the application of social science to a specific lesson planning research project using interdisciplinary connections consistent with Minnesota licensure requirements. *Pre-Requisite(s):* SSE253 or SST253

SSE441 Integrating Social Studies Theory and Practice [Credits: 2]
Development of inclusive and responsive curriculum, instruction and assessment in the pre 5-12 setting during an in-depth field experience. Active involvement in classrooms includes working with ESL, special education and/or other historically under-served students. Required: admittance to Teacher Education. *Pre-Requisite(s):* ED300, CEEP361, IM422, HURL497

SSE453 Teaching Social Studies in Secondary and Middle School [Credits: 4]
Philosophy, methods, and materials in teaching social studies in the middle and secondary schools. Lab. Must be completed before student teaching with at least a grade of C. *Pre-Requisite(s):* SSE253 or SST253

SSE460 Social Science Seminar [Credits: 1.00-3.00]
Analysis of issues or problems of an interdisciplinary social science nature. A specific topic will be selected each time the course is offered.

SSE470 Area Studies Seminar [Credits: 1.00-3.00]
Interdisciplinary social science analysis of conditions of an area. A specific country or region will be selected each time the course is offered.

SSE495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

STAT063 Bridge to Statistical Thinking [Credits: 2]
Integrated co-requisite support of mathematics, statistics and probability topics necessary for success in STAT 103, with an emphasis on representing, analyzing and interpreting data. Course credits apply towards financial aid requirements but do not count towards graduation.

STAT103 Statistical Thinking [Credits: 3]
Statistical background to critically read results reported in today's media regarding social, environmental and medical choices; how to collect good data; describe data graphically and numerically; uses and abuses of statistics; understanding variation and statistical significance; modeling chance; statistics in the courtroom, lotteries, opinion pools and other case studies; emphasis on understanding concepts rather than on computations; use of software packages and the internet. *Pre-Requisite(s):* MATH070 or MATH072

STAT219 Statistical Methods I for Social Sciences [Credits: 3]
Descriptive statistics, graphical displays, random sampling, and normal distribution; introduction to confidence intervals and hypothesis tests for means and proportions; paired t-test, chi-square test in contingency tables, brief introduction to correlation and simple linear regression; social science applications; use of statistical software. *Pre-Requisite(s):* STAT103 or STAT193 or MATH103 or MATH193 or MATH196 or MATH106 or MATH112 or MATH115 or MATH221 or MATH211

STAT239 Statistical Methods I for Natural Sciences [Credits: 3]
Descriptive statistics, correlation and regression, design and sampling methods, one and two sample inferences for means and proportions. Introduction to chi-square tests and one-way ANOVA. Use of statistical software. *Pre-Requisite(s):* STAT103 or MATH112

STAT242 Statistical Methods I for Business [Credits: 4]
Business problem solving: Data collection, summarizing and describing data, estimation and hypotheses testing, analysis of variance, regression analysis, time series, quality control, decision analysis. Use of statistical software. *Pre-Requisite(s):* MATH106 or MATH112

STAT304 SAS Programming [Credits: 3]
SAS statistical package; basic data manipulations and procedures; formatting, if-then-else, merge, arrays, do-loops, macros, functions, table look-up, custom reports.

STAT321 Statistical Methods II [Credits: 3]
Statistical methods for analyzing data beyond Statistical Methods I. Modeling data using simple and multiple regression, and one- and two-way analysis of variance. Transformations, model selection, multiple comparisons, randomized block design, and interactions. *Pre-Requisite(s):* STAT219 or STAT353 or IS242 or STAT239 or STAT242

STAT325 Statistical Modeling with R [Credits: 3]
An introduction to R, R Studio, and R Markdown. R programming basics; R packages; descriptive statistics and graphics; statistical inference; statistical modeling; simulation and resampling methods. *Pre-Requisite(s):* STAT219 or STAT239 or STAT242 or STAT353

STAT353 Statistical Methods I for Engineering [Credits: 3]
Probability distributions; introduction to statistical methods, including hypothesis testing and confidence intervals, one-way anova, simple linear regression, quality control basics; applications, and the use of statistical software. *Pre-Requisite(s):* MATH211 or MATH221

_____

STAT360 Introduction to Data Visualization [Credits: 3]
Graphically explore a wide variety of data sets. Visual techniques to improve the understanding and communication of complex data. Hands-on implementation of these techniques with real data sets. Methods for visualizing large data sets, including high dimensional data. Dynamic data visualizations. Good design practices for visualization and presentation of results. *Pre-Requisite(s):* STAT219 or STAT239 or STAT242 or STAT353 or IS242

STAT380 Statistical Consulting and Data Analysis I [Credits: 3]
Introduction to statistical consulting. Principles of good consulting practice. Effective communication skills for understanding the client's problem and available data, and choosing an appropriate procedure. Understanding client expectations, dealing with difficult clients, and working effectively with people individually and in teams. *Pre-Requisite(s):* STAT321, STAT304 or STAT325

STAT381 Statistical Consulting and Data Analysis II [Credits: 3]
Data analysis for statistical consulting projects. Working with the client to understand the problem and available data. Carrying out and documenting an appropriate analysis. Preparing written and oral summaries. Communication of results to the client. *Pre-Requisite(s):* STAT380

STAT415 Data Mining [Credits: 3]
Data mining principles and applications. Predictive modeling techniques for large data sets include classification and regression trees, logistic regression, neural networks, random forests and boosted trees. Handle missing values and outliers. Compare models and deploy best model to predict new data. Hands-on use of data mining software. *Pre-Requisite(s):* STAT321

STAT417 Applied Probability and Simulation [Credits: 3]
Probability distributions and random variables, simulation of random variates, probability modeling, applications to Markov chains, queueing models, reliability and survival; use of software. *Pre-Requisite(s):* MATH211 or MATH221

STAT421 Applied Regression Methods [Credits: 3]
Advanced regression methods focused on complex real-world data. Model checking and diagnostics, model building, transformations, polynomial regression, logistic regression, general linear models, nonparametric regression methods. *Pre-Requisite(s):* STAT321

STAT427 Applied Time Series [Credits: 3]
A study of the most useful techniques of analysis and forecasting using time series data. Topics include an introduction to forecasting, time series regression, decomposition methods, smoothing, smoothing techniques, basic techniques of Box-Jenkins methodology; use of statistical software. *Pre-Requisite(s):* STAT321

STAT430 Multivariate Statistical Methods [Credits: 3]
Principal component analysis, factor analysis, discriminant analysis, cluster analysis, manova, profile analysis, repeated measures; applications and use of statistical software. *Pre-Requisite(s):* STAT321

STAT433 Nonparametric Statistics [Credits: 3]
Efficiency comparison of mean and median, one and two sample location problems, effect of alternative score functions, randomization and permutation tests, the independence problem, and selected problems in regression. Use of statistical software. *Pre-Requisite(s):* STAT321

STAT436 Applied Categorical Data Analysis [Credits: 3]
Introduction to the analysis of discrete data; log-linear models for two-way and multi-way tables; linear logistics regression models; association models and models of symmetry; applications, use of statistical software. *Pre-Requisite(s):* STAT321

STAT444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies.

STAT447 Basic Elements of Probability Theory [Credits: 3]
A more mathematical treatment of probability distributions than STAT 417. Probability concepts and laws; sample spaces, combinations and permutations, Bayes' theorem, discrete and continuous random variables, expected value, distribution of functions of random variables, two-dimensional variates, central limit theorem; T, F, and chi-square distributions. *Pre-Requisite(s):* MATH321 or MATH320

STAT448 Basic Elements of Statistical Theory [Credits: 3]
Theory of estimation and hypothesis testing; maximum likelihood, method of moments, likelihood ratio tests; elementary mathematical functions illustrate theory. *Pre-Requisite(s):* STAT447

STEM199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

STEM395 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

STEM399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

STEM420 STEM and Information Media Field Experience [Credits: 1]
Merging theory and practice for developing inclusive and responsive curriculum, instruction and assessment in STEM in the pre K-12 setting during an in-depth field experience. Active involvement in classrooms includes working with ESL, special education or other historically under-served students as well as incorporating information media into the classroom. Required: admission to major program and teacher education.

STEM421 STEM and Content Literacy Field Experience [Credits: 1]
Merging theory and practice for developing inclusive and responsive curriculum, instruction and assessment in STEM in the pre K-12 setting during an in-depth field experience. Active involvement in classrooms includes working with ESL, special education or other historically under-served students as well as incorporating content literacy into the classroom.

STEM425 Engineering and Technology for the P-6 Classroom [Credits: 3]
The STEM teachers' role in the P-6 classroom, focusing on engineering

and technology. Hands-on, problem solving activities for the P-6 classroom. Curriculum development, instructional strategies, and use of technology. *Pre-Requisite(s):* MATH301, SCI226 or SCI227, ED200 or SPED200 or CFS200

STEM431 Physics for the P-6 Classroom [Credits: 3]
Physics topics from mechanics, thermodynamics, waves and sound, electricity and magnetism, and optics. Problem solving and laboratory skills for the P-6 classroom. Lab. *Pre-Requisite(s):* MATH301, SCI226 or SCI227, ED200 or SPED200 or CFS200

STEM442 Teaching and Learning Life, Earth and Space Science for the P-6 Classroom [Credits: 3]
Research, modeling, and investigations of the Minnesota Science Standards K-6 in life and earth science. Content, methods, materials, assessment, integration of STEM into science education. *Pre-Requisite(s):* MATH301, SCI226 or SCI227, ED200 or SPED200 or CFS200

STEM451 Reasoning and Proof for the P-6 Classroom [Credits: 3]
Problem solving, conjecture, generalization, and proof in effective teaching of STEM. Mathematical reasoning as an iterative process of conjecturing, generalizing, and investigating. Topics are drawn from set theory, logic, arithmetic, algebra, geometry and STEM fields. *Pre-Requisite(s):* MATH301, SCI226 or SCI227, ED200 or SPED200 or CFS200

STEM452 Data and Chance for the P-6 Classroom [Credits: 3]
Data and chance in effective teaching of STEM. Data collection, organization, and analysis; measures of center and variance, inferences and convincing arguments; subjective, theoretical, experimental, and conditional probability; simulation; counting principles; mathematical expectation. *Pre-Requisite(s):* MATH301, SCI226 or SCI227, ED200 or SPED200 or CFS200

SW190 Social Welfare and Democratic Citizenship [Credits: 3]
Democratic citizenship and social welfare, state institutions and citizen engagement locally, nationally and globally.

SW195 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

SW199 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

SW216 Introduction to Social Work [Credits: 3]
Social work fields of practice and an orientation to the knowledge, skills and values of the profession.

SW330 Human Interaction in Social Systems [Credits: 3]
Human behavior from a social system perspective. Systemic model of family, groups, organizations, and communities as an integrated framework to assess problem situations. *Pre-Requisite(s):* BIOL103, HURL201, HURL206, SOC160, STAT193, SW195, SW216, CPSY262 or PSY240

SW340 Fundamentals of Generalist Practice [Credits: 3]
Description of the social work profession. Presentation of a generalist

practice model integrated with volunteer experience in the community. *Pre-Requisite(s):* BIOL103, HURL201, HURL206, SOC160, STAT193, SW195, SW216, PSY240 or CPSY262

SW345 Cross-Cultural Social Work Practice [Credits: 3]
Marginalized populations within a diversity sensitive social work practice model. *Pre-Requisite(s):* BIOL103, HURL201, HURL206, SOC160, STAT193, SW195, SW216, PSY240 or CPSY262

SW350 Social Work Research Methods [Credits: 3]
Research methodologies for use in agency settings. Quantitative and qualitative approaches, program and practice evaluations. Required: completion of pre-professional core. *Pre-Requisite(s):* SW216, SW330, SW340, SW345

SW360 Social Welfare Policy [Credits: 3]
The social welfare institution and its policies; specific poverty issues are examined and critiqued. Required: completion of pre-professional core. *Pre-Requisite(s):* SW330, SW345, SW216, SW340

SW399 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

SW410 Practice I [Credits: 3]
The generalist model of social work practice with focus on work with individuals and families. Required: completion of pre-professional core. *Pre-Requisite(s):* SW330, SW216, SW340, SW345

SW411 Practice II [Credits: 3]
The generalist model of social work practice with focus on work with groups and families. Required: completion of pre-professional core. *Pre-Requisite(s):* SW360, SW410, SW350

SW412 Practice III [Credits: 3]
The generalist model of social work practice with particular focus on macro level practice. Required: completion of pre-professional core. *Pre-Requisite(s):* SW360, SW410, SW350

SW421 Child Welfare: Public-Private [Credits: 3]
Child welfare practice to assure child safety, permanency, and well-being. Undergraduate: recommended completion of SW 216, CPSY 262, or PSYCH 240. Graduate: Admission to graduate program.

SW442 Professional Development [Credits: 3]
Preparation of students for field placement and professional life, including objectives, roles and responsibilities in social work practice. *Pre-Requisite(s):* SW190, SW330, SW340, SW350, SW360, SW410

SW444 Internship: Undergraduate [Credits: 1.00-16.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. *Pre-Requisite(s):* SW411, SW412

SW445 Field Practicum Seminar [Credits: 3]
Integration of knowledge from field practicum and classroom. Ethics and values of the profession. Culmination of Diversity/Empowerment Portfolio project. Required: completion of pre-professional core. *Pre-Requisite(s):* SW411, SW412

SW499 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

TH148 Acting for Everyone [Credits: 3]
Expressiveness through the crafts of acting. Exploring self-awareness, body dynamics, vocal dynamics, inner states of being and outer states of expression.

TH180 Analysis of Dramatic Literature [Credits: 3]
Analysis of plays: dramatic theory using various research strategies, plot structures, styles, genres, characters, themes, etc.

TH225 Theatre Practicum I [Credits: 1]
Practical application of theatre skills in stage management, or technical crews (costume, scenic, lighting, properties, sound, stagehands, etc.). Must complete 50 hours of crew work. Lab.

TH231 Introduction to Theatre [Credits: 3]
Exploration of theatre history and theatre as an art form that includes participation in a broad range of theatrical experiences, including crew work and performances. Lab.

TH237 Stagecraft [Credits: 3]
Study and application of technical theatre procedures. Integrated Lab.

TH238 Costume Construction [Credits: 3] Theory and application of theatrical costume construction techniques and procedures. Integrated Lab.

TH240 Stage Make-up [Credits: 3]
Theory and practice of make-up techniques.

TH258 Practical Creativity [Credits: 3]
Current theories and practice surrounding creativity. Engages students in self discovery and experiential learning.

TH270 American Musical Theatre [Credits: 3]
The development of the American musical theatre in relation to American cultural history.

TH299 Independent Study [Credits: 1.00-16.00]
Credit for independent work by a single student arranged and supervised by a faculty member.

TH325 Theatre Practicum II [Credits: 1]
Taking responsibility as a crew chief in a technical area (scenic, costumes, properties, master electrician, stage management, etc.). Must complete 60 hours of crew work. Lab.

TH326 Theatre Practicum: Acting [Credits: 1]
Acting in a theatre production. Lab.

TH349 Principles of Directing and Production [Credits: 3]
Selecting, analyzing, casting and rehearsing plays for production. *Pre-Requisite(s):* TH180, TH231, TH148 or TH248

TH375 Devised Theatre [Credits: 3]
Collaborative creation and production of original theatre material which engages societal themes and issues. Will culminate in a public performance. Additional hours outside of class time will be expected.

TH385 Dramaturgy and Research [Credits: 3]
Research elements of theatrical texts in production. Participation in production required.

TH390 Stage Management [Credits: 3]
Theories and practices to effectively manage a theatrical production effectively.

TH417 Engaged Performance [Credits: 3]
Theatrical performance as a catalyst of cultural democracy. Engagement with community members in understanding and working toward community-based solutions through aesthetic performance.

TH465 Topics in Theatre [Credits: 3]
Selected subjects in theatre such as technical processes, acting styles, playwrights, and dramaturgy.

TH475 Teaching and Directing Theatre [Credits: 3]
Strategies and approaches for working with actors and directing productions in an educational or community setting. *Pre-Requisite(s):* TH148, TH231

TH479 One-Act Production [Credits: 3]
Students work collaboratively to create a fully-produced performance for the public. *Pre-Requisite(s):* TH349

TH480 Contemporary Trends in Drama [Credits: 3]
Analysis of dramatic texts and practices with an emphasis on cultural plurality and diverse perspectives. *Pre-Requisite(s):* TH180

TH495 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

TSE440 Driving Task Analysis [Credits: 3]
Risk perception and risk management, the decision making process, and the influencing factors of attitude, motivation and chance as related to accident causation. Defensive driving principles and crash avoidance tactics explored.

TSE450 Methods of Classroom Instruction [Credits: 3]
Basic analysis of the driving task. Teaching techniques, applications and methodology of classroom high school driver education. Defensive driving principles and theory. Classroom laboratory teaching included.

TSE455 Workshops: Special Topics Traffic Safety [Credits: 1.00-3.00]
Specific strategies for promoting quality driver education will be identified.

TSE470 Methods of In Car Instruction [Credits: 3]
Application of educational techniques in the laboratory phase of driver education. Laboratory teaching experience included.

TSE480 In Car Instruction Practicum [Credits: 1]
Driver education principles of in-car teaching techniques. Behind the wheel laboratory teaching experience.

TSE490 Issues in Driver Education [Credits: 3]
History and origins of high school driver education, recent trends and issues affecting high school driver education programs. Role-played by public and private agencies and organizations in setting expectations and standards for driver education. Administrative tasks required of the Driver Education coordinator. Internet chat activity and self paced readings and writings required.

GRADUATE COURSES

ABA530 Seminar [Credits: 3]
Select topics in psychology.

ABA541 Experimental Analysis of Behavior [Credits: 3]
Basic behavioral processes, principles, and theories describing behavior patterns. Quantitative analysis of behavior, experimental preparations, and basic behavior measurement.

ABA597 Practicum in Behavior Analysis [Credits: 3]
Agency orientation and practical experience in defining and observing behaviors. Development and implementation of behavioral programs.
Pre-Requisite(s): ABA630

ABA600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

ABA627 Behavior/Social Skills Assessment and Intervention for Students with ASD [Credits: 3]
Behavior analytic assessment and instructional planning for individuals with Autism Spectrum Disorder. Functional assessment and behavioral treatment planning for challenging behaviors. Grade of B or higher required to earn the Autism Certificate.

ABA630 Advanced Applied Behavior Analysis [Credits: 3]
Definition and advanced characteristics of applied behavior analysis. Behavioral principles, processes, and concepts of behavior change procedures and systems support.

ABA633 Behavioral Applications I [Credits: 3]
Ethics, history, theories, and principles of behavior analysis and therapy. Current techniques, applications to specific populations, behavioral research, and future directions.

ABA634 Behavioral Assessment [Credits: 3]
Naturalistic observation, self-report inventories, behavioral checklists, other forms of assessment in mental health, schools, business and industry, and health.

ABA635 Behavioral Applications II [Credits: 3]
Behavior analysis and applications for multiple populations, behaviors, and settings. Functional assessment, research, ethical issues, design, implementation, and evaluation of behavioral programs.

ABA636 Ethics in Psychology and Behavior Analysis [Credits: 3]
Responsible conduct during behavioral assessment, behavioral treatment, teaching, supervision, research, and other professional behaviors. Behavior Analyst Certification Board conduct guidelines, APA ethics codes, and Minnesota Board of Psychology standards.

ABA639 Comprehensive Exam Preparation [Credits: 3]
Students will review course material and complete practice exercises to assist in preparing for the Comprehensive Examination.

ABA640 Comprehensive Exam [Credits: 1]
Capstone requirement for students completing M.S. in Applied Behavior Analysis, Plan B.

ABA641 Single-case Design [Credits: 3]
Single-case experimental designs and data analysis procedures for evaluating behavioral change strategies in behavioral intervention programs.

ABA643 Social Bases of Behavior [Credits: 3]
Psychological approaches to the development and modification of social behavior and phenomena.

ABA644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

ABA691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

ABA697 Supervised Internship in Behavior Analysis [Credits: 3.00-9.00]
Supervised experience in a community agency. *Pre-Requisite(s)*: Students must complete the prescribed sequence of courses (exceptions must be approved by adviser). May be repeated; 9 credits required for graduation.

ABA699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

ACCT550 Personal Taxation [Credits: 3]
Federal income taxation of individuals including gifts, estates, and trusts.

ACCT598 Business Consulting [Credits: 3]
Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral report required. Lab. Pre-req.: ACCT 292, IS 242 or STAT 242, FIRE 371, MGMT 201, MKTG 220, or permission of department. *Pre-Requisite(s):* ACCT292, FIRE371, IS242 or STAT242, MGMT201 or MGMT301, MKTG220 or MKTG320

ACR610 Introduction to Clinical Research [Credits: 1]
An overview of clinical research to prepare those new to clinical research for graduate-level courses that will develop students as clinical research professionals.

ACR620 Applied Anatomy, Physiology, and Pathophysiology [Credits: 4]

Major human organ systems. Cellular structure, function, and metabolism. Development of medical devices and combination products to diagnose, mitigate, or cure pathological conditions.

ACR622 Lifecycle of the Clinical Product [Credits: 2]
Phases of the medical-product-development life cycle.

ACR624 Biostatistics for Clinical Trials [Credits: 4]
Statistical tools used in the design, monitoring, and analysis of clinical studies. FDA and ICH guidance.

ACR626 Evidence Based Medicine [Credits: 3]
Published clinical experience. Practice and principles of evidence-based medicine relating to common chronic diseases and conditions. The relationship between published experience and the role of medical devices and combination products.

ACR628 Regulatory Compliance and Research Ethics [Credits: 3]
Regulations associated with research ethics, regulatory and global standards for research conduct, and how to problem solve real-world cases. Regulations and standards for clinical trials. Communication and ethical considerations in negative product-performance situations.

ACR630 Clinical Study Design and Planning [Credits: 3]
Protocol development, study design selection, budgeting, investigational plan requirements, and site selection. Legal and regulatory aspects.

ACR632 Clinical Study Operations and Execution [Credits: 3]
Roles and responsibilities of practitioners. Study tracking tools and strategies for clinical project management.

ACR634 Clinical Risk Management and Safety [Credits: 3]
Risk analysis, mitigation, assurance, and control in clinical trials. Clinical quality control. Corrective and Preventive Actions (CAPA), adverse events, protocol deviations, safety issues and advisory and safety committees.

ACR636 Communications and Reporting for Clinical Trials [Credits: 3]
Regulatory reporting requirements related to the clinical research of medical products. Communication skills and required documentation.

ACR640 Clinical Research Leadership [Credits: 3]
Roles and responsibilities in leadership. Clinical leadership, integration of cross-functional objectives, and critical thinking.

ACR641 Communication for MedTech Professionals [Credits: 1]
Medical/scientific writing, persuasive writing, professional presentations, self-awareness, giving and receiving feedback.

ACR644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes. *Pre-Requisite(s):* ACR620 or ACR622 or ACR641 or ACR624 or ACR626 or ACR628

ACR691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

ACR695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

ACR699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

AHS523 Sedimentation and Stratigraphy [Credits: 3]
Sedimentary processes and environments, formation of sedimentary rocks, stratigraphy, and basin analysis. Use of stratigraphic principles to interpret earth history. Lab. *Pre-Requisite(s):* AHS220

AHS524 Structural Geology and Tectonics [Credits: 4]
Brittle and ductile deformation. Stress and strain theory. Structural interpretation problems. Development and significance of plate tectonics as a unifying theory for geology. Lab. *Pre-Requisite(s):* AHS220, AHS305

ANTH510 Educational Tours [Credits: 1.00-6.00]
Tours taken under supervision of the university. Exact nature of course will be defined by the department involved and approved by the vice president for academic affairs. Considered residence credit.

ANTH515 Deciphering Data [Credits: 3]
Theoretical approaches and quantitative analytical techniques applied to real world archaeological data in order to understand ancient human behavior.

ANTH530 Research Methods in Archaeology [Credits: 3]
Basic categories of archaeological methodology; general research, field, analytical, and quantitative methods.

ANTH532 North American Archaeology [Credits: 3]
Native American settlement and life in North America north of Mexico from 15,000+ years ago to the recent past, based on archaeological study. Examination of major debates and ethical issues in the excavation, analysis and interpretation of North American archaeological sites.

ANTH533 Archaeology of the Upper Midwest [Credits: 3]
Environmental and geological setting, history or archaeology in the region, tribal archaeology and historic preservation, and legal aspects of archaeology in the upper Midwest as well as a chronological overview of regional prehistory.

ANTH534 Historical Archaeology [Credits: 3]
Archaeological investigation of the post-1492 spread of Europeans, their material culture, and the impact of both on indigenous peoples, with a focus on North American contexts.

_____

ANTH545 Dental Anthropology [Credits: 3]
Anthropological investigation of the evolution, adaptation, and life history of human and non-human primate dentitions.

ANTH547 Essentials of Forensic Anthropology [Credits: 3]
Techniques for the location, recovery and laboratory analysis of human skeletal remains including sex, age, population affinity, stature, pathology and trauma.

ANTH550 Ethnographic Research Methods [Credits: 3]
Practice and theory of ethnographic research. Research design, participant observation, interviewing, questionnaires, field note taking and management, data analysis, ethics.

ANTH563 Seminar [Credits: 3]
Discussion and readings in advanced topics in anthropology. A specific topic selected each time offered. May be repeated to a maximum of 9 credits.

ANTH592 Field Research in Anthropology [Credits: 1.00-6.00]
Anthropological field methods and directed research in one of the subdisciplines of anthropology: archaeology, ethnography, linguistics, or applied anthropology.

ANTH600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

ANTH630 Proseminar in Archaeology [Credits: 3]
Archaeological theory and methods of inquiry, analysis and explanation. Major historical developments in anthropological archaeology and contemporary theoretical perspectives.

ANTH631 Cultural Resource Management I [Credits: 3]
Policies, laws and organizations that are the foundation of modern cultural resource management. Federal, state and tribal levels of legislation, policy and organization and public archaeology. Implementation and evaluation of professional standards in cultural resource management.

ANTH632 Cultural Resource Management II [Credits: 3]
Practice of CRM archaeology, from research design to report completion. Budget preparation, evaluation of site significance, mitigation, artifact processing and analysis and professional ethics.

ANTH640 Proseminar in Biological Anthropology [Credits: 3]
Major topics and theoretical issues in contemporary biological anthropology, including human genetics, human and primate evolution, contemporary primate studies and human variation.

ANTH644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

ANTH650 Proseminar in Cultural Anthropology [Credits: 3]
Major topics and theoretical issues in contemporary cultural anthropology, including ethnographic fieldwork and the processes affecting cultural variation, stability and change.

ANTH652 Technical Writing in Anthropology [Credits: 3]
Diverse forms of writing commonly required of anthropologists. Focus on writing most often required of archaeologists and other CRM practitioners.

ANTH660 Topics in Applied Archaeology [Credits: 3]
Topics related to Cultural Resource Management/Applied Archaeology.

ANTH688 Practicum: Graduate Level [Credits: 1.00-6.00]
Observational learning experience. May include supervised work in a single setting.

ANTH690 Selected Topics [Credits: 1.00-3.00]
May be repeated to a maximum of 9 credits.

ANTH691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

ANTH695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

ANTH699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

BIOL501 Credit by Arrangement, Masters Level [Credits: 1.00-3.00]
Credit by Arrangement.

BIOL511 Herpetology [Credits: 4]
Biology, systematics, anatomy and physiology, ecology, behavior, and conservation of amphibians and non-avian reptiles. Lab.

BIOL513 Communities and Ecosystems [Credits: 3]
Biodiversity patterns and metrics, species interactions, community assembly and structure, trophic interactions, food webs, succession, disturbance, stability, nutrient cycling, productivity, energy flow, ecosystem function, decomposition, climate change. Integrated Lab.

BIOL514 Paleobiology [Credits: 4]
Ancient life from the Precambrian microorganism through Cenozoic macrofossils. Trace fossils, ancient animals/plants, extinction. Lab.

BIOL516 Entomology [Credits: 4]
Biology of insects and related groups of animals. Phylogeny, classification, evolutionary origins, morphology, ecology, behavior, population dynamics, life histories, adaptations, economic impacts. Lab.

BIOL517 Ichthyology [Credits: 4]
Biology of fishes. Phylogeny, classification, evolutionary origins,

_____

morphology, ecology, behavior, population dynamics, life histories, adaptations. Lab.

BIOL518 Wetland Plant Communities [Credits: 2]
The structure, characteristics, indicator plants, wildlife uses, management, and restoration of wetland and aquatic plant communities. Lab.

BIOL519 Comparative Vertebrate Anatomy [Credits: 3]
Development and structure of representative vertebrates. Dissection of selected animals. Lab.

BIOL520 Plant Systematics [Credits: 4]
Principles and practice of plant systematics including modern technological approaches. Lab.

BIOL522 Field Botany [Credits: 4]
Field identification and ecological aspects of local terrestrial, wetland, and aquatic vascular plants. Field trips. Lab.

BIOL524 Ornithology [Credits: 4]
Biology of birds. Phylogeny, classification, evolutionary origins, morphology, ecology, behavior, population dynamics, life histories, adaptations. Field identification. Lab.

BIOL526 Limnology [Credits: 4]
Lakes and streams in a watershed setting. Historical origin, physical and chemical environment, diversity of plants and animals, field and laboratory limnological sampling methods. Lab.

BIOL530 Aquatic Microbiology [Credits: 4]
The collection, identification, culture, and study of freshwater microbial organisms from diverse habitats; primary production, community interactions, foodweb interactions, life cycles, and lake and stream assessment. Lab.

BIOL541 Comparative Animal Behavior [Credits: 3]
Behavior of animals in their natural environments. Comparative analysis across a range of species and topics.

BIOL542 Wildlife Populations [Credits: 4]
Mathematical modeling of population growth, population sampling techniques, and survival/reproduction. Case studies involve theoretical and empirical investigation of single populations, metapopulations, and sources and sinks.

BIOL556 Biological Evolution [Credits: 3]
History, evidence, and processes of biological evolution (microevolution, speciation, and macroevolution). Theories on the origin of life.

BIOL557 History and Philosophy of Biology [Credits: 3]
Origins of science and history of biological discoveries. The development of modern biology. Philosophical bases for the biological sciences.

BIOL560 General Parasitology [Credits: 4]
Parasite ecology and classification. The relationship of these organisms to diseases of humans and animals. Lab. *Pre-Requisite(s):* BIOL151, BIOL152

BIOL561 Conservation and Management of Animals [Credits: 4]
Biology, ecology, population structures, sampling methods, management techniques, life histories and demographic analysis, ecosystems, and conservation of animals. Lab.

BIOL562 Medical Microbiology [Credits: 4]
Taxonomy, morphology, culture biochemical activities of pathogenic microorganisms and their pathogenic mechanisms and the corresponding host response. Lab.

BIOL564 Hematology [Credits: 3]
Blood cell formation and function, morphology and function. Etiology and lab diagnosis of common hematologic diseases. Mechanisms of hemostasis. Clinical procedures.

BIOL565 Principles of Phylogenetics [Credits: 3]
Taxonomy, Linnaean system & codes of nomenclature, homology and character analysis, history of systematics, systematic principles, optimality criteria, divergence-time estimation, character evolution, biogeography, macroevolution.

BIOL566 Microscopy and Image Analysis [Credits: 2]
Principles of light microscopy, image acquisition, and analysis including computer measurement and enhancement of images. Lab.

BIOL568 Advanced Animal Cell Culture Techniques [Credits: 4]
Advanced topics in techniques and theory of culture of animal cells in vitro. Applications to biomedical research and biotechnology. Establish, grow, maintain, preserve, and utilize animal cells. Lab. *Pre-Requisite(s):* BIOL362

BIOL572 Virology [Credits: 3]
Morphology, virus-host relationships, diseases, prions and viroids.

BIOL574 Neurobiology [Credits: 3]
Molecular, cellular and developmental aspects of the nervous system. Sensory, motor, and central systems. Mechanisms of neuropathology.

BIOL575 Biodiversity Informatics [Credits: 3]
Biological collections, collection stewardship, biological collections databases, networks, cybertaxonomy, taxonomic concepts, ontology, specimen digitization, georeferenced specimens, predictive ecogeographic modeling, genomic databases, genomic partitioning strategies, models of molecular evolution, phylogenomics.

BIOL577 Advanced Anatomy: Human Dissection [Credits: 3]
Detailed regional dissection. Functional and clinical aspects of dissections. Technique and preparation of prosections for introductory courses.

BIOL578 Human Physiology [Credits: 4]
Physiological processes at the molecular, cellular, and organismal levels.

BIOL582 Advanced Protein Techniques [Credits: 4]
The theory and application of instrumentation in monitoring, quantifying, and isolating proteins. An individual protein purification project will be required. Lab.

BIOL583 Histological Techniques [Credits: 3]
Theoretical and applied aspects of processing, staining, and evaluating tissues through microscopic study. Lab.

_____

BIOL584 Advanced DNA Techniques [Credits: 4]
Theory, techniques, and instrumentation of genetic engineering and gene analysis. Lab. *Pre-Requisite(s):* CHEM480, BIOL362

BIOL586 Immunology [Credits: 4]
Humoral and cell-mediated immune responses. Lymphoid tissues, initiation, and regulation of responses, mechanisms of immunopathologies. Lab.

BIOL588 Professional Workshop/Continuing Education [Credits: 1.00-3.00]
This course allows a mechanism for masters' level students to receive credit for participation in otherwise noncredit-bearing professional workshops or continuing education course. According to Graduate School policy, there is a limit of 6 credits which applies toward a specific program.

BIOL590 Selected Topics in Biology [Credits: 1.00-4.00]
Topics announced in schedule of classes. May be repeated to a maximum of 12 credits.

BIOL600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

BIOL610 Special Topics in Biology [Credits: 3]
Lecture or lecture/laboratory course in a specialized area of the biological sciences designed for graduate students of various disciplines. May be repeated up to three times. Integrated Lab.

BIOL618 Biology and the Scientific Process [Credits: 3]
The scientific process, history of biology, experimental design, and basic statistics for biologists.

BIOL620 Current Issues in Biology [Credits: 1]
Seminars, presentations, and discussions on current issues in biology. Topics vary by semester.

BIOL628 Research Design [Credits: 2]
Experimental design for graduate students in biology and related fields. Scientific methodology, statistical applications, and grant application process.

BIOL630 Seminar in Biology [Credits: 1]
Discussions and presentations on current issues in biology based on weekly seminars and the scientific literature. Seminar topics vary by semester. Students are expected to attend the Department of Biological Sciences seminar series.

BIOL678 Graduate Student Practicum [Credits: 1]
Preparing materials for biology courses. Designing laboratory exercises. Teaching methods, formative and summative assessment techniques.

BIOL688 Practicum: Graduate Level [Credits: 1.00-6.00]
Observational learning experience. May include supervised work in a single setting.

BIOL691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

BIOL695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

BIOL699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

BLAW533 Marketing and the Law [Credits: 3]
Legal regulatory, and ethical aspects of marketing activities including product development, promotion pricing and distribution.

BLAW534 Real Estate Law [Credits: 3]
Principles of law affecting ownership of real estate interests, the transfer of real property interests, and land use and development.

BLAW536 Commercial and Financial Law [Credits: 3]
Legal principles of commercial and financial transactions, including contracts, sales, commercial paper, property, secured transactions, creditor rights, bankruptcy and securities regulation.

CCSD600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

CCSD610 Introduction to Student Affairs and Student Development [Credits: 3]
Foundational history, values, and professional competency areas of college student development. In-depth orientation to the field of student affairs.

CCSD615 Identity and Dialogue in Student Development [Credits: 3]
Intrapersonal identity exploration, interpersonal group dynamics, and dialogic principles and facilitation strategies for student affairs.

CCSD618 Helping Skills for Student Development [Credits: 3]
Helping, advising, motivational interviewing, and other micro-counseling skills focused on holistic college student learning, growth, and development.

CCSD619 Professional Orientation and Ethics [Credits: 3]
This course provides students with an orientation to the college counseling profession's history, roles, and organizational structure as well as ethical standards, laws, licensure, and decision-making processes.

CCSD620 Foundations of Student Development Theory [Credits: 3]
Theories of personal, psychological, cognitive, moral, and college student identity development and their application in student affairs.

_____

CCSD625 Social Justice and Student Development [Credits: 3]
Examination of inherited systems of power that impact college student development and practical strategies for social justice action in student affairs.

CCSD630 Future Directions of Student Development Theory [Credits: 3]
Future directions of student development theory, focusing on critical and post-structural perspectives and their application in student affairs.

CCSD644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

CCSD645 Foundations of Student Services [Credits: 3]
Philosophical, theoretical, contextual and practical foundations of practice of the profession of student development in higher education.

CCSD655 Global Issues in Student Development [Credits: 3]
Global issues and intercultural dynamics impacting college student development and the internationalization of student affairs.

CCSD673 Issues in Student Development [Credits: 3]
Development and functioning of college students and the methods and procedures for coping with and/or deterring them and promoting healthful living.

CCSD681 Practice in Small Group Process [Credits: 3]
Supervised practice in conducting small group counseling sessions.

CCSD688 Practicum: Graduate Level [Credits: 1.00-6.00]
Observational learning experience. May include supervised work in a single setting.

CCSD695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

CCSD699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

CFS504 Birth Order in the Family [Credits: 1]
Implications of birth order on the family; implications of the family constellation. Instructor will provide more depth on each topic area.

CFS515 Foundations of Parent/Family Education [Credits: 3]
Introduction to the history, philosophy and program models for parent/family education with emphasis on Early Childhood Family Education in Minnesota. Diverse family systems and needs for parent education. Professional and ethical behavioral outlined.

CFS521 Development of Young Children [Credits: 3]
Typical and atypical development of children, ages 3 through 10.

Application of theories of development, observation skills, and understanding of the influence of early experiences for early childhood practices.

CFS522 Family Studies: Parent Involvement [Credits: 3]
In-depth analysis of diverse family systems. Theories of family development. Developing communication skills and partnership strategies. Values and attitudes and their impact on working with families. Family stress, coping and resources. Families with challenges. Levels of parent involvement. Analyzing current issues and their impact on families.

CFS600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

CFS605 Issues and Topics in Early Childhood and Family Studies [Credits: 1.00-4.00]
A variable content course design to address specialized areas of study related to early childhood education, child development, parent education, parenting practices, legislation, child advocacy or other topics which are of current concern to faculty and/or students.

CFS608 Developmental Screening and Assessment [Credits: 3]
Philosophies, procedures and appropriate practices in the screening and assessment of infants, toddlers and preschoolers. Hands-on experience in conducting assessments of young children for referral/eligibility for special education. Interpretation of results for intervention.

CFS611 Foundation of Early Childhood Education/Early Childhood Special Education [Credits: 3]
Overview of early childhood, early childhood special education including history, philosophies, legal requirements. Professional viewpoints from national organizations. Models of early education and early childhood special education.

CFS621 Research Methods: Child/Family [Credits: 3]
A seminar focusing on research and current issues for students working on MS projects. An overview of the research process and strategies for completing thesis and starred papers.

CFS625 Methods of Parent and Family Education [Credits: 2]
Overview of various methods and curricula used in the field of parent and family education. Review and evaluation of existing programs and curricula. Development and adoption of parent and family education curricula for specific populations.

CFS631 Development of Infants and Toddlers [Credits: 3]
Study of development prenatally to 2 years, typical and atypical. Analysis of the impact of family, community, culture and society upon development. Examination of ethical issues associated with this period of development. Can be repeated.

CFS632 Analysis of Families with Children with Disabilities [Credits: 3]
Analysis of diverse family systems, communication, teaming, stress and coping. Critical analysis of family needs, concerns and priorities.

CFS633 Methods: Young Children with Disabilities [Credits: 3]
Develop curriculum based on assessment data, children's goals, objectives and best practices. Understand inclusion and strategies for

implementation. Designing and evaluating environments. Utilizing activity based instruction, adaptation strategies and curricula free from bias. Using a language based curricula with rich literacy activities. Incorporating multisensory activities, music, movement, art, technology and other content areas throughout the curriculum for children 3-5 years.

CFS635 Parenthood and Adult Development [Credits: 2]
Stages of parenthood and interface with adult development. Application of adult learning theories to parent education settings.

CFS643 Methods: Infants and Toddlers with Disabilities [Credits: 3]
Teaching strategies for infants and toddlers with disabilities/delays including appropriate handling, positioning and feeding related to disabilities and/or special health concerns. Linking assessment information to the development of appropriate goals/objectives and interventions. Working as a member of an interdisciplinary team/development of IFSPs/Home visiting.

CFS645 Working with Parents in Groups [Credits: 2]
In-depth analysis of group dynamics and effective group skills in parent education. Theories of group process approaches to leadership. Communication within groups.

CFS665 Parent Education Practicum [Credits: 1]
Field experiences observing parent education settings. Analysis and development of parent education methods and resources.

CFS666 Parent Education Group Practicum [Credits: 1]
Field experiences observing parent groups in a variety of parent and family education settings. Analysis of group process and situations.

CFS675 Parent Education Student Teaching [Credits: 3]
Supervised student teaching in parent/family education programs with parent groups. Students also participate in a concurrent seminar with peers.

CFS680 ECSE Infant Student Teaching [Credits: 2.00-4.00]
Supervised student teaching in ECSE infant/toddler programs. Student teaching seminar.

CFS681 ECSE Preschool Student Teaching [Credits: 2.00-4.00]
Supervised student teaching in ECSE preschool programs. Student teaching seminars.

CFS691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

CFS699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

CHEM580 Biochemistry 1 [Credits: 4]
The chemical structure and function of most fundamental biomolecules;

carbohydrates, lipids and proteins. Fundamentals of enzyme function and metabolism. *Pre-Requisite(s):* CHEM271 or CHEM311

CHEM581 Biochemistry 2 [Credits: 4]
Major metabolic pathways; biochemistry of nucleic acids; and biophysical techniques. *Pre-Requisite(s):* CHEM480 or CHEM580

CHEM690 Selected Topics [Credits: 1.00-3.00]
Selected Topics.

CJS521 Peace Officers Standards and Training: Administration [Credits: 1]
Principles of law enforcement, career influences, stress/crisis intervention, crime prevention, community relations, court testimony, and law enforcement communications, and cultural awareness.

CJS522 Peace Officers Standards and Training: Statutes [Credits: 1]
Minnesota Statutes relating to Minnesota Criminal Code, of Minnesota Law enforcement procedures relating to search, arrest, confessions, identification, and evidence, and of Minnesota Statutes relating to juvenile justice.

CJS530 Criminal Law [Credits: 3]
Principles of criminal liability, defenses to criminal prosecution, elements of major crimes.

CJS531 Criminal and Juvenile Procedure [Credits: 3]
Law of criminal and juvenile procedure from arrest through post-trial proceedings.

CJS600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

CJS610 Advance Leadership Skills [Credits: 3]
Principles of leadership, personal mission statements, self-assessment of leadership styles, leadership skills, leadership strengths and weaknesses, and cultural and racial diversity.

CJS611 Advanced Criminal Justice Systems Administration [Credits: 3]
Advanced seminar on the administration of criminal justice systems: goals, structure, management, leadership, supervision, budgeting and policy formation.

CJS640 Planning and Change - Future for Public Safety [Credits: 3]
Strategic planning and program evaluation. Work with bargaining units, assessing community needs, working with gender and racially and culturally diverse groups, scheduling, and inter-agency liaison. Policy analysis and information management systems, future issues of planning, change, and technologies.

CJS644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

CJS650 Readings [Credits: 1.00-3.00]
Specific topic in criminal justice. May be repeated with different topic to a maximum of 6 credits.

_____

CJS660 Theories of Criminal Behavior and Justice [Credits: 3]
Theories about the causes of violence and criminal behavior.

CJS677 Framing and Analyzing Research Problems [Credits: 3]
Criminal justice research problem formulation and analysis, conceptualization and operationalization, populations and sampling techniques, empirical data collection methods, qualitative and quantitative analysis, research design critique, policy analysis and program outcome evaluation.

CJS679 Research in Criminal Justice [Credits: 3]
Research methodology, including research design, methods of inquiry, application and interpretation of data analyses (t-tests, chi-square tests, analysis of variance, measures of association), and their relationship to criminal justice policies and programs. Statistical software used to analyze criminal justice data.

CJS681 Current Problems and Issues in Criminal Justice [Credits: 1.00-3.00]
Problem areas or issues in the criminal justice system as explored through directed readings in the research literature. May be repeated to a maximum of 6 credits.

CJS689 Advanced Graduate Seminar in Criminal Justice Studies [Credits: 3]
A self-directed, democratically oriented method of learning whose major purpose is to identify, explore, and share the results of an in-depth analysis of selected criminal justice-related topics.

CJS695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

CJS699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

CMST502 Special Topics in Communication Studies [Credits: 1.00-3.00]
Discussions and readings in advanced speech topics. A specific topic will be listed each time offered. May be repeated to a maximum of 9 credits.

CMST504 Ethics in Human Communication [Credits: 3]
Ethical issues in public and private human communication.

CMST510 Contemporary Issues in Performance Studies [Credits: 3]
Variable content stressing methods, theories, and subjects in contemporary performance studies, such as performance criticism, performance and gender, performance art, performance and culture, performance of selected literary genres. Specific topics to be announced. May be repeated once with permission of graduate advisor.

CMST511 Critical Approaches to Public Communication [Credits: 3]
Rhetorical criticism of public communication and popular culture, such as speeches, news coverage, and entertainment.

CMST512 Theories of Persuasion [Credits: 3]
Persuasion theories applied to selected communication contexts.

CMST520 Advanced Seminar in Relational Communication [Credits: 3]
Topics concerning the interaction between communicative practices and the construction and evolution of relationships and communities. May be repeated once with permission of graduate advisor.

CMST528 Theory and Practice of Mediation [Credits: 3]
Theory and practice of mediation and conflict management.

CMST529 Theories of Third Party Intervention [Credits: 3]
Theory and practice of third party intervention into interpersonal conflict. *Pre-Requisite(s):* CMST428 or CMST528

CMST539 Intercultural Communication for the Global Workplace [Credits: 3]
Theories and principles of intercultural communication applied toward working effectively in international contexts. Cultural synergy in global work contexts. Major intercultural communication challenges for service abroad. *Pre-Requisite(s):* CMST330

CMST541 Organizational Communication [Credits: 3]
Nature and flow of communication in modern organizations through applied theory, diagnosis and problem-solving skills.

CMST548 Communication and Contemporary Leadership [Credits: 3]
Education for reflective leadership is provided from the perspective of communication and rhetorical theory. Theoretical concepts of leadership and followership are examined along with skill development, research and critique.

CMST552 Teaching Communication Studies [Credits: 3]
Materials and methods for curricular and co-curricular teaching in the secondary schools. Course is designed for students completing the Communication Arts and Literature teaching major.

CMST560 Health Communication [Credits: 3]
Communication theory and practice in health care contexts.

CMST561 Current Trends in Health Communication [Credits: 3]
Discussion of communication topics related to specific health care contexts featuring a variety of speakers from the local health care community.

CMTY510 Educational Tours [Credits: 1.00-6.00]
Tours taken under supervision of the university. Exact nature of course will be defined by the department involved and approved by the vice president for academic affairs. Considered residence credit.

CMTY522 Land Use Planning and Zoning [Credits: 3]
Basic and advanced tools, applications, and frameworks of contemporary land use planning and zoning in the United States.

CMTY550 Community Heritage [Credits: 3]
American shaped environment from colonial period until present. Will focus on meanings of prototypical building forms and analyze key roles a

_____

community's shaped environment can play in healthy community development.

CMTY551 Community Design [Credits: 3]
Will examine meaning of design, forces affecting quality of natural and built environments, basic design elements and role of design professional.

CMTY552 Environmental Planning [Credits: 3]
Theory, tools, principles and techniques, policy, regulation, and socio/economic impacts on communities emphasizing sustainable development, land use, economic growth, transportation, and environmental impact and mitigation issues.

CMTY554 Regional Planning [Credits: 3]
Comparative regional planning. Economic distribution and ideological differences. Topical. Integrated Lab.

CMTY564 Local Economic Development [Credits: 3]
Context, theory, process, and practice of local economic development policies for communities.

CONS5001 Non-MnSCU Consortium (upper) [Credits: 1.00-15.00]
Non- MnSCU Consortium (Upper)

COUN600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

COUN601 Foundations of Mental Health Counseling [Credits: 3]
Historical, philosophical, societal, economic, political and professional dimensions of mental health counseling and consultation.

COUN603 Prevention, Wellness & Crisis Intervention in Counseling [Credits: 3]
Culturally relevant prevention, wellness, holistic, mindfulness-based and ecological approaches in clinical mental health counseling. Crisis intervention for people during crises, disasters, and other trauma causing events.

COUN620 Ethics in Mental Health Counseling [Credits: 3]
Codes of ethics, laws, and regulations applicable to counseling and professional standards of performance.

COUN628 Diagnosis and Treatment of Childhood Disorders [Credits: 3]
Mental Health diagnostic process and treatment planning for children and adolescents. Use of recognized diagnostic reference in treatment planning.

COUN651 Counseling Theories [Credits: 3]
Theoretical approaches to counseling. Application of theory to counseling practice.

COUN655 Seminar in Rehabilitation Counseling [Credits: 1.00-3.00]
Topics in the field of Rehabilitation Counseling.

COUN658 Multicultural Counseling [Credits: 3]
Enhancing cultural awareness; developing a knowledge and skill base for concepts, theories, and techniques in multicultural counseling; and counseling practices in a multicultural context.

COUN659 Psychodiagnosis and Treatment Planning [Credits: 3]
Diagnostic process and treatment planning in psychology and rehabilitation. DSM-IV and treatment planning for managed care.

COUN664 Counseling Across the Lifespan [Credits: 3]
Counseling implications for developmental life stages prenatal to death.

COUN665 Assessment in Counseling [Credits: 3]
Models of assessment, standardized and non standardized appraisal techniques, statistical concepts, reliability and validity, clinical evaluation approaches, social and cultural factors in assessment and ethical considerations for assessment in counseling.

COUN666 Group Counseling Theory and Practice [Credits: 3]
Concepts, theories and skills related to working with groups.

COUN667 Career Development [Credits: 3]
Developing an informational base related to occupational/educational counseling skills. Theories of career development, collecting and classifying occupational information, and incorporating occupational information into the counseling process.

COUN668 Counseling Procedures [Credits: 3]
Conditions necessary for therapeutic movement to take place in the counseling relationship. Conceptualizing client concerns, establishing goals, and applying therapeutic interventions consistent with these concerns.

COUN671 Theories of Marriage and Family Therapy [Credits: 3]
The systems paradigm. An alternate conceptual framework from which to mount therapeutic interventions. Marriage and family therapy theories. Practicing family therapeutic interventions.

COUN676 Research Methods and Program Evaluation [Credits: 3]
Research methods and application. Program evaluation used in counseling.

COUN678 Introduction to Graduate Statistics [Credits: 3]
Correlation and regression analysis, probability and sampling theory; estimating population parameters, testing hypotheses. Familiarity with descriptive statistics assumed.

COUN684 Psychopharmacology [Credits: 3]
Examination of the neurological basis of behavior, pharmacokinetics of drug action, effects of psychoactive and psychotherapeutic drugs, and principles of pharmacotherapy.

COUN696 Internship Clinical Mental Health Counseling [Credits: 3.00-6.00]
Supervised agency clinical experience.

CPSY502 Professional Issues in Addictions [Credits: 3]
Screening, assessment, treatment planning, case management, crisis intervention, client and community education, professional and ethical responsibilities in addictions treatment. Graduate level project required.

CPSY537 Foundations of Addictions [Credits: 3]
Overview of alcohol and drug counseling focusing on the transdisciplinary foundations of addiction counseling and providing an understanding of addiction theories, the continuum of care and the process of change. Graduate level project required.

CPSY538 Addictions Counseling with Selected Populations [Credits: 3]
Effects of chemical use, abuse, addictions and dependency. Evidence based consultation chemical dependency counseling with adolescents, women, elderly, Native Americans and other culturally diverse populations. Graduate project required.

CPSY539 Diagnosis, Intervention and Treatment of Addictions [Credits: 3]
Screening, intake, assessment, diagnosis, intervention, treatment planning, outcomes, reporting and documentation. Graduate level project required.

CPSY545 Chemical Dependency Internship [Credits: 3.00-12.00]
Supervised chemical dependency clinical experience.

CPSY584 Psychopharmacology and Addictions [Credits: 3]
Pharmacology and dynamics of addictions, effects of drugs on behavior, emotion and cognition. Prescription and recreational drug overview. Graduate level project required.

CPSY669 Supervised Counseling Practicum [Credits: 4]
Application of theory and techniques to counseling.

CPSY684 Psychopharmacology [Credits: 3]
Examination of the neurological basis of behavior, pharmacokinetics of drug action, effects of psychoactive and psychotherapeutic drugs, and principles of pharmacotherapy.

CPSY698 Practice in Small Group Process [Credits: 3]
Supervised practice in conducting small group counseling sessions.

CSCI502 Introduction to the Theory of Computation [Credits: 3]
Regular languages, finite-state automata, context-free languages, grammars, push-down automata, Turing machines, Church's thesis, the halting problem and computability.

CSCI504 Design and Analysis of Algorithms [Credits: 3]   Computing time functions; maximum, minimum and average computing time of various algorithms.

CSCI506 Formal Methods [Credits: 3]
Formal methods for specification, validation and verification in software development life cycle. Specification techniques. Formal methods integration with programming languages. Application of formal methods in requirements and safety analysis, testing, software reuse.

CSCI511 Database Theory and Design [Credits: 3]
Principles of database systems, theory of relational databases, design techniques, concurrency control and recovery, object-oriented systems.

CSCI513 Computer Networks [Credits: 3]
Computer network architecture. The OSI seven-layer reference model and communication protocols. Network services. Projects for current applications.

CSCI514 Platform-Based Development [Credits: 3]
Networking, security, and performance issues on a modern platform, graph architectures and NOSQL techniques. Develop an NOSQL application. Integrated Lab.

CSCI530 Object-Oriented Software Development [Credits: 3]
Techniques for identifying and specifying objects, object classes and operations in designing software. Development of a major project using object-oriented analysis, design and programming techniques.

CSCI540 Introduction to Artificial Intelligence [Credits: 3]
Heuristic versus deterministic methods, game playing programs, theorem proving programs, decision making programs.

CSCI541 Neural Networks [Credits: 3]
Natural and artificial neural networks. Back propagation, conjugate gradients, cascade-correlation training methods, associative memory. Self-organizing nets, adaptive resonance nets, Hopfield nets, constraint satisfaction networks. Design and applications.

CSCI542 Expert Systems [Credits: 3]
Theory and applications of expert systems. Knowledge acquisition and representation. Inference techniques. An expert systems language. Design and evolution of expert systems.

CSCI543 Evolutionary Computation [Credits: 3]
Population-based search heuristics inspired by biological evolution. Representations and operators. Specifying parameter values. Hybridization with local search and other search strategies. Constraint handling. Theory.

CSCI550 Computer Graphics [Credits: 3]
Algorithms, data structures and techniques for generating graphics. Graphics hardware, display primitives, geometric transformations, perspective projection, clipping and user interaction.

CSCI591 Preparatory Data Structures and Algorithms [Credits: 3]
Review of programming constructs, abstraction, data structures and algorithms for graphs, trees, strings, sorting and searching.

CSCI593 Preparatory Systems Software [Credits: 3]
Concepts of processes, process synchronization and scheduling. Management of primary and secondary storage. File and file systems structure.

CSCI595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

CSCI600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

CSCI604 Advanced Data Structures [Credits: 3]
Advanced techniques for data representation and manipulation and their analysis. Implementation of algorithms that use these techniques.

CSCI610 Advanced Concepts in Operating Systems [Credits: 3]
Theory of process synchronization and security. Distributed operating systems. Performance analysis.

_____

CSCI615 Computer Security [Credits: 3]
Issues and techniques in computer security. Fundamentals of computer security and current problems.

CSCI620 Advanced Computer Architecture [Credits: 3]
Advanced computer architectures; quantitative principles of design and performance evaluation; parallel processing, multiprocessing.

CSCI642 Natural Language Processing [Credits: 3]
Formal and natural languages. Grammars and parsing. Ambiguity resolution. Semantics. Scoping of noun phrases. Knowledge representation and reasoning.

CSCI644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

CSCI680 Seminar in Computer Science [Credits: 1.00-2.00]
Seminar in current topics in computer science.

CSCI681 Technical Presentation in Computer Science [Credits: 1]
Oral presentation with appropriate visual aids on current topics in computer science for a select audience. One semester of graduate coursework required and permission of instructor.

CSCI691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

CSCI695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

CSCI699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

CSD542 Audiologic Rehabilitation [Credits: 3]
Effects of hearing loss on language and communication for children and adults. Interpretation of audiological results. Rehabilitation strategies. Audiogram interpretation and intervention planning.

CSD566 Augmentative Communication Systems [Credits: 2]
Non-vocal communication techniques for non-speaking persons. Determining the most appropriate augmentative communication for a particular client and teaching him/her how to use it.

CSD601 Aphasia and Related Disorders [Credits: 3]
Etiologies and characteristics of various types of aphasia and related

disorders such as dyslexia and dysgraphia; evidenced based prevention, assessment and intervention methods; and advocacy of quality of life for people with aphasia.

CSD602 Dysphagia: Diagnosis and Management [Credits: 3]
Anatomy, physiology and neurology of normal swallowing; evaluation and treatment of swallowing disorders; related ethical issues.

CSD603 Language Disorders in Children [Credits: 3]
Assessment and remediation of language problems exhibited by pre-school and school-aged children.

CSD604 Pediatric Speech Sound Disorders [Credits: 3]
Theory, assessment and intervention strategies for pediatric speech sound disorders phonology and childhood apraxia of speech.

CSD605 Cognitive-Communication Disorders [Credits: 3]
Cognitive-linguistic processing; etiology and characteristics of cognitive-linguistic disorders; assessment, intervention and prevention of cognitive-communication deficits.

CSD609 Capstone: Multilingualism and Multiculturalism [Credits: 2]
Clinical practice of speech language pathology with culturally and linguistically diverse individuals and families across multiple settings.

CSD610 Capstone: Interprofessional Teams [Credits: 2]
Interprofessional collaboration in clinical practice in speech language pathology.

CSD611 Graduate Practicum [Credits: 1]
On and off-campus graduate clinical practicum.

CSD612 Clinical Internship in a Educational Setting [Credits: 4]
Off-campus clinical internship in an educational setting.

CSD613 Clinical Internship in a Medical or Rehabilitation Setting [Credits: 4]
Off-campus clinical internship in a medical or rehabilitation setting.

CSD614 Capstone: Professional Issues [Credits: 2]
Professional practice issues related to clinical practice in speech language pathology.

CSD620 Research in Speech-Language Pathology [Credits: 2]
Evaluation and results of original research; experimental design, statistical procedures.

CSD624 Language/Communication Assessment and Interventions for Students with ASD [Credits: 3]
Communication, speech, language, and pragmatic characteristics of children with Autism Spectrum Disorders (ASD), identification and assessment methods, and use of evidence-based practices for teaching communication. Grade of B or higher required to earn the Autism Certificate.

CSD625 Social Communication in Autism: Assessment and Intervention [Credits: 3]
Communication, speech, language, and pragmatic characteristics of children with Autism Spectrum Disorders (ASD), identification and assessment methods, and use of evidence-based practices for teaching communication.

CSD636 Diagnostics in Speech-Language Pathology [Credits: 2]
Evaluation and use of formal and informal diagnostic materials, with an emphasis on interpretation of test results. Includes participation in diagnostic evaluations and writing of diagnostic reports.

CSD642 Audiological Evaluation and Management for Speech-Language Pathologists [Credits: 2]
Review of standard audiometric procedures; interpretation of behavioral and physiological audiometric evaluations for pediatric and adult clients; formulation of management strategies for minimizing disabilities caused by hearing loss.

CSD644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

CSD675 Consultation in Communication Disorders [Credits: 2]
Theories, models and methods of improving clients' communicative abilities through a system approach encompassing family, school, and other support agencies. *Pre-Requisite(s)*: senior status or higher with one quarter of practicum.

CSD676 Seminar: Fluency Disorders [Credits: 2]
Discussion and evaluation of contemporary approaches to the management of fluency disorders in children and adults with an emphasis on stuttering.

CSD680 MSD, Voice, Resonance and Respiratory Systems [Credits: 3]
Motor speech disorders, voice, resonance, and respiratory systems in children and adults with communication disorders.

CSD688 Practicum: Graduate Level [Credits: 1.00-6.00]
Observational learning experience. May include supervised work in a single setting.

CSD691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

CSD695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

CSD699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

CYB528 Defensive Security and Firewalls [Credits: 3]
Protection of the organization. Analysis of the current network.

Protecting the network infrastructure by designing a security plan to guarantee the success of any security controls integrated. Antivirus software, authentication, scanners, sandboxing.

CYB530 Ethical Hacking [Credits: 3]
Introduction to penetration testing. Social engineering, reconnaissance, scanning, enumeration, analysis of vulnerabilities, sniffers, session hijacking and denial of service, IDS, firewalls and honeypots, web servers and web applications, SQL injections, Wi-Fi and mobile security.

CYB533 Security Fundamentals and Laws [Credits: 4]
Security design principles, security risk assessment, and management. Threats, attacks, and vulnerabilities. Physical security, devices, and infrastructure. Identity, access, and account management. Incident response, forensics, recovery, governance, and compliance.

CYB551 Network Design & Simulation [Credits: 3]
Designing a hypothetical computer network using simulation and study cases.

CYB560 Advanced Scripting for Unix and Windows [Credits: 3]
Shell programming in Unix/Linux and PowerShell programming in Windows environments. Commands, tools, filters, and scripting languages. Automation packages, such as Ansible, for provisioning, configuration management, application deployment, orchestration, and other IT processes.

CYB561 Network Administration [Credits: 3]
Installing, configuring, operating, and troubleshooting routed and switched networks. Security threat landscape, device security, device management, and Quality of Service (QoS).

CYB562 System Administration [Credits: 3]
Introduction to system administration. Authentication and authorization, directory services, system management, and system security. Emphasis on enterprise-level systems.

CYB565 Wireless Networks [Credits: 3]
Wireless networking technology, wireless communications, two types of wireless technology/short and long-range, network planning, and wireless network standards and security. Fundamentals of wireless networking and practical aspects of wireless systems. Wireless standards, mobile development platforms, and emerging technologies and concepts covering network security. Design principles and practices, network architectures and protocols, configuration, security, and performance analysis.

CYB575 Cloud Computing [Credits: 3]
Fundamentals of cloud computing. Virtualization of data centers. Cloud platform architecture. Service-oriented architectures. Applying client/server and peer-to-peer computing in clouds. Cloud programming. Cloud security. Current software platforms.

CYB595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School

_____

policy, there is a limit of 9 credits which applies toward a specific program.

ECE510 Educational Tours [Credits: 1.00-6.00]
Tours taken under supervision of the university. Exact nature of course is defined by the department or program involved, subject to approval of the administration.

ECE511 Advanced Analog Electronics [Credits: 3]
Design of dc-dc and dc-ac power converters using diodes, power transistors, and thyristors. Line frequency diode rectifiers, phase controlled rectifiers and inverters, switch mode converters and inverters, and resonant converters. Computer simulations. Additional project for graduate credit. Lab.

ECE512 Electrical Machines and Power Systems [Credits: 3]
Electrical Machines and Power Systems Fundamentals of Electricity, Magnetism, and Circuits, Electrical Machines and Transformers, Generation, Transmission, and Distribution of Electrical Energy. Lab.

ECE521 Computer Architecture and Design [Credits: 3]
Organization at the register level of a single processor computer. Hardware description language, computer interconnection structures, mainframe memory organization, introduction to advanced architecture. Design projects and a project paper. Additional project for graduate credit.

ECE522 Microcontroller System Design [Credits: 3]
Internal structure and operation of different types of microcontrollers. Design methodology for their use. Applications, software and hardware. Labs and design projects. Additional project for graduate credit.

ECE523 Computer Network Architecture [Credits: 3]
Data communication basics, network architecture and protocols, fundamentals of computer and communications networks, network simulation and analysis. Special emphasis on hardware. Labs with design emphasis. Additional projects for graduate credit.

ECE540 Seminar [Credits: 1.00-3.00]
Lectures, readings, discussions on current topics. May be repeated on different topics for a maximum of 6 credits.

ECE573 Neural Networks [Credits: 3]
Neural network technology overview, back propagation, conjugate gradient, and cascade-correlation training methods, associative memory, self-organizing nets, adaptive resonance theory net, Hopfield net, constraint satisfaction networks, application and design. Additional project required for graduate credit.

ECE595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program. 1-4 Cr. F, S, Sum.

ECE621 Advanced Computer Architecture and Design [Credits: 3]
Advanced topics in computer system architecture, real-time computing

systems, computer networks, parallel processors, multiprocessors, and methods of modeling and evaluation.

ECE622 Parallel Computer Architecture [Credits: 3]
Introduction and justification for parallel processing, choice of CPU, network topologies, designing a communication network, tight and loose coupling, language and operating systems.

ECE644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

ECE671 Advanced Digital Signal Processing [Credits: 3]
Overview of z-transform, FFT, 11R and FIR filters. Multirate digital signal processing. Optimum linear filters. Adaptive digital filters. Power spectrum estimation. Wavelet transform. Selected applications of DSP techniques in speech, sonar, radar, communications and image processing. Projects.

ECE672 Random Signals and Noise [Credits: 3]
Probability, random variables, random processes, autocorrelation, and spectral functions. Response of linear systems to random inputs. Estimators, error measurement, and statistical description. Project.

ECE682 VLSI Design [Credits: 3]
Computer-aided design of monolithic integrated circuits at the transistor, gate, circuit and subsystem level. Design rules, routing, cell placement and chip layout. Testing strategies for LSI, error correlations, validation, testability, fault tolerance, redundancy and yield improvement.

ECE692 Selected Topics [Credits: 1.00-3.00]
Special title for each offering.

ECE693 Selected Topics [Credits: 1.00-3.00]
Special title for each offering.

ECE695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

ECE696 Research in Electrical Engineering [Credits: 1.00-3.00]
Graduate standing in Electrical Engineering and consent of the student's graduate committee.

ECE699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

ECON505 Intermediate Macroeconomics [Credits: 3]
Functioning of the economy as a whole. Determinants and interrelation

of the economy's aggregate production, inflation, unemployment, economic growth, business cycles, and monetary/fiscal policies. *Pre-Requisite(s):* ECON205, ECON206, MATH112 or ECON205, ECON206, MATH115 or ECON205, ECON206, MATH211

ECON506 Intermediate Microeconomics [Credits: 3]
Economic processes in the free enterprise system; determination of price, output, and factor services in different market structures. *Pre-Requisite(s):* ECON205, ECON206, MATH112 or ECON205, ECON206, MATH115 or ECON205, ECON206, MATH211

ECON542 Law and Economics [Credits: 3]
Laws' effects on market and non-market behavior emphasizing the theory of externalities. Contract law, property rights, tort law, and public choice theory.

ECON560 Public Finance [Credits: 3]
The role of government in the economy with emphasis upon public revenues and expenditures, tax structure, inter-governmental fiscal relations, fiscal policy, and public debt management.

ECON561 Public Economics: State and Local [Credits: 3]
The economics of state and local government. Public projects, tax and revenue structures, and intergovernmental relations in Minnesota.

ECON565 Urban and Regional Economics [Credits: 3]
Analysis of regions, development, location theory, central place theory, local public finance. Urban problems: poverty, transportation, housing, crime, pollution.

ECON570 Economic and Business Forecasting [Credits: 3]
Business fluctuations and stabilization policies. Forecasting methods; time series and other regression-based techniques for short- and long-term forecasting.

ECON571 Money and Banking [Credits: 3]
Monetary economics, structure and functioning of commercial banks and other financial intermediaries. The Federal Reserve System and its monetary policy tools, goals and targets.

ECON572 Industrial Organization and Public Policy [Credits: 3]
Market structure, firm behavior, and market performance. Public policy toward business via government regulation and antitrust policy.

ECON573 Labor Economics [Credits: 3]
Labor as a factor of production; growth of collective bargaining and labor legislation, and its effects upon society.

ECON574 International Economics [Credits: 3]
Trade models, terms of trade, trade patterns, economic integration, and barriers to trade. Balance of trade/payments, exchange rate determination, capital mobility, and open economy policy coordination.

ECON578 History of Economic Thought [Credits: 3]
Historical development of economic analysis and of the ideas of major economic thinkers.

ECON583 Contemporary Economic Problems [Credits: 3]
Solutions of problems arising from growth and development of modern institutions under the free enterprise system.

ECON584 The Economics of Immigration [Credits: 3]
Migration causes, immigration affects on home and destination economies, characteristics of immigrants, and restrictive policies.

ECON585 Introduction to Econometrics [Credits: 3]
Model development and statistical testing procedures, applied economic analysis. Model specification, properties of estimation procedures, statistical inference.

ECON586 Introduction to Mathematical Economics [Credits: 3]
Application of mathematical tools to the problems of micro and macro economic theory.

ECON588 Professional Workshop/Continuing Education [Credits: 1.00-3.00]
This course allows a mechanism for masters' level students to receive credit for participation in otherwise noncredit-bearing professional workshops or continuing education course. According to Graduate School policy, there is a limit of 6 credits which applies toward a specific program.

ECON600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

ECON605 Macroeconomic Theory [Credits: 3]
The determination of aggregate output, employment, and prices. National and policy issues and their impacts on economic activity. *Pre-Requisite(s):* ECON586, ECON405, ECON406, ECON587 or ECON486, ECON405, ECON406, ECON587 or ECON586, ECON505, ECON506, ECON587 or ECON486, ECON505, ECON506, ECON587

ECON606 Microeconomic Theory [Credits: 3]
Theory of behavior of individuals and firms, optimization and markets. *Pre-Requisite(s):* ECON486, ECON405, ECON406, ECON587

ECON615 Econometrics [Credits: 3]
Economic theory and statistical inference to specify, estimate, and interpret economic models with emphasis on applied economic analysis. Model specification, lease squares and maximum likelihood estimates of single and simultaneous equations, forecasting and simulation.

ECON644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

ECON670 Advanced Economic and Business Forecasting [Credits: 3]
Economic and business forecasting methods; time series and regression-based techniques for short and long term forecasting.

ECON677 Managerial Economics [Credits: 3]
Economics analysis as an aid in management and control.

ECON691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

_____

ECON695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

ECON699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

ED500 Teaching in Middle School and High School [Credits: 3]
Role of the teacher in middle level schools and high schools, teaching as a profession, standards for teaching and learning, basic lesson design, technology in education, structure of middle level and high schools, and schools as organizations. Includes a field experience in area schools.

ED501 Credit by Arrangement, Masters Level [Credits: 1.00-3.00]
Credit by Arrangement.

ED503 Education: The Field of Teaching [Credits: 1]
Professional skills in preparing and planning for learning experiences, understanding the social aspects of school systems, and professional licensure requirements. Instructional strategies, academic standards frameworks, and professional development resources.

ED505 Education as a Profession [Credits: 1]
Recognizing the field of education as a future profession through the introduction of current trends, licensure requirements, and continuous improvement strategies. Opportunity to create the beginning of a professional teaching identity.

ED516 Management and Organization of the Classroom [Credits: 3]
Management, organization, and instruction strategies and procedures appropriate to the development needs of diverse students in a K-12 school setting.

ED521 Foundations of Education [Credits: 2]
Historical, philosophical, political, ideological, and sociological issues and dimensions of American education. Education in a democracy, issues of equity, constitutional considerations, and development of an educational philosophy.

ED523 Topics in Education [Credits: 1.00-3.00]
Intensive study of a special topic in education. 1-3 credits. May be repeated up to 3 credits.

ED531 Curriculum, Instruction and Assessment [Credits: 2]
Curriculum, instruction and assessment in the PreK-12 setting. Inclusive and responsive approaches for middle level and high school classrooms. Teacher identity; creating safe learning communities; complex, student-centered lesson design with varied instruction; interdisciplinary curricula; and authentic assessment. *Pre-Requisite(s):* ED300, CPSY361, IM522, HURL597, SPED525, ED560 or ENGL560

ED532 Standards, Curriculum, and Instruction [Credits: 3]
Standards, curriculum processes and instructional strategies within middle and secondary schools. Effective instructional and curricular strategies for teaching in the content area. Planning and designing of instructional activities to meet the varied learning styles, prior experiences, strengths and differing needs of the students.

ED534 Technology Integration [Credits: 3]
Ways technology can help learners communicate and collaborate, discussion of learners as consumers, contributors, and creators in a digital age, use of technology to design authentic learning experiences.

ED535 The Learning Environment [Credits: 3]
Educational theories, research, and design principles for meeting the needs of modern learners. Relevant integration of media and technology to enhance the design of learning experiences. Development of skills to understand Social Emotional Learning needs, Assessing for Learning, and Learner Motivation. Recommend to be taken simultaneously with ED 541.

ED536 Teaching Today [Credits: 1]
Communication strategies required for effectively managing a classroom and motivating learners. Classroom implementation plan for use in the future classroom including analysis of ethical dilemmas.

ED541 Integrating Theory and Practice: Inclusive & Responsive Teaching for All [Credits: 1]
Merging theory and practice for developing inclusive and responsive curriculum, instruction and assessment in the preK-12 setting during an in-depth field experience. Active involvement in classrooms includes working with ESL, special education and/or other historically under-served students. *Pre-Requisite(s):* ED300

ED549 Multicultural Teaching: Viewpoints, Rationale, Strategies [Credits: 3]
Examines viewpoints on multicultural teaching from historical, national, and current global perspectives. Presents models for curricular change to meet accreditation standards in public schools. Focuses on implementation strategies.

ED550 Student Teaching Seminar [Credits: 2]
Teacher candidates will reflect upon and build from their student teaching experiences to become more effective practitioners. Graduate level learners will be expected to reflect and synthesize their experiences during seminar and student teaching. Recommended to be taken simultaneously with ED 564 or ED 568.

ED551 Literacy in the Content Areas [Credits: 2]
Literacy applied to content area learning: instructional strategies to develop vocabulary and promote comprehension, assessment techniques to guide instructional planning, and dispositions for content literacy professionals.

ED552 Social, Emotional, and Cognitive Learning [Credits: 3]
Social, emotional, and cognitive learning in the school setting including assessment, instruction, social interactions, and professional learning. Active evaluation of instructional strategies and processes around developing effective learning experiences for all learners.

_____

ED555 Educational Assessment for Teachers [Credits: 3]
Classroom and school-wide assessment practices. Selection and creation of asset-based assessments, methods for evaluating student learning, nonstandardized and standardized testing practices. Best practices for anti-bias assessment development for use and measurement of student learning and teacher performance within a classroom.

ED560 Culturally Responsive Pedagogy for K-12 and 5-12 [Credits: 2]
Identity development, culture, community, and personal experiences on student centered classrooms. Differentiated instruction for a culturally and linguistically diverse classroom utilizing modern technology resources.

ED566 Student Teaching for 5-12 Licensure [Credits: 6.00-12.00]
Supervised teaching for students with majors in Communication Arts and Literature, Health, Mathematics, Sciences, Social Studies and Technology leading to 5-12 licensure.

ED569 PreK-12 Student Teaching II [Credits: 6]
Supervised teaching for students seeking PreK-12 teacher licensure.

ED588 Professional Workshop/Continuing Education [Credits: 1.00-3.00]
This course allows a mechanism for masters' level students to receive credit for participation in otherwise noncredit-bearing professional workshops or continuing education course. According to Graduate School policy, there is a limit of 6 credits which applies toward a specific program.

ED595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

ED600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

ED603 Curriculum, Pedagogy, and Instructional Strategies [Credits: 3]
Interconnectedness of state learning standards for K-12 learners, curriculum development, and long- and short-range planning. Instructional strategies to deepen student learning in the content areas for a variety of learning environments. *Pre-Requisite(s):* ED503, ED549

ED610 Introduction to Curriculum and Instruction [Credits: 3]
Overview of the graduate program in Curriculum and Instruction. Interpreting educational research.

ED612 Social and Cultural Foundations of Education [Credits: 3]
This course examines how the interrelationship of education and economic, political, social, and cultural systems affects curriculum and instruction. It will also include critical perspectives on schools as agencies of socialization and social stratification in a democratic and pluralistic society.

ED615 Methods of Educational Research [Credits: 3]
An introduction to the assumptions, purposes, strategies, interpretation, and reporting of quantitative and qualitative research in education.

ED616 Literacy Research and Instruction in a Changing World [Credits: 3]
This course examines literacy theories and research that foster literacy learning, development, and effective instructional practices. In addition, this course seeks to promote literacy environments that advance equity, access, and diverse perspectives.

ED617 Literacy Assessment and Designing Instructional Support [Credits: 3]
This course examines literacy assessments that help teachers and specialists better understand individual student's literacy needs and assets in order to develop instructional goals and design instructional support. A variety of assessment tools and methods focused on literacy development in K-12 classrooms will be examined, applied, and critiqued.

ED618 Literacy Development for Elementary Students [Credits: 3]
This course examines research-based instructional approaches that support literacy development for elementary students in whole group, small group and learning support settings. Candidates apply assessment data to design literacy lessons and teach these lessons to elementary age students.

ED619 Literacy Development for Secondary Students [Credits: 3]
This course examines research-based instruction that supports disciplinary and content-area learning, new literacies, critical thinking with young adult literature, and utilization of a wide range of print and multimodal texts for students. In addition, candidates apply assessment data to design literacy lessons and teach these lessons to secondary age students.

ED620 Literacy Leadership and Critical Issues [Credits: 3]
This course explores the leadership role of the reading specialist/literacy coach in schools, districts, and community settings. Candidates assess school and district level needs and propose professional development. This course also examines current critical issues in the area of literacy learning.

ED623 The Library Media Program [Credits: 3]
Foundations of K-12 library media programs. State and national standards, licensure requirements, roles and responsibilities of library media specialists, strategies for collaborating with teachers to integrate library media and technology skills into the curriculum, and examination of current issues and trends.

ED624 Reading, Listening, Viewing Guidance and Selection of Resources for Children [Credits: 3]
Foundational skills for the selection and evaluation of P-6 print and digital resources and reading, listening, and viewing guidance programs for the library media specialist. Lab.

ED625 Reading, Listening, Viewing Guidance/Selection of Resources for Young Adult [Credits: 3]
Foundational skills for the selection and evaluation of 5-12 print and

_____

digital resources and reading, listening, and viewing guidance programs for the library media specialist.

ED626 Accessing and Organizing Information [Credits: 3]
Access and organization of information resources and services used in P-12 education, standards and systems for the creation and maintenance of records.

ED628 Administration of Media [Credits: 3]
This course applies basic theory and techniques of administering media programs and services. It is recommended that this course be taken during the latter part of the library media program as preparation for the practicum.

ED629 Practicum in Reading [Credits: 1.00-3.00]
This course provides support for the practicum in the Reading Teacher K-12 Certificate program. Candidates reflect on and synthesize learning from their practicum and share this work with colleagues in the program.

ED647 Curriculum: Theory and Development [Credits: 3]
Foundations, development and assessment of curriculum. Influences on definition of curriculum and reform. PreK-16.

ED649 Content Area Field Seminar [Credits: 3]
Implementation of theory and practice regarding curriculum, instruction, assessment, and learning environments in a K-12 setting through a field experience and seminar. Application of inclusive and equitable curricula, literacy knowledge, and relationship-building strategies. *Pre-Requisite(s):* ED503, ED552, ED603

ED654 Instruction and Assessment [Credits: 3]
Investigation, application, analysis and evaluation of instruction. Includes models and strategies of teaching, the research base, implementation, staff development and peer review.

ED656 Dimensions of Learning and Teaching [Credits: 3]
Research based practical strategies to create learning centered instruction, curriculum and assessment. A Prek-12+ framework for planning and implementation. Review of current literature and programs.

ED657 Educational Multimedia Design and Application [Credits: 3]
Theory, research, practice in educational multimedia design for informal and instructional experiences. Survey of learning theories, instructional design processes, and development tools (hardware/software). *Pre-Requisite(s):* ED654

ED659 Enhancing Curriculum with Technology [Credits: 3]
Teachers will develop an understanding of the variety of ways content and instruction can be improved utilizing teaching and learning strategies including technology in the following areas: Keyboarding, Children's Literature & Reading, Mathematics, Science, and Social Studies.

ED682 Teachers and Change [Credits: 3]
Change in education is necessary. However, because schools are complex organizations, long-lasting change is often difficult to implement and maintain. This course investigates the change process in organizations, the political/societal context for change, and how

teachers can become active participants in change. Both change theory and practice will be addressed.

ED684 Library Media Specialist Practicum [Credits: 1.00-6.00]
A clinical experience individualized to take into account license requirements for the library media specialist, the candidate's previous experience, special needs, and other special circumstances.

ED688 Practicum: Graduate Level [Credits: 1.00-6.00]
Observational learning experience. May include supervised work in a single setting.

ED691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

ED699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

EDAD502 Overview to Community Education [Credits: 3]
Overview to Community Education is a graduate class designed to teach students how to establish, operate and maintain, and evaluate a Community Education program. The goal of the course is to leave the student with a clear understanding of what contemporary Community Education is, and how it can be implemented.

EDAD507 Field Experience: Community Education [Credits: 6]
Application of community education programming through on-site school activities. Planned and supervised cooperatively by school district personnel and university professors in compliance with Minnesota license requirements. Completion of a professional portfolio and 320 clock hours are required.

EDAD509 Situational Leadership [Credits: 3]
Student development of portfolio material to develop competency in each of the areas specified in the licensure rule. Materials would be reviewed by a SCSU/Community Education Director team of three people. The team will document competency achievement and final oral examination in the field of community education.

EDAD600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

EDAD601 Introduction to Educational Administration [Credits: 1]
Pre-assessment of skills for K-12 principal, superintendent, director of special education, or director of community education. Overview of all EDAD programs.

EDAD603 Organizational Theory [Credits: 3]
To enhance the aspiring administrators understanding of human behavior within the organization in order to promote and develop skills to effectively govern today's schools. Master's Degree required.

_____

EDAD605 K-12 Principalship [Credits: 3]
Synthesis and application of skills and knowledge acquired in the administration core courses. The leading role of the K-12 principal and the tasks, duties, and functions inherent in the principalship are examined. Twenty-one performance proficiencies are studied. Master's Degree required.

EDAD608 School Superintendency [Credits: 3]
To prepare aspiring school administrators with competencies required for successful leadership by providing knowledge of the competencies and examples of practices which demonstrate the application of the stated competencies. Major competencies will include the following: leadership skills, strategic planning, communication, ethics, superintendent-board relationships, and school governance. Master's degree required.

EDAD609 Supervision of Special Education [Credits: 3]
Review of approaches, models and practices required for effective supervision of special education and related personnel and programs. Primary emphasis on developing and maintaining effective working relationships with subordinates and others in the school organization.

EDAD610 Administrative Leadership [Credits: 3]
Surveys of theories, models, and dimensions of leadership; introduction to leadership behavior in organizations, planning, decision-making, and assessment.

EDAD611 Portfolio Review [Credits: 1]
Development of an electronic portfolio to qualify for a K-12 principal, director of special education, director of community education, or superintendent license. The portfolio will be assessed for quality and content.

EDAD612 Program and Assessment/Evaluation Technique [Credits: 3]
Becoming a data based decision maker is an important skill for educational leaders. Techniques for determining what type of assessment and evaluation is required and the techniques for gathering data, facts, and impressions from multiple sources regarding all aspects of the educational program to be explored. Students will acquire the skills necessary to effectively plan, evaluate, and manage curriculum programs in elementary, middle-level and high schools.

EDAD613 Administration of Special Education [Credits: 3]
Review of approaches, models and practices required for effective administration of a special education organization. Primary emphasis is placed on understanding organizational structure considerations, critical management functions, and the management of structured organizational change.

EDAD614 Diversity Leadership [Credits: 3]
This course is designed for Graduate Students with emphasis in educational settings. The influence of diversity, equity, and inclusion on individuals and systems from an Educational Administration and Leadership perspective. The cycle of socialization, race as a social construct, and strategies for listening to multiple perspectives. How to identify and respond to the impact of race, culture and diversity in daily interactions.

EDAD616 Special Education Program Development for Administrators [Credits: 3]

Overview and analysis of models, process requirements and indicators or quality for the design, development, implementation, and evaluation of special education programs. Special focus placed on review of the universe of generic program development components necessary to define a quality special education program.

EDAD619 Legal and Financial Aspects of Special Education for Administrators [Credits: 3]
Overview of case law, legal standards, financial models, and budgeting practices applicable to the supervisors and administrators of special education programs.

EDAD620 Introduction to School Law [Credits: 3]
Exploration of the relationship between public education and the legal system in the U.S. Particular attention is directed to the roles of the federal, state, and local governments in American schools as well as issues of students rights, curriculum, teacher freedoms, and other areas of crucial concern to school teachers and administrators.

EDAD622 Legal Aspects of Educational Administration [Credits: 3]
Focuses upon legal risk management in two major areas--the administration of the teacher contract and tort liability. Emphasizes knowledge which will empower administrators to assess the legal risks faced by their districts.

EDAD630 Introduction to Personnel Administration [Credits: 3]
An overview of the personnel functions of school administrators. Particular attention is directed to personnel policies and procedures; the selection, induction, and continuing professional development of faculty; and employee management relations.

EDAD631 Advanced Supervision Techniques [Credits: 3]
Provides students with the skills and knowledge needed to effectively maintain instructional supervision and leadership in school settings.

EDAD632 Assessment for School Leaders [Credits: 3]
Applied K-12 assessment development process including implementation and evaluation procedures, data-driven decision making, and information management.

EDAD633 Curriculum Development for School Leaders [Credits: 3]
Applied K-12 curriculum development process including implementation and evaluation procedures, school improvement issues, and the change process emphasizing student achievement.

EDAD640 Introduction to School Finance [Credits: 3]
General introduction to funding of public education in the U.S.; review of the history, development, and theoretical foundations of education finance; local, state, and federal programs of school finance; alternative structures for education finance; school finance case law; implications for educational programming and management.

EDAD644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

EDAD646 Auxiliary Functions for School Administrators [Credits: 3]
School operations for the building and district administrator. Topics include: classified and support personnel, transportation, food service,

_____

buildings and grounds, maintenance, health and safety, facility and referenda, planning, use of facilities, and collaborative partnerships.

EDAD650 Introduction to School-Community Relations [Credits: 3]
Developing understanding of communication structures in the community; processes and procedures for working with various publics including parents, community agencies, special interest groups, media, business and industry; dissemination processes to the various publics.

EDAD652 Community Relations in School Administration [Credits: 3]
Skills in promoting effective cooperation between the community and the school district. Focus on communication strategies, team building, and meeting constituent needs from a school district perspective. Emphasis on relations with specialized constituencies, projects, and campaign management. Master's Degree required.

EDAD657 Education Policy [Credits: 3]
Theory, sources, processes, and structures of education policy. Provides knowledge, understanding, and experience with which to effectively comprehend and manage education policy. Emphasis on identification and understanding of values in a diverse society and their relationship to education policy and schooling. Master's Degree required.

EDAD659 Administrative Issues in Minnesota Education [Credits: 3]
Issues, concerns, and policy requirements in Minnesota public schools. Topics reflect current public policy debate. Master's Degree required.

EDAD670 Practicum in Educational Administration [Credits: 3]
A culminating, year-long experience of structured and supervised administrative projects and activities conducted in school districts. Completion is required within one academic year.

EDAD674 Field Experience: Principal K-12 [Credits: 6]
Development of knowledge, skills and understandings through on-site school and district activities. Experience is planned and supervised cooperatively by school district personnel and university professors in compliance with Minnesota licensure requirements of a minimum of 320 clock hours. *Pre-Requisite(s):* EDAD605

EDAD676 Field Experience: Director of Special Education [Credits: 6]
Development of knowledge, skills, and understandings through on-site school and district activities. Experience is planned and supervised cooperatively by school district personnel and university professors in compliance with Minnesota licensure requirements of a minimum of 320 clock hours. *Pre-Requisite(s):* EDAD609, EDAD613, EDAD616, EDAD619

EDAD678 Field Experience: Superintendency [Credits: 6]
Development of knowledge, skills, and understandings through on-site school and district activities. Experience is planned and supervised cooperatively by school district personnel and university professors in compliance with Minnesota licensure requirements of a minimum of 320 clock hours. *Pre-Requisite(s):* EDAD608

EDAD680 Introduction to Educational Research [Credits: 3]
Basic educational research and appropriate applications to educational administration and leadership; locating, interpreting, and applying research to problems in school administration; identification, evaluation, and use of data sources; application of field-based research design to address educational problems.

EDAD682 Research Design in Educational Administration [Credits: 3]
Identifying a research problem in educational administration and developing a complete plan for investigating the problem. Fulfills the Plan A requirement for initiating a thesis.

EDAD686 Field Study Design [Credits: 3]
A problem in educational administration, a research proposal for examination of the problem, and a defense of the proposal before. Research design, instrumentation, data analysis, and reporting techniques. Effective written communication skills essential. Credit awarded upon acceptance of proposal by student's committee. Master's Degree required.

EDAD691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

EDAD697 Current Problems and Issues in School Administration [Credits: 1.00-3.00]
A different administrative problem or issue each time offered.

EDAD699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

EDAD803 Leader and Program Development [Credits: 3]
Overview of leadership and doctoral level program expectations.

EDAD804 Visioning and the Change Process [Credits: 3]
Change theory and organizational improvement, the role of the educational leader as the agent of change, how visioning is an essential component of school improvement.

EDAD806 Human Resource Development [Credits: 3]
Educational leadership in personnel management, staff selection, evaluation, and professional development. Adult learning theory, goal setting and development of school climate are some of topics covered.

EDAD807 Collaborative Partnerships [Credits: 3]
Facilitating the development of collaborative relationships leading to effective partnership actions influencing organization development.

EDAD815 Legal, Political Issues [Credits: 3]
Political and legal issues in education affecting distribution of resources, quality of the learning environment, and leadership strategies.

EDAD821 Educational Achievement, Student Learning, and Program Development [Credits: 3]
Program coherence; development of assessments, teaching and learning, planning and collaborative strategies to improve teacher effectiveness and student learning.

EDAD823 Twenty-first Century Leadership; Global Understanding [Credits: 3]
Develop an understanding of how global influences affect leadership, educational organizations, and student learning now and in the future.

_____

EDAD824 Seminar in Ethical Leadership [Credits: 3]
Major theories in ethics and the application of ethical behaviors to school leadership, governance, and school improvement.

EDAD826 Seminar in Leadership Theory and Research [Credits: 3]
Theories and models of leadership and how leadership affects the purpose and success of organizations.

EDAD827 Quantitative and Qualitative Research Methods [Credits: 3]
Research methodology in educational administration with a focus on determining the most appropriate method of inquiry for the proposed investigation.

EDAD828 Assessment and Information Management for Data Driven Leadership [Credits: 3]
Capabilities and resources needed by organizational leaders to access, evaluate, and use information to make informed decisions.

EDAD829 Doctoral Research Design and Methodology [Credits: 3]
Identify research topics, review related literature, and design a methodology appropriate for further investigation of the issue.

EDAD891 Enrollment Continuation: Doctoral Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

EDAD899 Doctoral Dissertation [Credits: 1.00-9.00]
Culminating experience enrollment in doctoral programs.

EM560 Quality Engineering [Credits: 3]
Production systems, forecasting and time series analysis, inventory systems, capacity and material requirements planning, project planning and operations scheduling, job sequencing. Batch and discrete-parts production. MRPII and JIT and CIM. Technical elective. Lab.

EM561 Facilities Systems Design [Credits: 3]
Facilities design, industrial time study, measuring takt time, flow analysis techniques, ergonomics, value-added and non-value-added time, line balancing, value stream mapping, application of lean tools, and principles of facilities layout and systems engineering.

EM595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

EM600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

EM632 Engineering Economy [Credits: 3]
Introduction to engineering economy, interest formulas and equivalence, decision making among alternative manufacturing projects, accounting and depreciation as applied to industrial accounting, cost benefit analysis of engineering projects, effect of income taxes on engineering project analysis, estimating manufacturing cost elements, decisions under risk and uncertainty as applied to manufacturing.

EM650 Quality Systems Engineering [Credits: 3]
Application of quality tools and techniques to business systems improvement. Statistical analysis using techniques such as Design of Experiments, Taguchi methods, problem solving, six sigma, lean principles quality audits.

EM652 Engineering Economy and Decision Making [Credits: 3]
Decision making among mutually exclusive projects, time value of money, internal rate of return analysis, constrained project selection, replacement analysis, depreciation, cost benefit analysis of engineering projects, effect of income taxes on engineering project analysis, decisions under risk and uncertainty, sensitivity analysis.

EM653 Engineering Ethics and Leadership [Credits: 3]
Decision making based on ethical values. Case studies in ethics. Leading virtual teams, developing high-performance teams in technology-driven companies, emotional intelligence, motivation techniques, managing change, managing knowledge workers.

EM656 Management of Innovation and Technology [Credits: 3]
Strategic management of technology and innovation in the engineering business environment; technological competencies and capabilities; internal and external influences; managerial challenges; bringing innovation to the organization; managerial skill sets; framework for technology audit.

EM658 Global Engineering Management [Credits: 3]
Analysis of Engineering Management practices (strengths, weaknesses, and areas of improvement for each company visited) based on an international industry tour. Students unable to go on tour must contact their adviser for an alternative course.

EM660 Engineering Project Management [Credits: 3]
The holistic and integrative view of engineering project management; the technical and social aspects of complex project network; leading and managing effective engineering project teams.

EM661 Industrial Financial Management [Credits: 3]
Introduction to financial management for engineering managers; focus on optimal management of a firm's assets and financing requirements; financial decision making, financial markets, risk, valuation, long and short term engineering project financing, investing; international and ethical implications; case studies.

EM662 Supply Chain and Logistics Management [Credits: 3]
Concepts and methods in supply chain strategies, planning and operations, inventory and information management, warehousing and materials handling systems, logistics, distribution and transportation systems, distribution strategies, supply chain design, and information technology. Integration of functional areas such as purchasing, materials management, and distribution.

EM663 Engineering Management [Credits: 3]
Developing high performance teams in technology driven companies, concepts for effective teams; motivation and leadership as applied to

engineers and scientists, engineering innovation process, technological change as applied to engineers and scientists, engineering and R&D projects; effectiveness as an engineer.

EM664 Production and Operations Management [Credits: 3]
Production systems, product design and operations, design for manufacturability and design for assembly, FMEA, process design and facility layout, scheduling, operating and controlling the production system, analysis or dependent demand production systems, quality engineering.

EM665 Organization Behavior and Performance Management [Credits: 3]
Theories of human behavior, small group behavior, communication and performance in various organizational structures, individual and interpersonal group behavior, complex organizational behavior; motivating technical employees, case studies in engineering organizations.

EM666 Research Methods in Engineering Management [Credits: 3]
Tools of research, problem statement, planning a project, writing a project proposal, qualitative research techniques, quantitative research techniques, formatting and organizing a report.

EM667 Lean Six Sigma [Credits: 3]
Quality and lean Six Sigma principles, objectives of lean Six Sigma, Lean Manufacturing techniques, sources of waste and elimination techniques, Six Sigma improvement methodologies. *Pre-Requisite(s):* EM560

EM680 Special Topics [Credits: 1.00-4.00]
Emerging manufacturing methods, experiments, design methods, management techniques, or processes applicable to engineering management.

EM696 Capstone Project [Credits: 1.00-6.00]
Capstone project in engineering management.

EM699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

ENGL500 Special Problems in English [Credits: 1.00-3.00]
A seminar or conference course for advanced students wishing to work out a special problem the academic area.

ENGL501 Credit by Arrangement, Masters Level [Credits: 1.00-3.00]
Credit by Arrangement.

ENGL502 Literary Theory and Criticism [Credits: 3]
The concepts which apply to such problems as the writer's creative process, the various purposes of literary art, form, and techniques, and the responses that literature elicits.

ENGL503 Digital Rhetoric, Discourse, and Culture [Credits: 3]
Impact of technology in humanities and English studies: history, theory, and practice of electronically mediated communication; print and electronic literacies; modes of discourse and theories of language, community, and self.

ENGL505 Principles and Theories of Professional Communication [Credits: 3]
Historical, cultural and social exploration of Professional Communication as a situated discourse practice in job and portfolio preparation. Consent of instructor required for undergraduates.

ENGL514 Advanced Studies in American Multicultural Literature [Credits: 3]
In-depth study of the literature of one or more groups, such as American Indian, African American, Asian American, Jewish American, Latino/a Mexican American, and European American.

ENGL523 Shakespeare II [Credits: 3]
The texts, background and criticism of Shakespeare.

ENGL530 Principles of Document Content and Design [Credits: 3]
Theoretical and cultural perspectives on the visual content and design of genres and media in Professional Communication. Instruction and practice in creating print and digital workplace documents.

ENGL532 Rhetoric for Diverse Audiences [Credits: 3]
Composing and delivery strategies for diverse audiences. Writing for audiences of different cultures, ethnicities, gender and sexual identities, and abilities. Cultural sensitivity and the ethical implications of intercultural rhetorical situations.

ENGL534 Editing and Publishing [Credits: 4]
Editor's responsibilities and relationships to writers, political and ethical dimensions of editing and editorial processes, and changing purposes and rhetorical constraints of writing for publication.

ENGL537 Topics in Professional Writing [Credits: 3]
Focus on a specific field within professional writing such as grant writing, social media writing, or strategies for digital content. Content varies.

ENGL541 Advanced Creative Writing: Nonfiction [Credits: 3]
The writing of nonfiction at the advanced level.

ENGL542 Advanced Creative Writing: Fiction [Credits: 3]
The writing of fiction at the advanced level.

ENGL543 Advanced Creative Writing: Poetry [Credits: 3]
The writing of poetry at the advanced level.

ENGL546 Topics in Creative Writing [Credits: 3]
Advanced creative writing seminar with a special focus, such as novel writing, study of a specific theme, or a multi-genre workshop. May be repeated with a different topic. *Pre-Requisite(s):* ENGL340, ENGL341 or ENGL340, ENGL342 or ENGL340, ENGL343 or ENGL340, ENGL344 or ENGL340, FS360 or ENGL341, ENGL342 or ENGL341, ENGL343 or ENGL341, ENGL344 or ENGL341, FS360 or ENGL342, ENGL343 or ENGL342, ENGL344 or ENGL342, FS360 or ENGL343, ENGL344 or ENGL343, FS360 or ENGL344, FS360

ENGL547 Practicum in Creative Writing [Credits: 1.00-4.00]
Advanced projects in creative writing, including literary magazine editing and other advanced editing or writing projects.

ENGL551 Advanced Language Arts Pedagogy [Credits: 3]
Theory and pedagogy in rhetoric, composition, literature, and language for grades 5-12. Professional development demonstrated in portfolios.

ENGL553 Topics in Teaching Composition [Credits: 3]
Strategies and theories for teachers of English/Language Arts. Themes and format vary. Sample topics: recent theory and practice, evaluation methods, portfolio development.

ENGL554 Teaching Young Adult Literature [Credits: 3]
Theory, background and reading of young adult literature as applied to 5-8 grade teaching. Focus on genres and reading strategies.

ENGL560 Teaching English Language Learners in K-12 [Credits: 2]
Theory and methods for English Language Learners and bilingual education for non-ESL and non-bilingual teachers. Issues for English Language Learners and instructional strategies.

ENGL561 Teaching ESL: Theory and Methods [Credits: 3]
Linguistics and language acquisition theory. Emphasis on the variety of methods used in teaching English as a second language with special attention to oral skills.

ENGL562 TESL Methods: Reading and Writing [Credits: 3]
Application of TESL theory and methods to the teaching of reading and composition, including psycholinguistic models, the process approach, and contrastive rhetoric.

ENGL563 ESL and Culture [Credits: 3]
Preparation of ESL teachers for the multicultural experience of the ESL classroom. Original research in schooling across cultures and on the teaching of culture in ESL.

ENGL564 English Syntax [Credits: 3]
Application of modern linguistics to the description of English grammar, including an introduction to the theories and methods of structural and generative-transformational grammars.

ENGL566 American English [Credits: 3]
Spoken American English, its historical development, contemporary social, ethnic, gendered, and regional varieties, and the implications of language variation for educational.

ENGL567 Topics in TESL [Credits: 3]
Variable topics in teaching English as a second language and second language acquisition, stressing the integration of theory, method, and practice. May be repeated to a maximum of 6 credits with permission of instructor and adviser.

ENGL569 Topics in Linguistics [Credits: 3]
One or more topics of current importance in linguistics. May be repeated to maximum of 6 credits with permission of instructor and adviser.

ENGL573 Introduction to Phonology [Credits: 3]
Application of phonological theories to the description of sounds, sound structure, phonological processes with application to speaking and reading.

ENGL577 TESL Student Teaching [Credits: 4]
Supervised teaching for students with the TESL minor leading to Pre K-12 ESL licensure.

ENGL581 Topics in Literature [Credits: 3]
A literary theme, genre, or major author considered in the relevant historical, cultural, and critical contexts. May be repeated with a different topic.

ENGL588 Professional Workshop/Continuing Education [Credits: 1.00-3.00]
This course allows a mechanism for masters' level students to receive credit for participation in otherwise noncredit-bearing professional workshops or continuing education course. According to Graduate School policy, there is a limit of 6 credits which applies toward a specific program.

ENGL595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

ENGL599 Independent Study [Credits: 1.00-3.00]
Offered at the discretion of departments, this program is intended for the very able, motivated student whose intellectual needs are partially served by serious independent study.

ENGL600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

ENGL606 Introduction to Graduate Studies in English [Credits: 3]
English research methods and application of theories in fields of literature, language, and writing.

ENGL607 Research in English: Empirical Designs [Credits: 3]
Empirical research as applied to rhetoric/composition and ESL: design, research methodology, and interpretation, with some attention to statistical procedures.

ENGL608 Seminar in World Literatures [Credits: 3]
Literature from any region of the world except England or the United States: style, genre, historical, or regional

ENGL611 Seminar in American Literature of the Later Nineteenth Century [Credits: 3]
The writings of one or more major literary figures, such as Twain, James, Dickinson, Howells, and Crane.

ENGL612 Seminar in American Literature of the Early Twentieth Century [Credits: 3]
Selected studies in American literature from early to mid twentieth century.

ENGL613 Seminar in American Literature of the Later Twentieth Century [Credits: 3]

Selected studies of American literature from mid twentieth century to the present.

ENGL627 Seminar in Nineteenth-Century British Literature [Credits: 3]
A selected aspect of nineteenth-century British literature. Content will vary.

ENGL631 History of Rhetorical Theory [Credits: 3]
The development of rhetoric from its classical origins through the present. Focus on theories and how they affect our understanding of literacy and writing in contemporary applications.

ENGL632 Specialized Studies in Critical Literacy [Credits: 3]
Topics in specialized areas and practices of critical literacy such as cultural rhetorics, new media, and critical pedagogies.

ENGL633 Specialized Studies in Professional Communication [Credits: 3]
Topics in specialized areas and practices of Professional Communication such as visual rhetoric, rhetoric of science and technology, or special research methods.

ENGL636 Rhetoric, Critical Theory, and Cultural Studies [Credits: 3]
Cultural studies as a mode of rhetorical and critical inquiry. Analyzing cultural artifacts to understand the social, political, and economic impact on individuals and communities.

ENGL640 Advanced Creative Writing Seminar [Credits: 3]
Projects in poetry, fiction, nonfiction, and playwriting. Course will focus on one genre. *Pre-Requisite(s)*: appropriate 500-level course in genre or permission of the instructor. May be repeated in alternate genres to a maximum of 6 credits.

ENGL644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

ENGL647 Issues in Writing Center Administration [Credits: 3]
Administering a writing center for E-12 schools, 2-year colleges or 4-year universities, including funding, budget, technology, record-keeping, and assessment.

ENGL648 Writing Center Staffing and Training [Credits: 2]
Developing position descriptions; hiring consultants; professional development; and designing modules for seminar, on-the-job, and semester-length training. Explore various delivery options.

ENGL649 Writing Center Case Studies [Credits: 2]
Case studies exploring problem-solving contexts including, but not limited to, technology decisions, space issues, policies and procedures, diversity issues, and relationships with faculty and administration.

ENGL650 Topics in Teaching English [Credits: 3]
Seminar in teaching English/Language Arts. Topics might include current research in teaching English/Language Arts, professional writing for educators, creative writing pedagogy, issues in teaching English in grades 5-12.

ENGL653 Supervised Tutoring [Credits: 1]
Ongoing training in tutoring in a writing center. Limited to writing center graduate assistants and required every semester they tutor. May be repeated to a maximum of 6 credits.

ENGL654 Writing Center Theory and Practice [Credits: 3]
Primary texts in writing center scholarship; intersections between composition and writing center theory; writing processes and critical intervention; academic culture and literacies; diversity and politics of literacy education. Required of all graduate assistants in English assigned to tutor in the writing center.

ENGL655 Supervised Teaching [Credits: 1]
Ongoing training in teaching college writing. Limited to teaching assistants and required every semester they teach, to a maximum of 4 credits.

ENGL656 College Composition Theories and Practices [Credits: 3]
A survey of significant approaches to the teaching of college composition; analysis of theoretical perspectives and pedagogical materials and methods in rhetoric and composition. Required for all teaching assistants in the first-year writing program.

ENGL661 Theories in Second Language Acquisition [Credits: 3]
Interlanguage, nativist, environmentalist, and interactionist theories. Also contrastive, error, performance, discourse analyses, and research methodology.

ENGL662 Seminar in TESL Methods [Credits: 3]
TESL and TEFL teaching methods for K-12, college, adult education classrooms. Methods to teach listening, speaking, reading, and writing and methods to integrate these four skills with grammar, pronunciation, and vocabulary.

ENGL664 Pedagogical Grammar for ESL Teachers [Credits: 3]
Descriptive and pedagogical English grammar, focusing on grammatical structures that cause difficulties for ESL learners and incorporating the teaching of grammar into the ESL classroom.

ENGL665 TESL Practicum [Credits: 1]
Practical preparation for TESL teaching assignments in grammar, listening/speaking, reading, writing, or cultural orientation classes. Lesson preparation and assessment/evaluation. Required for all teaching assistants up to four credits.

ENGL666 Seminar in Sociolinguistics [Credits: 3]
International and intercultural issues of language, such as world English, multilingualism, pidgins and creoles, language policy, planning, education, language and social class, ethnicity, and gender.

ENGL667 Assessment, Evaluation, and Testing in TESL [Credits: 3]
Introduction to test design, development, and administration for English as a second/foreign language. Focus on speaking, reading, writing, listening, grammar, and vocabulary.

ENGL669 Topics Seminar in TESL Theory and Practice [Credits: 3]
Critical review of research in TESL and language acquisition. Sample topics: first and second language acquisition, language assessment, error analysis, discourse analysis, and TESL methods and materials. May be repeated for a maximum of 6 credits with consent of instructor and graduate adviser.

ENGL670 Seminar in Vocabulary Acquisition in Second Language [Credits: 3]
Explores major issues in second language vocabulary acquisition. Emphasis on practical application of research findings in teaching and developing instructional materials.

ENGL672 Computer-Assisted Language Learning [Credits: 3]
History of technology in language teaching and learning; second language digital literacy, relationship between digital technology and second language learning, relevant standards and research literature; lesson development integrating digital technologies.

ENGL673 Seminar in ESL and Culture [Credits: 3]
Advanced preparation of TESL teachers for the multicultural experience of the ESL classroom with perspectives from Anthropology and Education, bilingual education, critical theory, sociocultural theory, and Sociolinguistics.

ENGL674 Global Englishes [Credits: 3]
The evolution of English over the centuries in various cultures. Issues associated with becoming a lingua franca for many industries around the globe, such as education, business, tourism, politics, and scientific inquiry.

ENGL675 Multilingual Writing [Credits: 3]
Theoretical foundations and pedagogical practices of multilingual writing (not limited to English) as it pertains to the teaching and learning of writing for academic purposes. Explores issues of teaching and learning to write in an additional language, particularly students with a SLIFE (Students with Limited or Interrupted Formal Education) background.

ENGL688 Practicum: Graduate Level [Credits: 1.00-6.00]
Observational learning experience. May include supervised work in a single setting.

ENGL690 Starred Papers [Credits: 3]
Independent, guided study for the completion of starred papers (Plan B).

ENGL691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

ENGL695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program. 1-4 Cr. F, S, Sum.

ENGL698 Creative Work [Credits: 1.00-6.00]
Creative Work.

ENGL699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

ETHS505 Women of Color (same as WS 505) [Credits: 3]
Examination of historical and contemporary issues facing American Indian, African American, Asian American, Latina, and immigrant women living primarily in the United States. The impact of race, gender, class, and other social inequalities on the lives of women of color will be discussed.

ETHS590 Native Studies Summer Workshop for Educators [Credits: 2.00-3.00]
Awareness, sensitivity and knowledge of American Indian histories, cultures, and languages in classrooms and other educational settings.

ETS501 Credit by Arrangement, Masters Level [Credits: 1.00-3.00]
Credit by Arrangement.

ETS513 Workshop: CAD Practices [Credits: 3]
Computer-aided Design. Solid modeling design software. 3D graphics model development and virtual prototyping.

ETS514 Selected Readings in ETS [Credits: 1.00-3.00]
Special environmental and/or technological topics or issues.

ETS515 Engineering Design & Prototypes [Credits: 3]
Design and prototype design as related to product development. Multiple approaches to prototyping including additive and subtractive technologies. Integrated Lab. Additional prototype design will be required for Graduate Students.

ETS544 Internship [Credits: 1.00-9.00]
Offered only to students who hold internships with industrial organizations for which advanced approval has been given by the department.

ETS551 Workshop: Technology Education Activities [Credits: 1.00-3.00]
Developing activities for the secondary education technology educator.

ETS560 Standards for Technology Education [Credits: 3]
Standards at the local, state, and national levels and how the standards are integrated and the impacts on technology education.

ETS563 Environmental Toxicology [Credits: 3]
Fate and flow of environmental contaminants and stressors which affect populations including pesticides, heavy metals, organic pollutants, and physiochemical factors. The effects of toxicants at the individual, population, community, and ecosystem levels.

ETS565 Wetland Environments [Credits: 3]
Wetland types, definitions, and formation. Wetlands identification and delineation. Human-wetland interactions.

ETS567 Soils and Environmental Quality [Credits: 3]
Chemical, physical and biological principles of soils. Influences of soil on biogeochemical cycling of nitrogen, phosphorus, sulfur and trace elements. Management of polluted soils. *Pre-Requisite(s):* ETS260, ETS262

_____

ETS568 Waste Management Systems [Credits: 3]
Characteristics and design of waste management systems. Environmental, financial, and societal implications of waste management.

ETS569 Environmental Systems Modeling [Credits: 3]
A landscape approach to the dynamics of environmental systems. Graphical modeling of the hydrology of stream flow, water quality, and wetland restoration in an agricultural watershed.

ETS572 Construction for Teachers [Credits: 3]
Construction content taught in grades 5-12 and its relations to career pathways. Development of curriculum units for students in construction. Construction technology including residential, commercial, and civil construction.

ETS573 Manufacturing for Teachers [Credits: 3]
Manufacturing technology content taught in grades 5-12 and its relations to career pathways. Development of curriculum units for students in manufacturing technology. Manufacturing technology including custom manufacturing, mass production, and automation.

ETS574 Transportation for Teachers [Credits: 3]
Transportation technology content taught in grades 5-12 and its relations to career pathways. Development of curriculum units for students in transportation technology. Transportation technology including land, marine, and atmospheric transportation.

ETS575 Communications for Teachers [Credits: 3]
Communication systems content taught in grades 5-12 and its relations to career pathways. Development of curriculum units for students in communication systems. Communication systems to originate, develop, send, receive, and interpret ideas and knowledge.

ETS582 Renewable/Nondepletable Energy [Credits: 3]
Evaluation of energy resources including environmental, social, political, and economic considerations; synthesis and evaluation of renewable resource potential/rationale.

ETS588 Professional Workshop/Continuing Education [Credits: 1.00-3.00]
This course allows a mechanism for masters' level students to receive credit for participation in otherwise noncredit-bearing professional workshops or continuing education course. According to Graduate School policy, there is a limit of 6 credits which applies toward a specific program.

ETS595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

ETS600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

ETS601 Technology, Environment and Society [Credits: 3]
Effects of technology on the environment and society.

ETS604 Innovations and Contemporary Problems [Credits: 3]
Current technological innovations, issues and events and their interrelationship to contemporary problems that face today's society.

ETS615 Seminar, Technical Problems in ETS [Credits: 3]
Technical study of issues in environmental and technological studies. Present developments, experimentation and technical reports related to environmental and technological issues.

ETS625 Philosophy and Practice for CTE and TE [Credits: 3]
Philosophy of Career & Technical Education (CTE) and Technology Education (TE) and how they differ from other content areas in grades 5-12. Designing programs that accommodates advisory boards, state and federal legislation, student leadership, and career development and practice.

ETS630 Foundations of Work-Based Learning [Credits: 3]
Fundamentals of work-based learning and how it differs from other content areas in grades 5-12. Designing work-based learning programs to meet student needs. Impacts of legislation on work-based learning. Understanding different learning environments to learn about work and learning through work.

ETS631 Designing Student Experiences for Work-Based Learning [Credits: 3]
Designing a work-based learning program for grades 5-12 that provides instruction in the classroom and the workplace.

ETS632 Managing Work-Based Learning Settings [Credits: 3]
Design and manage work-based learning sites for students. Meeting state and federal labor laws, developing relationships with companies, recruiting students and supportive parents, and reporting requirements for documenting learning.

ETS650 Instructional Strategies and Assessment for CTE and TE [Credits: 3]
Teaching strategies and assessment techniques for Career & Technical Education (CTE) and Technology Education (TE).

ETS673 History and Curriculum Development for CTE and TE [Credits: 3]
History of Career & Technical Education (CTE) and Technology Education (TE) programs and its relation to current programs. Models for curriculum development and standards alignment for CTE program approval and marketing.

ETS675 Lab Safety and Maintenance for CTE and TE [Credits: 3]
Creating safe learning environments for Career & Technical Education (CTE) and Technology Education (TE) programs, in both lab and community-based settings. Developing a budget, a maintenance plan, and a safety program.

ETS688 Practicum: Graduate Level [Credits: 1.00-6.00]
Observational learning experience. May include supervised work in a single setting.

ETS691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have

completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

ETS695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

ETS699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

EXSC530 Advanced Cardiopulmonary Physiology [Credits: 3]
Advanced study of the cardiovascular and pulmonary systems as they relate to acute and chronic exercise responses.

EXSC540 Exercise Testing and Prescription [Credits: 3]
Advanced application of fitness assessments and the subsequent development, organization, and implementations of exercise programs for healthy individuals.

EXSC541 Exercise Testing and Prescription Lab [Credits: 1]
Development of practical exercise testing skills in the area of fitness assessments with focus on appropriate test selection, administration, and interpretation in the apparently healthy population. Lab.

EXSC551 Strength and Conditioning for Sport Performance [Credits: 3]
Design of endurance, strength, and power training programs for sport performance. Integrated Lab.

EXSC560 Clinical Exercise Physiology [Credits: 3]
Role of the clinical exercise physiologist in the exercise management of patients with chronic diseases and disabilities. Pathophysiology of musculoskeletal, neuromuscular neoplastic, immunologic, and hematologic disorders. *Pre-Requisite(s):* EXSC430 or EXSC530

EXSC575 Electrocardiography [Credits: 3]
Identification of normal and abnormal resting and exercise electrocardiograms. Evaluation of underlying causes as well as signs and symptoms of common arrhythmias. Integrated Lab. *Pre-Requisite(s):* EXSC430 or EXSC530

EXSC640 Clinical Exercise Testing and Prescription [Credits: 3]
Role of the clinical exercise physiologist in the exercise management of patients with cardiovascular metabolic, pulmonary, and renal diseases. Pathophysiology, clinical testing and diagnostic criteria of cardiovascular, metabolic, pulmonary, and renal diseases. *Pre-Requisite(s):* EXSC540, EXSC541

EXSC641 Clinical Exercise Testing and Prescription Lab [Credits: 1]
Conduction and interpretation of a wide variety of screenings and exercise tests commonly used in clinical practice. Lab. *Pre-Requisite(s):* EXSC540, EXSC541

EXSC650 Clinical Rehabilitation [Credits: 3]
Advanced practical knowledge and rehabilitation skills to restore optimal musculoskeletal function. Integrated Lab. *Pre-Requisite(s):* EXSC560, EXSC575

EXSC670 Practicum in Clinical Exercise Physiology [Credits: 3]
Application of skills in consultation, assessment, and exercise prescriptions for clinical populations. *Pre-Requisite(s):* EXSC560, EXSC575

EXSC675 Seminar in Clinical Exercise Physiology [Credits: 2]
Current research in the field of clinical exercise physiology. Preparation for successful internship or development of a thesis proposal.

EXSC688 Practicum: Graduate Level [Credits: 1.00-6.00]
Observational learning experience. May include supervised work in a single setting.

EXSC691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

EXSC699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

FIRE581 Financial Derivatives [Credits: 3]
Characteristics and functions of financial derivatives. Corporate risk management applications of financial derivatives. Pricing models of derivatives and trading strategies using derivatives to hedge financial risks. *Pre-Requisite(s):* FIRE371

FIRE598 Business Consulting [Credits: 3]
Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral report required. Lab. *Pre-Requisite(s):* FIRE371, MKTG220 or MKTG320, ACCT292, MGMT201 or MGMT301, IS242 or STAT242

FS552 Film History II [Credits: 3]
Evolution of the motion picture from 1940 to 1970 with emphasis on seminal aesthetic movements. Lab.

FS564 Advanced Studies in Film [Credits: 3]
Selected topics such as film criticism, genres, censorship, politics, teen films, melodrama, and women in cinema. Lab.

FS596 Film Theory [Credits: 3]
Major theories of cinema. The chief schools of thought from early formalism to contemporary post-modernism. Successful completion of this course will fulfill the Upper Division Writing Requirement for Film Majors.

FS600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and

supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

GEOG501 Credit by Arrangement, Masters Level [Credits: 1.00-3.00]
Credit by Arrangement.

GEOG506 Thematic Cartography [Credits: 3]
Statistical mapping of spatial data, advanced manual and computer techniques. Integrated Lab. Topical. *Pre-Requisite(s):* GEOG316

GEOG507 Map Design and Presentation [Credits: 3]
Advanced color desktop computer mapping techniques, such as multimedia and web-based cartography. Integrated Lab. Topical. *Pre-Requisite(s):* GEOG406 or GEOG506

GEOG510 Educational Tours [Credits: 1.00-6.00]
Tours taken under supervision of the university. Exact nature of course will be defined by the department involved and approved by the vice president for academic affairs. Considered residence credit.

GEOG516 Techniques in GIS [Credits: 3]
Standard techniques in geographic information systems. Integrated Lab. Topical. *Pre-Requisite(s):* GEOG316

GEOG550 Digital Image Processing [Credits: 3]
Characteristics and qualities of nonconventional remote sensing imagery as it applies to inventory and assessment of environmental phenomena. Integrated Lab. Topical. *Pre-Requisite(s):* GEOG350

GEOG562 Concepts in Spatial Analysis [Credits: 3]
Spatial, network and surface analysis. Integrated Lab. Topical. *Pre-Requisite(s):* GEOG416 or GEOG516

GEOG571 Historical Geography [Credits: 3]
Historical-geographical development of North America through concepts of modernity and modernization; imperialism and colonialism; race, class and gender; science and exploration; migration and settlement; industrialization, urbanization, and the modern capitalist state. Topical.

GEOG572 Geomorphology [Credits: 3]
The configuration of the earth's surface and physical processes that have brought the surface to its present condition. Topical.

GEOG573 Biogeography [Credits: 3]
Spatial distribution of species and communities, their relations with the environment, historical changes, and conservation. Topical.

GEOG574 Topics in Physical Geography [Credits: 3]
Selected contemporary issues in physical geography. May be repeated with different subjects to a maximum of 6 credits. Integrated lab.

GEOG578 Topics in Human Geography [Credits: 1.00-6.00]
Selected contemporary issues in human geography.

GEOG586 Political Geography [Credits: 3]
Geographic concepts applied to the analysis of political organization and behavior. Topical.

GEOG595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or

section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

GEOG599 Independent Study [Credits: 1.00-3.00]
Area limited and specific subjects selected before workshop is announced. These workshops are intended to support established degree programs and may be included on a student's approved program within the workshop limitations established for each program option.

GEOG600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

GEOG601 Research in Geography [Credits: 1.00-6.00]
A seminar or conference course. Credits and meetings by arrangement.

GEOG602 Readings in Geography [Credits: 1.00-6.00]
A seminar or conference course to investigate the geography of a particular region of the world or application of geographic technique. Credits and meetings by arrangement.

GEOG605 Spatial Analysis Methods in Geography [Credits: 3]
Statistical analysis of spatial variations, digital maps in spatial analysis, integration of statistical and GIS software. Required: undergraduate or graduate experience in statistics.

GEOG610 Research Process in Geography [Credits: 3]
Development of research prospectus, contemporary issues, systems approach, fundamental process and methods in geographic research.

GEOG630 Seminar [Credits: 1.00-3.00]
Research and seminar presentation on a selected geographic topic. Regional or topical.

GEOG644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

GEOG691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

GEOG695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

GEOG699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating

project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

GER595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

GERO505 Aging and Diversity [Credits: 3]
The intersection of factors such as gender, race, ethnicity, culture, class, sexual orientation, geographic location, physical ability with aging.

GERO511 Aging Policy and Programs [Credits: 3]
The federal, state and local framework of services and programs for the aging.

GERO515 Gender and Aging [Credits: 3]
Gender and aging in society and gender issues that are unique to aging.

GERO518 Images of Aging in Popular Culture [Credits: 3]
Portrayals of aging, older adults and the aging process in popular culture and their impact on policies, interactions, stereotypes and self-perception.

GERO520 Ethics in Gerontology & Geriatrics [Credits: 3]
Explores ethical dilemmas in aging practice and policy, including autonomy in decision-making; interdisciplinary and interprofessional practice; confidentiality, consent and allocation of health care resources.

GERO525 Dementia and Aging [Credits: 3]
The nature, causes and treatment of dementia in later life, including concerns for family, caregiving and community practice.

GERO530 Elder Law [Credits: 3]
Issues facing advocates and their clients regarding elder law. Elder rights and public policy and the role of society.

GERO535 Housing, Transportation & Aging [Credits: 3]
Housing and transportation needs of older persons and housing options available to them. Issues of working with older persons in a variety of housing settings.

GERO565 Health and Aging [Credits: 3]
Physiological and cognitive processes of human aging within context of environmental, societal and lifestyle factors which promote healthy aging.

GERO570 Global Aging [Credits: 3]
Aging as a global phenomenon. Demographic trends, historical influences and lived experience. Focus on intersection of gender, ethnicity, geography, and class.

GERO600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

GERO620 Advanced Policy Issues in Gerontology [Credits: 3]
An in-depth exploration of key concepts and major issues in the field of aging. Students formulate positions on each major issue, based on lectures, readings, discussions.

GERO630 Aging and Community: Current Issues in Social Gero, Culture and Diversity [Credits: 3]
Aging in the U.S. and globally. Interpersonal and instrumental concerns related to aging in different communities.

GERO644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

GERO650 Research Methods and Design in Gerontology [Credits: 3]
Qualitative, quantitative, mixed methods and theoretical perspectives. Critique and analysis of current research in Gerontology. Research design and implementation.

GERO691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

GERO695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

GERO699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

GWS505 Women of Color in the U.S. (same as ETHS 505) [Credits: 3]
Examination of historical and contemporary issues facing American Indian, African American, Asian American, Latina, and immigrant women living primarily in the United States. The impact of race, gender, class, and other social inequalities on the lives of women of color will be discussed.

GWS515 Feminist Theory [Credits: 3]
Feminist theories and their application to understanding women's lives and social institutions. Prereq.: 9 credits of women's studies or equivalent. 3 Cr. S. This course fulfills the Upper Division Writing Requirement for the Women's Studies major with a grade of C or better.

HBS510 Educational Tours [Credits: 1.00-6.00]
Tours taken under supervision of the university. Exact nature of course

will be defined by the department involved and approved by the vice president for academic affairs. Considered residence credit.

HBS579 Special Topics in Global Business [Credits: 3]

Special topics in the global business environment. May include information systems, marketing, management, accounting, finance, law, and related topics.

HIED600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]

Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

HIED601 Introduction to Higher Education [Credits: 3]

This course provides an overview of the Higher Education and Student Affairs program and the field of higher education. Topics include career options, expectations of the program including the thesis, project/portfolio and practicum, and professional development plan.

HIED602 Contemporary Equity Issues in Higher Education [Credits: 3]

This course examines theory, policy, and practice pertaining to equity in higher education.

HIED603 Higher Education Student Support Services [Credits: 3]

This course addresses administrative structures that recruit, enroll, and retain students and promote alumni and community engagement.

HIED605 Higher Education Finance [Credits: 3]

This course provides an overview of higher education finance, creation of budgets, budget processes, types of costs, budget allocations, coding, and state and federal higher education funding.

HIED606 Legal and Ethical Aspects of Higher Education [Credits: 3]

This course covers legal, ethical, and social issues impacting academic, administrative, and student affairs officials, as well as other concerns for leaders of higher education institutions.

HIED610 Higher Education Organizations & Personnel Management [Credits: 3]

This course covers personnel functions in higher education institutions including policies and procedures; selection, supervision, and termination; professional development; and employee-management relations.

HIED611 Higher Education Leadership and Administration [Credits: 3]

This course covers leadership theories, styles, models, functions, skills and academic, administrative, and student affairs governance and administration.

HIED622 Organization of Student Affairs [Credits: 3]

This course examines student affairs history and foundations, organizational structures across college/university student affairs divisions, professional associations, professional competencies, and student development theory.

HIED644 Internship: Graduate Masters Level [Credits: 1.00-12.00]

Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes. *Pre-Requisite(s):* HIED604 or EDAD604

HIED660 Introduction to Research in HIED [Credits: 3]

This course covers identification and evaluation of research in higher education administration, techniques and interpretation of research, problem definition, introduction to research design and reporting results, reviews of literature and preparation of a research plan.

HIED663 Higher Education Assessment and Evaluation [Credits: 3]

This course addresses assessment and evaluation as an applied research method. Topics include continuous quality improvement and accountability process, best practices in assessment, and program review and evaluation.

HIED691 Enrollment Continuation: Masters Level [Credits: 1]

Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

HIED695 Topics Course [Credits: 1.00-4.00]

Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

HIED699 Master's Culminating Project [Credits: 1.00-6.00]

A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

HIED800 Doctoral Research, Creative Work or Scholarly Activity [Credits: 1.00-6.00]

Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

HIED802 History of Higher Education [Credits: 3]

Historical perspectives on the development of higher education.

HIED804 Diversity and Social Justice in Higher Education [Credits: 3]

Examination of theory, policy, and practice as it pertains to diversity and social justice in U.S. institutions of higher education.

HIED805 Budgeting and Finance in Higher Education [Credits: 3]

Knowledge and skills regarding higher education budgeting and finance strategies, techniques, issues, and practices.

HIED806 Higher Education Law [Credits: 3]

Legal environment, and legal and ethical aspects of higher education institutions including legal processes, analysis, and problems faced by institutions, faculty, staff, and students.

HIED810 Organizational Theory in Higher Education Administration [Credits: 3]

Organization theory, including fundamental questions and approaches to the study of organizations. Key organizational processes will be

_____

explored, including decision making, problem solving, communication, and change.

HIED811 College and University Leadership [Credits: 3]
Theoretical and practice-oriented aspects of higher education administration, including leadership in 4-year and 2-year institutions, public, private, proprietary, and virtual colleges and universities.

HIED816 Management & Supervision in Higher Education [Credits: 3]
Theories, strategies, and contemporary issues in supervision and management in higher education settings.

HIED820 The College Student [Credits: 3]
Historical and contemporary views of the college student.

HIED821 College Student Development Theory [Credits: 3]
College student development and learning theories based on cognitive, psychological, typological, and person-environment perspectives.

HIED822 Organization and Administration of Student Affairs [Credits: 3]
Organizational structures and functions of student affairs divisions on college and university campuses.

HIED830 Planning and Change in Higher Education [Credits: 3]
Theories and research pertaining to change in higher education, including strategic planning, planning for change, multicultural organizational development, and strategies for implementing change.

HIED891 Enrollment Continuation: Doctoral Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

HIED895 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

HIED899 Doctoral Dissertation [Credits: 1.00-9.00]
Culminating experience enrollment in doctoral programs.

HIST501 Credit by Arrangement, Masters Level [Credits: 1.00-3.00]
Credit by Arrangement.

HIST502 The Middle East [Credits: 3]
The rise and development of medieval Islamic Civilizations; the Middle East under the Ottomans; the recent age.

HIST503 Medieval Europe, 325-1500 [Credits: 3]
Political, economic and cultural history of Europe from the later Roman Empire to the end of the fifteenth century.

HIST508 Europe and World War I [Credits: 3]
Origins of World War I; the war and peace settlement; Russian Revolution; post-war problems; origins and rise of Fascism and Nazism.

HIST509 Europe and World War II [Credits: 3]
Causes of World War II; the war and post-war problems; adjustments which have created contemporary Europe.

HIST511 The Holocaust [Credits: 3]
The history and implications of the Nazi genocide; historiographical issues.

HIST520 Colonial North America [Credits: 3]
Cultural, political, military, economic, and social experiences.

HIST521 Revolutionary American, 1763-1791 [Credits: 3]
Revolutionary era society, the American Revolution, the War for Independence, and the development of self-rule through the adoption of the Bill of Rights.

HIST522 Launching A Nation: America 1792-1848 [Credits: 3]
Territorial expansion, reform, social change, economic development and growth of political democracy from the Federalist Era to the Mexican-American War.

HIST523 Civil War and Reconstruction U.S. 1848-1877 [Credits: 3]
Sectionalism, disunion and war, the Confederacy, reunion and reaction.

HIST545 United States Military History [Credits: 3]
Military problems and accomplishments from 1775 to the present.

HIST570 World History [Credits: 3]
Comparative historical survey of regional and global systems focused on Africa, Asia (East, Southeast, and South Asia), the Middle East, the Americas, and Oceania.

HIST580 Seminar in American History [Credits: 3]
Intensive reading and research in one area or topic of U.S. or Latin American history. Limited to junior, senior or graduate students or permission of the instructor.

HIST583 Seminar in European History [Credits: 3]
Bibliographical study, research, and discussion of a selected topic. Limited to junior, senior or graduate students or permission of the instructor.

HIST586 Seminar in Africa, Asia, or Middle East [Credits: 3]
Reading and research on a selected topic. Limited to junior, senior or graduate students or permission of the instructor.

HIST600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

HIST605 Reading in History (Topical) [Credits: 1.00-3.00]
Guided study of individual investigation of special historical topics and/or problems. Credits and meetings by arrangement.

HIST610 Historiography and Research Methods [Credits: 3]
Readings and discussions about historical analysis. Methodologies currently shaping historical research. Historiography and developments of historical theories during 19th and 20th centuries.

_____

HIST635 Readings in European History [Credits: 1.00-3.00]
Guided study through individual investigation of special periods and topics.

HIST645 Readings in World or Regional History [Credits: 3]
Topics in world or regional history.

HIST651 Reading in American History [Credits: 1.00-3.00]
Guided study of American history through individual investigation of special periods and topics.

HIST667 Seminar: World or Regional History [Credits: 3]
Bibliographical study, documents and secondary works, analysis, discussion, and research in selected topics or areas.

HIST672 Public History: Theory and Practice I [Credits: 3]
Analysis and application of public history concepts; archival practices; exhibition research.

HIST674 Community History [Credits: 3]
Theory of community studies and relevant methodological training, including oral history, genealogical study, archival work, collections strategies, and collaboration with community members.

HIST681 Seminar in American History [Credits: 3]
Intensive reading and research in one area or topic of U.S. or Latin American history.

HIST691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

HIST696 Internship in Public History [Credits: 1.00-9.00]
Work for a full semester in a historical society, a history firm, or an equivalent situation to gain experience and work skills directly in a setting of public history.

HIST699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

HLTH512 Advanced Nutrition [Credits: 3]
Current topics in nutrition, relationship of nutrition to physical performance; methods of nutritional assessment; and complex nutrient needs.

HLTH584 Health Promotion [Credits: 3]
Develop and implement health promotion and behavioral science interventions, use varied strategies for target audiences. Required: previous coursework in personal health, public health, and theories of health education and promotion.

HURL506 Sexual Assault Advocacy Training [Credits: 3]
Advocacy skills for sexual assault survivors including: understanding the impact of sexual assault on survivors, the social and cultural context in which sexual assault occurs, and the role the legal system, law enforcement, social services and medical services plays with survivors.

HURL518 Xenophobia Study [Credits: 3]
Xenophobic attitudes, practices, and their impact on human rights. U.S. interventions and issues of torture, terrorism and related war crimes.

HURL591 Change Agent Skills [Credits: 3]
Study of the theories of social empowerment and the development of practical skills for producing institutional and personal change.

HURL592 Practicum in Social Empowerment [Credits: 1.00-3.00]
Experiential practicum: application of theory and research to constructive institutional and social change.

HURL597 Human Relations for Teachers I [Credits: 3]
Analysis of individual and institutional racism, sexism, and other forms of oppression in the school environment. A social reconstructionist model of education.

HURL598 Human Relations for Teachers II [Credits: 1]
Implications of racism, sexism, heterosexism, immigration issues, disability status, classism and other forms of oppression in the school setting.

HURL600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

HURL630 Topics in Social Responsibility [Credits: 1.00-3.00]
Topics and issues in the study and practice of social responsibility. Specific titles to be listed in class schedule.

HURL644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

HURL680 Internship in Human Relations [Credits: 2.00-8.00]
Supervised experiences with selected agency school, organization, etc., that has a primary goal to facilitate the improvement of human relationships between individuals and groups.

HURL681 Teaching Social Justice [Credits: 3]
Techniques for facilitating human relations education. Facilitating group leadership, techniques in intergroup, interracial and non-sexist communications and instructional techniques in the study of human relations issues.

HURL691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

HURL699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for

Thesis and Creative Work. Three credits are normally required for Starred Paper.

IA606 Security and Cryptographic Protocols [Credits: 3]
Architecture network devices and protocols. Security protocols for authentication, e-mail, web, IP, VoIP, and wireless computing. Cryptographic techniques for providing data confidentiality, integrity, non-repudiation and information assurance.

IA612 Intrusion Detection and Prevention [Credits: 3]
Theories of intrusion detection and prevention. Tools and techniques to detect network penetration and defend against network and system attacks. Incident management. Current trends and research.

IA633 Field Experience [Credits: 1.00-6.00]
Participation in a paid part-time position with a cooperating business, governmental, or civic organization.

IA643 Database Application Security and Auditing [Credits: 3]
Database security challenges, architectures, and techniques, discretionary, mandatory access control, and auditing models, implementation of database security on business databases.

IA644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

IA658 Best Practices in Data Management [Credits: 3]
Best practices for managing and manipulating data for analytical purposes. Review and application of different file structures, using database and data-mart structures to optimize access and security. Data management in a Cloud Computing environment, and importing data into business intelligence tools. *Pre-Requisite(s):* IS251 or IS250

IA659 Advanced Topics in Information Assurance [Credits: 3]
Advanced topics in IA. May be repeated to maximum of 12 credits on different topics. Requirement: graduate standing and department consent.

IA673 Security Policy and IT Risk Management [Credits: 3]
Advanced development of security policy in line with legal requirements; Systematically identifying risks; analyzing the likelihood and impact of their occurrence; deciding what action to take to prevent, minimize, accept or transfer their risks; contingency planning.

IA680 Seminar in Information Assurance [Credits: 3]
Information assurance and security research problems and solutions. May be repeated to maximum of six credits. Requirement: graduate standing and department consent.

IA681 Digital Forensics and Ethics [Credits: 3]
Aspects of computer crimes, computer ethics, computing investigations, analyze digital evidence, evaluate computer crime.

IA683 Application Layer Security [Credits: 3]
Systematically identifying vulnerabilities, analyzing their occurrence, corrective action options, evaluate from the aspect of the client/server model, and discuss and implement prescriptive software security designs.

IA691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

IA693 Secure Electronic Commerce [Credits: 3]
Concepts, models, consumer behaviors, payment systems, security dimension, technology and human solutions, network security and testing, emerging trends and issues.

IA699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

IM502 Information Media: Theory, Research, and Practice [Credits: 3]
Exploration of the information media field examined from the perspectives of recent research, influential theories, and current practices; professional literature, literacies, research, organization, and opportunities.

IM504 Instructional Design [Credits: 3]
Fundamentals of instructional design, including theoretical background, needs assessment, analysis of learning conditions, and instructional strategies development.

IM522 Information, Technology and Learning for K-12 and 5-12 Education [Credits: 2]
Selecting, designing, and producing instructional materials in a variety of formats. How technology assists teacher productivity and serves as a tool for enhancing student creativity and thinking skills. Lab.

IM523 Information, Technology and Learning for Early Childhood Education [Credits: 3]
Role of technology and media in early childhood education. Selecting, designing, and producing instructional materials in a variety of formats. How technology assists teacher productivity and serves as a tool for enhancing student creativity and thinking skills. *Pre-Requisite(s):* CFS200

IM554 Developing Skills for Online Teaching and Learning [Credits: 3]
Survey of the skills and methodologies required for effective teaching and learning for an online environment.

IM555 Instructional Message and Visual Design [Credits: 3]
Design and production of multimedia presentations. Hardware and software skills for production of visual presentation support materials. Lab.

IM556 Design and Preparation of Multimedia Presentations [Credits: 3]
Systematic approach to the production of instructor-independent multimedia presentations for informational and instructional presentations. Includes needs assessment, format selection, presentation design, equipment selection and operation, and media production. *Pre-Requisite(s):* IM404, IM455 or IM504, IM555

IM608 Research Methods in Media [Credits: 3]
Methods of evaluating research procedures and interpreting findings.

Defining and limiting a problem, gathering, documenting, organization and presenting findings.

IM612 Technologies in the Workplace [Credits: 3]
Definition and analysis of information technology issues associated with information acquisition, processing, storage, and delivery. Consideration of the latest trends.

IM632 Training/Human Resource Development [Credits: 3]
Performance improvement, practices and organizations.

IM639 Evaluation and Assessment in Instructional Programs [Credits: 3]
Creating instruments for strategic and systematic evaluation of instructional programs and assessment of student learning.

IM646 Facilitating and Administering E-Learning [Credits: 3]
Theories and techniques of e-learning process facilitation and administration of distributed education programs and service.

IM681 Internship in Technology Integration [Credits: 1.00-6.00]
Intern experiences relating to media and technology and instructional design in all their practical facets. May be repeated to maximum of six credits. Requirement: 30 graduate credits in Information Media or permission.

IM691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

IM695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

IM696 Portfolio [Credits: 2]
Independent creation of products for graduate candidates completing the requirement for Plan C, Portfolio.

IM697 Starred Paper [Credits: 2]
Independent research for graduate candidates completing the requirements of Plan B Starred Paper.

IM699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

IS534 Introduction to Data Analytics [Credits: 3]
Fundamentals of Data Analytics (DA). Systematically applying statistical or logical techniques to describe and evaluate data. How managers use business analytics to formulate and solve business problems and to support managerial decision making.

IS543 Database Design, Implementation, and Administration [Credits: 3]
Entity relationship modeling, normalization, and implementation of utilizing SQL at both server and client side applications. Concurrency control methods and data security management.

IS550 Strategy, Management and Acquisition [Credits: 3]
IT impact on business strategy, capabilities, and value. IT leadership, function to support business, and acquisition.

IS551 IT Infrastructure [Credits: 3]
IT infrastructure issues such as Internet-based architecture, computer and network security, business continuity, and the role of infrastructure.

IS552 Unix Operating Systems Principles [Credits: 3]
Analysis and management of commands, processes and network links. Applications management. Decision-support mechanisms and log analysis. Script writing for customizing application streams.

IS554 Decision Support Systems [Credits: 3]
Information systems for management decision making. Decision making processes, model base development, and knowledge management. Design, implementation and evaluation of decision support systems.

IS558 IS Innovation and New Technologies [Credits: 3]
E-commerce and e-Business issues such as models, e-markets, security, social networks, e-communities, social, ethical and legal issues and emerging technologies.

IS559 Topics in Information Systems [Credits: 3]
Recent developments in concepts, theory, practices in the analysis, design, and implementation of management information systems.

IS560 Project Management [Credits: 3]
Strategies, processes, and integration techniques in the management of software development projects. Planning, staffing, scheduling, controlling, and quality assurance.

IS583 Client/Server Security [Credits: 3]
Security problems related to client/server computing. Benchmarking client/server application in relation to virus protection, firewall configurations, authentication/encryption. Secure client/server design strategies.

IS584 Business Process Management [Credits: 3]
Concepts and strategies for improving business processes such as process design principles, challenges, organizational change, outsourcing, and inter-organizational process.

IS585 Enterprise Systems [Credits: 3]
Theoretic and practical issues related to the application of enterprise systems within organizations.

IS598 Business Consulting [Credits: 3]
Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral report required.

MATH501 Credit by Arrangement, Masters Level [Credits: 1.00-3.00]
Credit by Arrangement.

_____

MATH511 Modern Algebra I [Credits: 4]
Groups, subgroups, cyclic groups, permutation groups, isomorphisms, Cayley's theorem, cosets, LaGrange's theorem, normal subgroups, quotient groups, homomorphisms, the first isomorphism theorem, construction of the integers and rational numbers from the natural numbers, rings, integral domains, and fields. *Pre-Requisite(s):* MATH304, MATH312

MATH521 Real Analysis I [Credits: 4]
The real number system, completeness of the real numbers, topology of the real numbers, sequences, limits, continuity, differentiation, and integration.

MATH523 Complex Variables [Credits: 3]
The complex field, the theory of analytic functions, power series. Fundamental theorem of algebra. *Pre-Requisite(s):* MATH311 or MATH321 or MATH320

MATH527 Partial Differential Equations [Credits: 3]
Partial differential equations of mathematical physics, boundary value problems, classical solution methods, Bessel functions. *Pre-Requisite(s):* MATH311, MATH325 or MATH321, MATH325

MATH531 Professional Subject Matter for Middle Grades Mathematics [Credits: 3]
For teacher candidates only. Number sense, patterns and functions, number theory, geometry, data analysis and probability, current curriculum and pedagogical developments, lesson planning, and micro-teaching. Should be taken within one year prior to student teaching. *Pre-Requisite(s):* MATH304 or MATH312 or MATH321

MATH532 Professional Subject Matter for Secondary School Mathematics [Credits: 4]
For teacher candidates only. Algebra, geometry, data analysis and advanced topics, current curriculum and pedagogical developments, lesson planning, and microteaching. Should be taken within one year prior to student teaching. *Pre-Requisite(s):* MATH304 or MATH312 or MATH321

MATH552 Numerical Analysis [Credits: 3]
Round-off error and computer arithmetic. Solutions of equations in one variable. Interpolation and polynomial approximation. Numerical integration and differentiation. Error Analysis. *Pre-Requisite(s):* MATH252, MATH222

MATH565 Elements of Geometry [Credits: 3]
Axiomatic systems, foundations of Euclidean geometry, plane Euclidean geometry, and non-Euclidean and transformational geometries. *Pre-Requisite(s):* MATH312, MATH304 or MATH373, MATH312

MATH580 Topics in Mathematics [Credits: 3]
Designed for intensive study in a special topic in pure or applied mathematics. Topic will be announced in class schedule.

MATH582 Student Teaching Seminar [Credits: 2]
For teacher candidates only. Reflections of and extensions of the student teaching experience in a seminar format; individual classroom observations. Must be taken concurrently with student teaching.

MBA600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

MBA611 Organizational Behavior [Credits: 3]
Individual and interpersonal behavior, group and team dynamics and structure, and leadership within the context of work organizations.

MBA612 Global Legal and Ethical Environment of Business [Credits: 3]
Effect of law, regulation and ethics on managerial and strategic decision making in a global environment. Permission from the MBA advisor for non-MBA students. *Pre-Requisite(s):* MBA601

MBA614 Financial Accounting [Credits: 3]
Accounting systems and their role in the evaluation of assets, determination of income, and measurement of equities with concentration on the interpretation of published accounting statements.

MBA615 Financial Management [Credits: 3]
Problems confronting corporate financial management in analyzing financial requirements.

MBA616 Information Systems Strategy and Management [Credits: 3]
Deploying and managing information systems and management support technologies to create competitive advantages.

MBA617 Operations Management [Credits: 3]
Strategic topics in operations management, including process analysis, supply chain, quality, enterprise resource planning, lean systems related to achieving competitiveness.

MBA618 Marketing Strategy and Management [Credits: 3]
Marketing terms, concepts, and analysis leading to market-oriented strategic plans and marketing decisions.

MBA621 Accounting for Managers [Credits: 3]
Generating and using information from cost functions, cost-volume-profit relationships, product costs and cost allocations, relevant cost/benefit analysis, budgeting, and performance measurements. Evaluating impact of operational decisions and making recommendations.

MBA622 Financial Statement Analysis and Business Valuation [Credits: 3]
Theoretical framework for financial statement analysis and business valuation. Use of financial information, and information about economic environment and business strategies in a valuation context.

MBA623 Seminar in Accounting [Credits: 3]
Study of theories, principles, practices, and procedures in all areas of accounting. Investigation of problems of special interest in the field of accounting.

MBA631 International Finance [Credits: 3]
The international monetary system, foreign currency and derivatives markets, international parity conditions, managing transaction, translation, and operating risk exposures of multinational firms.

MBA632 Investments and Security Analysis [Credits: 3]
Types of securities, financial markets, trading process, investments.

Modern portfolio theory, diversification strategies, and stock analysis and valuation.

MBA633 Financial Markets and Institutions [Credits: 3]
Characteristics of debt, equity, and derivative instruments, along with the markets in which these securities are traded. Financial institutions and federal regulators will be studied in the context of financial crises.

MBA641 Information Technology Infrastructure [Credits: 3]
Internet-based architecture, computer and network security, business continuity, and the role of infrastructure.

MBA642 Project Management for Information Technology [Credits: 3]
Strategies, processes, and integration techniques in the management of software development projects. Planning, staffing, scheduling, controlling, and quality assurance.

MBA643 Business Process Management [Credits: 3]
Concepts and strategies for improving business processes through process design and enterprise resource planning methodologies. Exploration of the impacts of resource challenges, organizational change, outsourcing, and inter-organizational processes by utilizing an enterprise resource planning system.

MBA644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

MBA652 Leadership in Practice [Credits: 1.00-3.00]
Leadership theory, leadership skills, and self-reflection on leadership. *Pre-Requisite(s):* MBA601, MBA611

MBA653 Ethical Leadership [Credits: 1.00-3.00]
Ethical behavior and business integrity in the global business environment-- tools for business leaders to identify, understand, and analyze ethical issues. *Pre-Requisite(s):* MBA601, MBA611

MBA654 Financial Analysis [Credits: 1.00-3.00]
Analysis of financial statements, ratio analysis of multiple companies. *Pre-Requisite(s):* MBA601

MBA655 Business Communication Skills [Credits: 1.00-3.00]
Learn and practice effective presentation and communications skills in a workshop format. *Pre-Requisite(s):* MBA601

MBA656 Decision Making Strategies [Credits: 1.00-3.00]
Exploration of decision making techniques and styles. *Pre-Requisite(s):* MBA601, MBA611

MBA657 Problem-Solving [Credits: 1.00-3.00]
Exploration of problem solving models and tools; use of data and spreadsheet software to solve problems. *Pre-Requisite(s):* MBA601, MBA611

MBA661 Leadership [Credits: 3]
Principled leadership based on leader-follower interaction. Effective use of power, politics, and influence to understand what motivates followers both individually and in teams. Framework and skillsets for making a meaningful impact within dynamic and complex organizations.

MBA662 Leadership Ethics [Credits: 3]
Theoretical and practical understanding of ethical leadership. Rooted in the importance of ethical behavior and business integrity in the global business environment. Focus on developing tools for business leaders to identify, understand, and analyze ethical issues.

MBA663 Business Modeling and Commercialization [Credits: 3]
Business model stages of ideation, validation, preparation, operation, growth, and exit. Emphasis on essential leadership skills exhibited by successful entrepreneurs.

MBA671 Professional Selling [Credits: 3]
The business-to-business professional relationship selling process, as well as specific effective communication processes. Experiential learning activities focusing on real-world business-to-business sales situations.

MBA672 Sales Management Strategy and Practice [Credits: 3]
Strategic management of a modern organization's sales operations, and applications of sales techniques to increase net sales and profit. Theoretical elements of sales management, analytical techniques for sales programs, linking sales strategies to customer relationship management, and decisions and tasks of modern sales managers.

MBA673 Advanced Sales Techniques and Topics [Credits: 3]
Experiential learning in the world of Business-to-Business professional selling. Technology use and social media, negotiation, and global/cultural understanding to create and maintain long-term relationships with clients.

MBA681 Supply Chain Foundations, Strategy, and Sourcing [Credits: 3]
Integration of core business processes and human resources to manage the flow of materials from suppliers to end users. Effective and efficient sourcing of outside goods and services. Critical analysis of cross-functional processes and overall value chain for goods or services. Sustainable buyer-supplier relationships.

MBA682 Sustainable Transportation and Logistics [Credits: 3]
Transportation, logistics, and warehousing for sustainable delivery in omni-channel environments. Understanding of links in core business processes to ensure the efficient and effective delivery of products and services. Inventory management, placement, and replenishment techniques. Distribution network design and transportation problems related to matching supply and demand.

MBA683 Supply Chain Analytics and Performance Management [Credits: 3]
Organization of information architecture in support of data driven decision making and optimal supply chain performance. Standard and advanced analytical techniques to provide actionable business intelligence. Hands-on experience with advanced analytical techniques. Discussion of innovative applications of analytics to improve supply chain management processes.

MBA696 Capstone Project [Credits: 3]
Strategic management theory and processes in action with real businesses and not-for-profit organizations. Open to graduating MBA students only. Lab.

MBA699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating

project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

MCOM501 Credit by Arrangement, Masters Level [Credits: 1.00-3.00]
Credit by Arrangement.

MCOM505 Esports Casting and Promotions [Credits: 3]
Principles, techniques and styles of various types of esports casting and streaming activities to produce a casting reel.

MCOM580 Strategic Cases and Campaigns in Advertising [Credits: 3]
Case-study analysis of advertising strategies and practices in contemporary society. Students develop a comprehensive advertising campaign for a real-world client.

MCOM595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

MCOM599 Independent Study [Credits: 1.00-3.00]
Offered at the discretion of departments, this program is intended for the very able, motivated student whose intellectual needs are partially served by serious independent study.

MCOM602 Foundations in Strategic Media Communications [Credits: 3]
Key concepts, theories, and ethical principles in Strategic Media Communications.

MCOM610 Multimedia Storytelling in Strat Comm [Credits: 3]
Multimedia storytelling conventions, principles, and practices in mass communications.

MCOM620 Digital Content Strategy [Credits: 3]
Digital media concepts, planning, design, and management.

MCOM640 Social Media Metrics & Data Analytics [Credits: 3]
Evaluation of social media and digital performance using data analytics.

MCOM644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

MCOM652 Strategic Communications Design [Credits: 3]
Principles and applications of graphic design for television, advertising, PR and related areas of mass communications using digital imaging and design software.

MCOM660 Leadership in Strategic Media Communication [Credits: 3]
Principles of ethical leadership and applications in strategic media communications.

MCOM670 Public Health Communication [Credits: 3]
Communication issues, theories, and research in public health.

MCOM686 Integrated Strategic Communications [Credits: 3]
Internal and external integration of advertising and public relations with brand building. Real world clients. Capstone.

MCOM691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

MCOM699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

MFT669 Clinical Practicum [Credits: 4]
Utilizing therapy skills, tools, and knowledge in actual therapeutic situations under supervision. *Pre-Requisite(s):* MFT621

MFT671 Theories of Marriage and Family Therapy [Credits: 3]
Comprehensive critique of major theories of marital and family therapy with emphasis on clinical integration of models considering culture, race, ethnicity, gender, and age. *Pre-Requisite(s):* MFT621

MFT696 Supervised Internship [Credits: 3.00-6.00]
Practical training experience in an agency setting.

MGMT550 Employee Selection [Credits: 3]
Management of human resources from the labor market into and through the firm, including job analysis, predictor selection and validation, interview development, and maintaining legal defensibility.

MGMT551 Employee and Labor Relations [Credits: 3]
The management of employee-employer relationships. Individual versus collective bargaining (organizing, negotiating and bargaining), dispute resolution, and alternative labor-capital conflict resolution systems in the U.S. and other countries.

MGMT552 Employee Compensation [Credits: 3]
Compensation theories and practices, and their effects on employee recruitment, motivation, productivity, retention, satisfaction, and morale.

MGMT553 Employee Development [Credits: 3]
Assessing training and development needs, developing and evaluating programs via empirical designs, using technology, administering contents, and selecting methods.

MGMT567 Leading Organizational Change [Credits: 3]
Elements involved in planned organizational change including linkages between the external environment and organization architecture, organization development, organization design, work design, leadership, communication, organization culture, and interpersonal and group processes.

_____

MGMT570 Global Business Management [Credits: 3]
Cultural, economic, political, social and physical environment of doing business abroad. Theories of management for effective coordination of human and material resources in global business.

MGMT583 Manufacturing Operations Management [Credits: 3]
Systems and sub-systems needed to achieve world-class manufacturing status. Systems examined include ERP, MRP, JIT, and DRP.

MGMT584 Supply Chain Management [Credits: 3]
The flow of materials from the supplier to customer. Integration of functional areas such as purchasing, materials management, and distribution.

MGMT585 Service Operations Management [Credits: 3]
Design and management of service delivery systems. Operational aspects of service organizations: understanding customer satisfaction, selecting, training, and empowering employees, matching technology to strategy, defining and measuring quality, and designing facilities.

MGMT586 Managing for Quality [Credits: 3]
Total quality management for manufacturing and service organizations: including strategic quality planning, understanding customer satisfaction, the role of human resources, benchmarking, quality costs, statistical tools and reengineering.

MGMT598 Business Consulting [Credits: 3]
Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral report required.

MKTG502 Product and Price Management [Credits: 3]
Product and price management in marketing decision-making; new product development; product/brand management: pricing policies.

MKTG503 Principles of Promotion [Credits: 3]
Principles of advertising, sales promotion, personal selling, and direct marketing.

MKTG504 Distribution Management [Credits: 3]
Movement of products and services from producer to consumer, channels of distribution; logistics. Successful completion of this course satisfies the Upper Division Writing Requirement.

MKTG516 Global Marketing Strategy [Credits: 3]
The importance of global marketing to the U.S. economy; problems, opportunities and practices of managing multinational marketing activities; characteristics and structure of international markets.

MKTG520 Electronic Marketing [Credits: 3]
Identifying marketing opportunities on the Internet; creating on-line marketing programs; electronic advertising, retailing and commerce.

MKTG525 Seminar in Sales Management [Credits: 3]
Activities involved in managing a sales force; sales manager's decision-making with respect to formulation, implementation, and evaluation of sales programs; case emphasis.

MKTG598 Business Consulting [Credits: 3]
Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral presentation required.

MPA600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

MPA610 Foundations of Public Administration and Public Service [Credits: 3]
History and scope of public administration and public service; contemporary issues that confront public administration.

MPA611 Public and Nonprofit Organizational Theory and Behavior [Credits: 3]
Theories and practices of public and nonprofit organizations. Emphasis on behaviors, structures, decision making processes, culture.

MPA612 Public Budgeting and Public Finance [Credits: 3]
Public budget decision processes; budget structures, methods and formats; revenue sources, structures and forecasts, debt, and administration.

MPA613 Public and Nonprofit Human Resource Management [Credits: 3]
History and policies of public and nonprofit human resource management. Contemporary tools and techniques employed to recruit, select, develop, and motivate organizational human assets.

MPA614 Leadership in Public and Nonprofit Organizations [Credits: 3]
Theories and practices of leadership in large and small public and nonprofit organizations.

MPA615 Ethics in Public and Nonprofit Organizations [Credits: 3]
Public service values. Normative level (Deontological, Utilitarian, and Aristotelean Virtue ethics) as well as applied level ethics (public administration ethics, ethics for bureaucrats).

MPA616 Strategic Management in Public and Nonprofit Organizations [Credits: 3]
Examination and application of strategic planning and management techniques.

MPA617 Program Evaluation and Performance Assessment [Credits: 3]
Techniques and applications of program evaluation methods to public sector and nonprofit sector policy and managerial issues.

MPA620 Leadership and Local Government Management [Credits: 3]
Examination of the executive-council/commission relations, role of manager, structural constraints to management, applicable Minnesota municipal and county laws, and political realities of leadership and management of local governments.

MPA621 Emerging Issues in Local Government Leadership and Management [Credits: 3]
Examines emerging issues facing local governments: collaboration, coalition building, citizen engagement, and new governance.

MPA623 Managing Public Works, Regulatory and Human Services in Local Governments [Credits: 3]
Practical challenges in local government management as they pertain to

_____

public works, utilities, licenses and regulatory services, and human services (parks and recreation, housing, etc.).

MPA624 Managing Public Safety in Local Government [Credits: 3]
Practical challenges in local government management pertaining to judicial services, law enforcement, corrections, fire, and emergency services.

MPA625 Managing Planning, Zoning, Community and Economic Development in Local Gov. [Credits: 3]
Practical problems of local government management as they pertain to planning, zoning, community development and economic development.

MPA630 Foundations of Nonprofit Organization Administration [Credits: 3]
Examines the philosophical underpinnings, concepts and principles of nonprofit organizations, emphasizing history, philosophical foundations and influences of government policies on operations and internal governance.

MPA631 The Executive Director [Credits: 3]
Examines to role of the executive director in terms of creating and maintaining effective organizational culture, values, vision, internal and external relationships, board-staff relations and transitions.

MPA632 Nonprofit Revenue Leadership and Management [Credits: 3]
Examines philanthropic philosophy and practice of giving to nonprofit service organizations and foundations, use of volunteers, fundraising, service delivery contracts and user fees as resources for nonprofit organizations.

MPA633 Partnerships, Innovation and Change [Credits: 3]
Examines reasons and methods of building and maintaining partnerships as a necessity to serve clientele base, requirements and conditions for innovation and change.

MPA640 Topics in Public and Nonprofit Management and Leadership [Credits: 3]
Special topics of public and nonprofit management and leadership.

MPA644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

MPA650 Politics of Developing Societies [Credits: 3]
Analysis of political, social, and economic systems in developing countries with a focus on bureaucratic structures and the challenges of policy-making in less developed countries.

MPA651 Development Administration [Credits: 3]
Examines the problems and issues associated with the management and administration of development programs and projects in less developed countries.

MPA654 Theories of Development [Credits: 3]
Examines the major theories of economic, social, and political development, and the impact of these theories on development policies in less developed countries.

MPA655 International Organizations and Development [Credits: 3]
Examines the of role international governmental actors (IMF, World Bank, WTO, UN) and non-governmental actors (transnational civil society) play in development in less developed countries.

MPA656 Non-Governmental Organizations and Development [Credits: 3]
Examines the role and impact that non-governmental and non-profit organizations have played in political, social, and economic development in less developed countries, with a focus on state-society relations and building organizational capacity.

MPA657 Corruption in Less Developed Countries [Credits: 3]
Examines the causes of corruption, the impact of corruption on political, social, and economic development in less developed countries, and strategies for minimizing corruption.

MPA658 Topics in Leading International Development [Credits: 3]
Examines special topical opportunities and challenges (water resources, public health, environmental policies, disaster relief policies, tourism planning and policy) facing international development servant leaders.

MPA691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

MTQ600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

MTQ620 Medical Device Quality and Regulatory Fundamentals [Credits: 3]
Medical device and quality regulatory requirements for both FDA and international regulations and standards.

MTQ622 Quality Engineering [Credits: 3]
Tools and applications for the design and manufacturing of quality medical devices, application of predictive statistics for sampling, statistical process control, and how to address multiple variables through design of experiments.

MTQ624 Risk Management [Credits: 3]
Risk management in the development and use of medical devices. Standards, regulations, methods, and tools for identifying, analyzing, and controlling risks and hazards.

MTQ626 Medical Technology Quality Systems [Credits: 3]
Application, management responsibilities, and planning concepts of Quality management systems. US and international standard requirements, and current document control processes in the development, manufacture and distribution of medical devices.

MTQ628 Design Control and Product Development [Credits: 4]
FDA and ISO design control requirements for medtech product development, translation of user needs into product design, risk management in the design process, and how design reviews and a phased approach assure designs are safe, robust, and effective. *Pre-Requisite(s):* MTQ626

_____

MTQ630 Design Verification, Validation, and Clinical Evaluation [Credits: 3]
Design verification, design validation, and clinical studies using FDA Quality System Regulations and ISO 13485 requirements. Risk management, statistical sampling, and technical reporting.

MTQ632 Manufacturing Process Development and Validation [Credits: 3]
Quality tools to validate that a manufacturing process is well characterized, tested, capable, and controlled to demonstrate compliance and control risks and costs. Using designed experiments. Determining sample size and protocol, report writing, and validation.

MTQ634 Corrective Action and Preventative Action (CAPA) [Credits: 3]
Methodologies to prevent product failures, anticipate potential problems, and correct them. Continuous quality improvement.

MTQ636 Process Control and Monitoring [Credits: 3]
Maintaining process capability and output quality through statistically-based process plans.

MTQ638 Supplier Development and Management [Credits: 3]
Building productive relationships with suppliers. Auditing and rating suppliers. Create specifications quality agreements and corrective actions.

MTQ644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes. *Pre-Requisite(s):* MTQ620, MTQ626, MTQ622, MTQ624, MTQ628

MTQ695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

MTQ698 Culminating Experience [Credits: 1.00-2.00]
Individual research project with approval of instructor, or a research paper and comprehensive examination. A total of 2 credits are required. Project may be completed over 1 or 2 semesters.

MTQ699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

MUSE530 Elementary and Class Piano Pedagogy [Credits: 2]
Basic problems, techniques and materials relevant to teaching elementary piano in the private studio and class piano settings. Professional responsibilities of piano teachers and business aspects of managing a private piano studio.

MUSE531 Intermediate and Advanced Piano Pedagogy [Credits: 2]
Basic problems, techniques and materials relevant to teaching piano to the intermediate and advanced student. History of pedagogy and performance practices.

PESS600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

PESS610 Social and Cultural Issues in Sport and Physical Activity [Credits: 3]
Sport and physical activity as cultural forms, examination of subcultures, stratification, socialization and power relations.

PESS640 Law and Sport [Credits: 3]
Provides insight into the development and implementation of sound policies, procedures, and safety regulations as the law pertains to athletics and recreational sports.

PESS654 Advanced Theory of Competitive Athletics [Credits: 3]
Practical problems associated with coaching and training a competitive athlete through high school and college years. No one sport will be stressed.

PESS655 Sport Psychology [Credits: 3]
Thoughts, feelings, and behaviors of people in sport and exercise contexts, such as competitive sport, fitness, and rehabilitation. Theory and research in these aspects of sport psychology.

PESS658 Finance and Marketing in Sports Management [Credits: 3]
Marketing and finance techniques unique to Sports Management.

PESS660 Organization and Administration in Sports Management [Credits: 3]
Introduction to the organization and administration issues in management and leadership theory in Sports Management.

PESS661 Planning Physical Education and Sport Facilities [Credits: 3]
Principles, terminology, and standards for planning construction, use and maintenance of facilities.

PESS671 Clinical III [Credits: 3]
Practical skills at an advanced level. Integrated lab. The course requires an average of 15 to 20 hours per week of clinical experience. *Pre-Requisite(s):* PESS664, PESS666, PESS670

PESS672 Clinical IV [Credits: 3]
Clinical immersion experience in an approved setting. Integrated lab. The course requires an average of 15 to 20 hours per week of clinical experience. *Pre-Requisite(s):* PESS671, PESS673, PESS675, PESS677

PESS673 Research Methods in Sports and Exercise [Credits: 3]
Research methods in human performance and Athletic Training.

PESS674 Seminar in Athletic Training [Credits: 3]
Final application of skills learned in athletic training in preparation for the certification examination. *Pre-Requisite(s):* PESS671, PESS673, PESS675, PESS677

_____

PESS675 Lower Body Rehabilitation [Credits: 3]
Examination of treatment of injuries to the lower extremities, lumbar spine, and sacroiliac joint in athletic and exercise activities. Integrated lab. *Pre-Requisite(s):* PESS664, PESS666, PESS670

PESS676 Sport and Exercise Nutrition [Credits: 3]
In-depth exploration of the nutritional needs of physically active individuals across the lifespan.

PESS688 Practicum: Graduate Level [Credits: 1.00-6.00]
Observational learning experience. May include supervised work in a single setting.

PESS691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

PESS695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

PESS699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

PHIL511 Topics in Philosophy [Credits: 3]
Study of a single philosopher, problem or special topic. May be repeated with different topics. Graduate students will complete additional assignments.

PHIL551 Seminar [Credits: 3]
Advanced study of a single philosopher, problem or special topic in a seminar setting. May be repeated with different topics. Graduate students will complete additional assignments.

PHYS595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

PHYS690 Selected Topics [Credits: 1.00-3.00]
Topics in Physics.

PHYS694 Selected Topics [Credits: 1.00-3.00]
Topics in Physics.

PHYS695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

PHYS699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

POL510 Educational Tours [Credits: 1.00-6.00]
Tours taken under supervision of the university. Exact nature of course will be defined by the department involved and approved by the vice president for academic affairs. Considered residence credit.

POL511 The Presidency [Credits: 3]
Presidential selection, the leadership role of the presidency, legislative involvement, relations with the media and the American public, the president as party leader and relationships between members of the executive branch.

POL512 Legislative Process [Credits: 3]
Legislative functions, elections, process, influence on decision making and problems.

POL513 Judicial Process [Credits: 3]
The structure, process and personnel of American courts with particular emphasis on the role of the US Supreme Court in the American political system.

POL534 Politics of the Arab Peninsula [Credits: 3]
Politics of traditionalism and change in the Arab Peninsula. The strategic and long standing relation between the Arab Peninsula countries and the United States.

POL551 International Law [Credits: 3]
Survey of the development and contemporary application of rules and principles of international law: maritime laws, ocean resources, space, and peaceful settlement of disputes between states.

POL552 United Nations and Regional Organization [Credits: 3]
Organization, authority, achievements and problems of the United Nations and its auxiliary components.

POL553 Global Environmental Politics and Policies [Credits: 3]
Impact of global environmental politics and policies on the developing world in the era of contemporary globalization.

POL554 The Politics of the Global Economy [Credits: 3]
Interaction of nation-state and international economy explored through contending philosophies, approaches and theories (e.g. neo-realism, rational choice theory, dependency).

POL556 Terrorism, Insurgency, and World Politics [Credits: 3]
The evolution of conflict in the post Cold War; terrorist and insurgent

motivations; organizations; tactics; strategies; impact of globalization on terrorism and insurgency; the response of governments and international community.

POL557 Spies and Espionage [Credits: 3]
Structure and function of the intelligence apparatus in the United States with focus on the way the intelligence process contributes to foreign policy and national security decision making.

POL563 American Political and Legal Thought [Credits: 3]
Philosophy and theories which underlie the American political and legal systems of democratic government.

POL565 Modern Ideologies [Credits: 3]
A study of the ideologies of fascism, communism and ideas which have contributed to democratic thought.

POL566 Health Policies and Regulations [Credits: 3]
Policy processes and outcomes. LTC regulatory policies and their impact on SNF administration.

POL570 Public Opinion and Electoral Behavior [Credits: 3]
Nature of public opinion and major influences on elections, parties, measurement, and impact. Integrated Lab.

POL581 Administering Public Policy [Credits: 3]
Study of the initiation, content, administration and impact of selected contemporary domestic government policies: transportation, consumerism, environment, poverty.

POL588 Professional Workshop/Continuing Education [Credits: 1.00-3.00]
This course allows a mechanism for masters' level students to receive credit for participation in otherwise noncredit-bearing professional workshops or continuing education course. According to Graduate School policy, there is a limit of 6 credits which applies toward a specific program.

POL591 Constitutional Law [Credits: 3]
Supreme Court's historical and current influence on American law and policy, focusing on the Commerce Clause and the 14th Amendment.

POL592 The Courts and Civil Rights [Credits: 3]
Supreme Court decisions concerning individual rights and liberties, particularly those found in the First Amendment. Supreme Court decisions concerning discrimination, speech, religion, search and seizure, counsel and other individual rights.

POL595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

POL599 Independent Study [Credits: 1.00-3.00]
Area limited and specific subjects selected before workshop is announced. These workshops are intended to support established

degree programs and may be included on a student's approved program within the workshop limitations established for each program option.

POL600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

POL601 Reading in Public and Nonprofit [Credits: 1.00-3.00]
Guided study of individual investigation of special problems and/or theoretical topics in public and/or nonprofit institutions. Requirement: admission to graduate program.

POL630 Seminar in Public and Nonprofit Institutions [Credits: 3]
Advanced research and seminar presentation on selected topics dealing with theoretical issues and the management and evaluation of public and nonprofit institutions.

POL695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

PSY505 Ethical Issues in I/O Psychology [Credits: 2]
Professional, ethical, and legal standards and guidelines related to industrial and organizational psychology.

PSY526 Topical: Seminar in Psychology [Credits: 3]
Topics in psychology, including an in-depth exploration with readings and discussion.

PSY590 Psychological Disorders [Credits: 3]
Classification, description, etiology and treatment of the disorders of personality organization and behavioral integration.

PSY599 Independent Study [Credits: 1.00-3.00]
Offered at the discretion of departments, this program is intended for the very able, motivated student whose intellectual needs are partially served by serious independent study

PSY602 Psychometrics [Credits: 3]
Measurement theory in psychology, scaling, correlation-based statistics, test development and evaluation, reliability, validity, norms, measurement error, quasi-experimental designs.

PSY603 Inferential Statistics I [Credits: 3]
Set theory, probability theory, and statistical inference, linear correlation and multiple regression, analysis of variance.

PSY604 Inferential Statistics II [Credits: 3]
Quantitative methods in psychology. Design and analysis of multivariate experiments. *Pre-Requisite(s):* PSY603

PSY630 Seminar in Psychology [Credits: 1.00-3.00]
In-depth study of selected topics in psychology, such as attention, personality and individual differences, human factors, job analysis and consumer psychology.

_____

PSY662 Psychology of Training and Organizational Development [Credits: 3]
Psychological theory and research relating to employee training and organizational development. Development and delivery of training programs and organizational development interventions.

PSY663 Psychology of Personnel Selection [Credits: 3]
Psychological issues and techniques underlying employee hiring, placement, and classification decisions. Legal and affirmative action issues, reliability and validity, validity generalization, utility, and psychological testing.

PSY664 Job Analysis [Credits: 3]
Theory, research, and application of job analysis methods.

PSY691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

PSY696 Practicum [Credits: 1.00-6.00]
Field experience at a business or agency applying psychological theory and research. Prior approval of the psychology graduate committee and site supervisor required.

PSY699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

RAS600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

RAS621 Legal Basis for Medical Device Product Regulation [Credits: 3]
Upon completion of this course the students will be knowledgeable about the objective and structure of the FDA, key regulations associated medical devices, and the resources available from the FDA to aid in compliance with those regulations.

RAS623 Regulatory Routes to Market: 510(k)s [Credits: 3]
U.S. route to market for medical devices, the Premarket Notification of 510(k), and regulation and requirements. Best practices associated with the preparation and clearance of Premarket Notifications. Developing regulatory strategies for markets. *Pre-Requisite(s):* RAS621

RAS625 Regulatory Routes to Market: PMA's [Credits: 3]
U.S. route to market for high risk medical devices, Pre-Market Approval Application (PMA) and Pre-Market Approval regulation and requirements. Best practices associated with the preparation and approval of PMAs. Developing regulatory strategies for markets. *Pre-Requisite(s):* RAS621

RAS627 Intl Regulatory Affairs: European Union, East Europe, Australia & Canada [Credits: 3]
International regulatory affairs for medical devices with emphasis on the European Union (EU), Eastern Europe, Australia and Canada

Regulatory requirements. Classification, marketing submissions, and pre- and post-market approval requirements. Regulatory strategies for global market introduction and planning for the challenges of global regulation.

RAS631 IDE Regulations and Clinical Trial Design [Credits: 4]
Conducting clinical research on unapproved medical devices. Pre and post market approval requirements and logistics of conducting clinical trials. Principles of clinical trial design. Common study designs and scientific and practical advantages and disadvantages. Clinical Trial Life Cycle. *Pre-Requisite(s):* RAS621

RAS633 Quality Systems for Regulated Industries [Credits: 3]
Training in the content and scope of Quality Systems necessary to be an effective participant/leader in the regulated medical device industry, the evolution of quality system requirements and current perspectives on the interpretation of standards.

RAS635 Regulatory Affairs Compliance [Credits: 3]
Students will be knowledgeable about the regulations associated with device product listing, facility registration, product complaint management, aware of other considerations associated with compliance such as liability, root cause analyses, effective communication, and ethical considerations. *Pre-Requisite(s):* RAS633

RAS643 Reimbursement & Cost Management for Medical Technology [Credits: 3]
Reimbursement and the role of health economics in the adoption of medical technology. Coverage, coding and payment, and their interdependencies. Economic evaluations for medical technology and the impact of economic evaluations on reimbursement decisions.

RAS644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes. *Pre-Requisite(s):* ACR622, RAS621, RAS627, RAS623, RAS631, RAS633

RAS651 Regulation of Combination Products [Credits: 3]
Regulatory requirements for combination products that include medical devices and drugs or biologics. FDA procedures for determining how combination products are regulated and applicable pre- and post-market requirements. International requirements for combination products. *Pre-Requisite(s):* RAS623, RAS625, RAS633

RAS655 International Reg Affairs: Japan, Other Asia, Latin America & Middle East [Credits: 3]
International medical device regulations, regulatory requirements and trends; classification, marketing submissions and post-approval processes. Developing, planning, and organizing regulatory strategies for successful global markets.

RAS695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School

_____

policy, there is a limit of 9 credits which applies toward a specific program.

RAS699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

REC691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

RHAB629 Vocational Evaluation and Placement [Credits: 3]
Vocational evaluation and vocational placement. Placement techniques used in rehab. practice, assessment elements of work samples, psychometric testing, and report writing.

RHAB633 Rehabilitation for Transitioned Aged Youth [Credits: 3]
Concepts and principles related to WIOA (Workforce Innovation and Opportunities Act) legislation for working in rehabilitation with transition age youth.

RHAB637 Advanced Principles of Addiction Counseling [Credits: 3]
Global perspectives on multidisciplinary foundations of addiction counseling and addiction theories, continuum of care, and process of change.

RHAB639 Diagnosis, Intervention and Treatment of Addiction [Credits: 3]
Advanced techniques in screening, intake, assessment, diagnosis, intervention, treatment planning, outcomes, reporting and documentation of consumers with substance use disorder (SUD).

RHAB644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

RHAB650 Rehabilitation Orientation and Ethics [Credits: 3]
Rehabilitation history, licensure, assistance technology, relationships, assessment, case management, philosophy, legislation, organization, and resources. Service delivery with ethical and professional issues.

RHAB652 Medical and Diagnostic Factors in Counseling [Credits: 3]
Application of health issues, etiology, and diagnosis as related to disability, counseling and psychotherapy.

RHAB653 Psychosocial, Cultural, and Family Counseling [Credits: 3]
Psychosocial, cultural, and family counseling associated with the counseling process.

RHAB671 Family & Adolescent Counseling in Addiction [Credits: 3]
Systems theory approach applying the ecological model for understanding families and adolescents. Emphasis on multicultural dimensions of disability and addiction.

RHAB681 Forensic Rehabilitation and Case Management [Credits: 3]
Evaluation of vocational, medical, and rehabilitation needs of individuals in legal settings such as workers' compensation, Social Security, disability, personal injury, and catastrophic injury.

RHAB685 Psychiatric Rehabilitation [Credits: 3]
Concepts and issues of psychiatric rehabilitation. Cross-cultural concepts and techniques, stigma associated with mental illness, and examination of underserved populations.

RHAB688 Practicum: Graduate Level [Credits: 1.00-6.00]
Observational learning experience. May include supervised work in a single setting.

RHAB689 Ethics and Professional Issues in Rehabilitation [Credits: 3]
Ethics in reviewing records, forming opinions regarding the medical, psychiatric and vocational status of clients and submitting documentation for legal purposes.

RHAB695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

RHAB699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

SCHL619 Professional Orientation and Ethics [Credits: 3]
Orientation to the school counseling profession's history, roles, and organizational structure as well as ethical standards, laws, licensure, and decision-making processes.

SCHL644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

SCHL654 Guidance for Special Needs [Credits: 3]
Counseling children with special needs. Legislative, assessment, family and programming issues examined.

SCHL670 School Counseling Programs and Procedures [Credits: 3]
Develop effective comprehensive school counseling programs. Use evidence-based best-practices as school counselors to help K-12 students reach their maximum academic, personal, social, and career development.

SCHL672 Family, School and Organizational Partnerships [Credits: 3]
Families as complex and dynamic systems of interpersonal relationships that interact with schools, and formal and informal community organizations.

SCHL681 Practice in Small Group Process [Credits: 3]
Supervised practice in conducting small group counseling sessions.

SCHL688 Practicum: Graduate Level [Credits: 1.00-6.00]
Observational learning experience. May include supervised work in a single setting.

SCHL691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

SCHL695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number.

SCI520 Teaching Science in a Social Context [Credits: 3]
Teaching science in the context of human enterprise. Lab.

SCI530 Methods & Materials for Teaching Secondary Science [Credits: 3]
An introduction to modern techniques and curricula for teaching secondary school life science. Lab.

SCI540 Seminar in Science Teaching [Credits: 1.00-6.00]
A companion to field experiences/student teaching. Reflections and application of science teaching strategies.

SE512 Data Mining for Software Engineering [Credits: 3]
Mining interesting information from large data sets. Statistical analysis and machine learning, data mining concepts and techniques, data representation and their similarity/dissimilarity measures, data pre-processing, frequent pattern mining, supervised and unsupervised modeling.

SE513 Big Data Organization and Management [Credits: 3]
Data analytics concepts and techniques. Big data features and representations, data collection and sampling, predicative modeling, frequent patterns, social networks analysis, data benchmarking and privacy, data modeling and documentation.

SE550 Software Reverse Engineering [Credits: 3]
Analyzing and understanding software, without access to source code or design documents. Deducing the design of a software component. Recovering specifications, discover data use, and analyzing software via disassembly and decompilation.

SE560 Software Analysis [Credits: 3]
Software requirements analysis, requirement specification, elicitation, verification and validation, quality assurance metrics.

SE565 Software Design [Credits: 3]
Formal methods of software analysis/design. Design patterns, standard middle-ware, software architecture including object/function oriented design. Design quality assurance management.

SE640 Foundations of Software Engineering [Credits: 3]
Prescriptive and agile process models, software engineering framework and umbrella activities, software analysis, design, construction, testing, quality.

SE641 Application and Database Systems [Credits: 3]
Database modeling, design, and implementation. Relational and non-relational databases, databases management, querying, transactions, concurrency, and crash recovery. Database indexing. Parallel and distributed databases.

SE644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

SE670 Fundamentals of Software Quality Assurance [Credits: 3]
Software quality assurance, testing principles, and techniques. Development life-cycle models and software testing, terminologies, and software tools. Extracting requirements and producing test cases.

SE680 Advanced Software Project Management [Credits: 3]
Roles and responsibilities of a software project manager. Management methods and processes of software projects. Approaches and styles of management for software projects.

SE685 Capstone Project [Credits: 3]
Project or research, with a faculty adviser, in an area of Software Engineering.

SE691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

SOC501 Credit by Arrangement, Masters Level [Credits: 1.00-3.00]
Credit by Arrangement.

SOC562 Seminars in Sociology [Credits: 1.00-3.00]
Evaluation of sociological theory, social issues, or contemporary events. A specific topic selected each time offered.

SOC567 Sociology of Religion [Credits: 3]
Religion from the perspective of classical and contemporary sociological theory; secularization, religion as a social institution, ideology, construction of social meaning, and alienation.

SOC568 Inequality in the Capitalist World System [Credits: 3]
Minority/subordinate group formation, stratification and interaction in the capitalist world system.

SOC573 The Sociology of Sexualities [Credits: 3]
Multiple theories to explore sexualities and the ways in which they are socially constructed and controlled by social structures in societies.

SOC575 Sociology of Health and Illness [Credits: 3]
Sociocultural aspects of illness, health, treatment, health care delivery, and the social organization of health care.

SOC595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must

file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

SOC600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

SOC644 Internship: Graduate Masters Level [Credits: 1.00-12.00]
Credit for off-campus professional experience with industry partners, non-profit organizations or government agencies. Can serve as a graduate culminating experience in conjunction with a portfolio demonstrating mastery of associated learning outcomes.

SOC691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

SOC699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

SPAN595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

SPAN695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

SPED500 Special Problems [Credits: 1.00-3.00]
A seminar or conference course for advanced students wishing to work out a special problem the academic area.

SPED503 Exceptionalities and Human Di [Credits: 3]
Historical and philosophical background, disabling conditions and their implications, legal bases, resources and advocacy.

SPED505 Behavior Theories and Practices in Special Education [Credits: 3]
Assessment and management of behavior problems in the classroom. Functional behavioral assessment, eco-behavioral analysis, cognitive strategies, and crisis prevention.

SPED511 Special Education Procedural Safeguards [Credits: 3]
Preferral, referral, identification, and placement process; legal and professional aspects. Due process requirements.

SPED513 Mathematics Instruction for Students with Special Needs [Credits: 3]
Evaluation, prescription, and management of mathematics instruction for students with mild to moderate disabilities. Skills and competencies for adapting and modifying instructional materials.

SPED515 Assistive Technology for Students with Special Needs [Credits: 3]
Classroom use of technology and its direct and indirect impact on the delivery of services for students with disabilities. Commercial and teacher-developed assistive technology and devices used as compensatory tools for students with disabilities.

SPED516 Individualized Assessment in Special Education [Credits: 3]
Administration and interpretation of standardized instruments used in the identification of students with developmental disabilities, emotional/behavioral disorders, and learning disabilities.

SPED518 General Education Literacy Instruction for Special Educators [Credits: 3]
Basic techniques for reading and language arts diagnosis and teaching in the regular education classroom.

SPED519 Literacy Instruction for Students with Special Needs [Credits: 4]
Adaptive teaching techniques and materials for reading and language arts. Informal assessment including curriculum-based evaluation and instruction.

SPED520 Characteristics of Students with Intellectual & Developmental Disabilities [Credits: 3]
Characteristics and development of students with intellectual and developmental disabilities including psychosocial, educational, vocational, and leisure outcomes.

SPED521 Characteristics of Students with Learning and Behavior Disorders [Credits: 3]
Characteristics of and issues related to students with learning and behavior disorders including psychosocial, educational, vocational, and leisure outcomes.

SPED531 Collaboration Skills and Transition Planning in Diverse Settings [Credits: 3]
Analysis and application of various collaboration methods for working with agencies, educational staff and multicultural populations. Students with disabilities in transition from secondary to post secondary environments. Coordination of multiple service agencies in those transitions.

SPED540 Teaching English Learners with Special Needs [Credits: 3]
Issues, trends, and evidence-based instructional strategies for English learners and bilingual education students with special needs.

SPED545 Social and Natural Sciences Instruction for Special Educators [Credits: 3]
Research-supported strategic teaching practices, adaptations and

_____

modifications for students with disabilities in content area classes and in oral and written expression, and listening comprehension.

SPED552 Advanced Methods and Interventions for Students with Mild-Moderate Disab [Credits: 3]
Examination and application of strategies for elementary-and secondary-age students with mild and moderate disabilities in the areas of autism, developmental cognitive disabilities, emotional or behavioral disorders, learning disabilities, and other health disabilities.

SPED553 Practicum in General Education for the Special Educator [Credits: 1.00-2.00]
Field experiences in general education (elementary/secondary) settings. *Pre-Requisite(s):* SPED203 or SPED503

SPED555 Special Education Field Experience [Credits: 2]
Field experience in a special education classroom.

SPED595 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

SPED600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

SPED601 Developing the Research Question in Special Education [Credits: 3]
This course examines theoretical and practical issues related to conducting research, data analysis, and uses of information technology. This course emphasizes academic writing skills, peer review of academic work, and the culminating project.

SPED602 Appraising Research in Special Education [Credits: 3]
This course explores techniques and interpretation of research in special education. Students define the problem and review literature which informs culminating projects. Students create their review and discuss results.

SPED623 Learning Environments for Students with Autism Spectrum Disorder [Credits: 3]
Overview of current research and program planning for students with Autism Spectrum Disorders (ASD). Identification and eligibility criteria, developmental profiles and needs, medical and neurological issues; legal issues; and family/caregiver issues. Grade of B or higher to earn the Autism Certificate.

SPED628 Elementary Practicum in Autism Spectrum Disorders [Credits: 2]
Field internship in elementary school programs for students with moderate/severe autism spectrum disorders.

SPED629 Secondary Practicum in Autism Spectrum Disorders [Credits: 2]

Field internship in secondary school programs for students with moderate/severe autism spectrum disorders.

SPED656 Student Teaching in Mild-Moderate Disabilities: Elementary [Credits: 3]
Field internship in an elementary school program for students with mild-moderate disabilities.

SPED657 Student Teaching in Mild-Moderate Disabilities: Secondary [Credits: 3]
Field internship in a middle school or secondary school program for students with mild-moderate disabilities.

SPED659 Advanced Methods and Interventions: Developmental Disabilities [Credits: 3]
Examination and application of programming models; methods and materials for the instruction of K-age 21 students with moderate-severe developmental and cognitive disabilities.

SPED660 Elementary Practicum in Developmental Disabilities [Credits: 2]
Field internship in elementary school programs for students with developmental disabilities.

SPED661 Secondary Practicum in Developmental Disabilities [Credits: 2]
Field internship in secondary school programs for students with developmental disabilities.

SPED669 Advanced Methods and Interventions: Emotional/Behavioral Disorders [Credits: 3]
Programming models; academic, affective, behavioral, and psycho-educational interventions for K-age 21 students with moderate-severe emotional/behavioral disorders.

SPED670 Elementary Practicum in Emotional/Behavioral Disorders [Credits: 2]
Field internship in elementary school programs for students with emotional/behavioral disorders.

SPED671 Secondary Practicum in Emotional/Behavioral Disorders [Credits: 2]
Field internship in secondary school programs for students with emotional/behavioral disorders.

SPED679 Advanced Methods and Interventions: Learning Disabilities [Credits: 3]
Examination and application of programming models; methods and materials for the instruction of K-age 21 students with moderate-severe learning disabilities.

SPED680 Elementary Practicum in Learning Disabilities [Credits: 2]
Field internship in elementary school programs for students with learning disabilities.

SPED681 Secondary Practicum in Learning Disabilities [Credits: 2]
Field internship in secondary school programs for students with learning disabilities.

SPED691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have

_____

completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

SPED694 Selected Topics [Credits: 1.00-3.00]
Topics in Special Education.

SPED699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

SSE560 Social Science Seminar [Credits: 1.00-3.00]
Analysis of issues or problems of an interdisciplinary social science nature. A specific topic will be selected each time the course is offered.

SSE630 Problems in Social Sciences [Credits: 3]
Examination of the methods used and the problems faced in the various social science disciplines.

SSE640 Recent Trends in Teaching Social Studies in Secondary (Topical) [Credits: 3]
The secondary school social studies program viewed in light of new methods, curriculum trends, materials, and philosophies.

SSE691 Enrollment Continuation: Masters Level [Credits: 1]
Allows continuous enrollment for Master's students who have completed all required coursework, but are still working on a culminating project. Can be used in final term to meet Graduate Enrollment policy requirement.

SSE695 Topics Course [Credits: 1.00-4.00]
Experimental, temporary or trial course for groups of students all engaged in the same topic. Topic varies from semester to semester or section to section. A specific content offering may be offered under a topics course number up to three times, after which departments must file for a permanent course number. According to Graduate School policy, there is a limit of 9 credits which applies toward a specific program.

SSE699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

STAT501 Credit by Arrangement, Masters Level [Credits: 1.00-3.00]
Credit by Arrangement.

STAT515 Data Mining [Credits: 3]
Data mining principles and applications. Predictive modeling techniques for large data sets include classification and regression trees, logistic regression, neural networks, random forests and boosted trees. Handle missing values and outliers. Compare models and deploy best model to predict new data. Hands-on use of data mining software. *Pre-Requisite(s):* STAT321

STAT517 Applied Probability and Simulation [Credits: 3]
Probability distributions and random variables, simulation of random variates, probability modeling, applications to Markov chains, queueing models, reliability and survival; use of software. *Pre-Requisite(s):* MATH211 or MATH222

STAT521 Applied Regression Methods [Credits: 3]
Advanced regression methods focused on complex real-world data. Model checking and diagnostics, model building, transformations, polynomial regression, logistic regression, general linear models, nonparametric regression methods. *Pre-Requisite(s):* STAT321

STAT527 Applied Time Series [Credits: 3]
A study of the most useful techniques of analysis and forecasting using time series data. Topics include an introduction to forecasting, time series regression, decomposition methods, smoothing, smoothing techniques, basic techniques of Box-Jenkins methodology; use of statistical software. *Pre-Requisite(s):* STAT321, STAT304

STAT530 Multivariate Statistical Methods [Credits: 3]
Principal component analysis, factor analysis, discriminant analysis, cluster analysis, manova, profile analysis, repeated measures; applications and use of statistical software. *Pre-Requisite(s):* STAT321

STAT533 Nonparametric Statistics [Credits: 3]
Efficiency comparison of mean and median, one and two sample location problems, effect of alternative score functions, randomization and permutation tests, the independence problem, and selected problems in regression. Use of statistical software. *Pre-Requisite(s):* STAT321

STAT536 Applied Categorical Data Analysis [Credits: 3]
Introduction to the analysis of discrete data; log-linear models for two-way and multi-way tables; linear logistics regression models; association models and models of symmetry; applications, use of statistical software. *Pre-Requisite(s):* STAT321, STAT304

STAT547 Basic Elements of Probability Theory [Credits: 3]
A more mathematical treatment of probability distributions than STAT 417. Probability concepts and laws; sample spaces, combinations and permutations, Bayes' theorem, discrete and continuous random variables, expected value, distribution of functions of random variables, two-dimensional variates, central limit theorem; T, F, and chi-square distributions. *Pre-Requisite(s):* MATH321 or MATH320

STAT548 Basic Elements of Statistical Theory [Credits: 3]
Theory of estimation and hypothesis testing; maximum likelihood, method of moments, likelihood ratio tests; elementary mathematical functions illustrate theory. *Pre-Requisite(s):* STAT447 or STAT547

STAT615 Data Mining for Analytics [Credits: 3]
Data mining principles and applications. Predictive modeling techniques for large data sets include classification and regression trees, logistic regression, neural networks, random forests and boosted trees. Handle missing values and outliers. Compare models and deploy best model to predict new data. Extensive hands-on use of data mining software. *Pre-Requisite(s):* STAT242 or IS242

STAT660 Data Visualization for Analytics [Credits: 3]
Explore visual representations of data for exploratory analysis.

Traditional and contemporary visual techniques to improve the understanding and communication of complex data. Good design practices for visualization and presentation of analytics. Extensive use of software. *Pre-Requisite(s):* STAT219 or STAT239 or STAT229 or STAT242 or STAT353

STEM520 STEM and Information Media Field Experience [Credits: 1]
Merging theory and practice for developing inclusive and responsive curriculum, instruction and assessment in STEM in the pre K-12 setting during an in-depth field experience. Active involvement in classrooms includes working with ESL, special education or other historically under-served students as well as incorporating information media into the classroom.

STEM521 STEM and Content Literacy Field Experience [Credits: 1]
Merging theory and practice for developing inclusive and responsive curriculum, instruction and assessment in STEM in the pre K-12 setting during an in-depth field experience. Active involvement in classrooms includes working with ESL, special education or other historically under-served students as well as incorporating content literacy into the classroom.

STEM525 Engineering and Technology for the P-6 Classroom [Credits: 3]
The STEM teacher's role in the P-6 classroom, focusing on engineering and technology. Hands-on, problem solving activities for the P-6 classroom. Curriculum development, instructional strategies, and use of technology.

STEM531 Physics for the P-6 Classroom [Credits: 3]
Physics topics from mechanics, thermodynamics, waves and sound, electricity and magnetism, and optics. Problem solving and laboratory skills for the P-6 classroom. Lab.

STEM542 Teaching and Learning Life, Earth and Space Science for the P-6 Classroom [Credits: 3]
Research, modeling, and investigations of the Minnesota Science Standards K-6 in life and earth science. Content, methods, materials, assessment, integration of STEM into science education.

STEM551 Reasoning and Proof for the P-6 Classroom [Credits: 3]
Problem solving, conjecture, generalization, and proof in effective teaching of STEM. Mathematical reasoning as an iterative process of conjecturing, generalizing, and investigating. Topics are drawn from set theory, logic, arithmetic, algebra, geometry and STEM fields.

STEM552 Data and Chance for the P-6 Classroom [Credits: 3]
Data and chance in effective teaching of STEM. Data collection, organization, and analysis; measures of center and variance, inferences and convincing arguments; subjective, theoretical, experimental, and conditional probability; simulation; counting principles; mathematical expectation.

SW517 Adolescent Mental Health and Social Work Practice [Credits: 3]
Adolescent developmental theories, mental health, current issues, school issues, treatment modalities, global perspectives, and current best practices for treatment.

SW521 Child Welfare: Public-Private [Credits: 3]
Child welfare practice to assure child safety, permanency, and well-being.

SW600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

SW610 Social Work Frameworks [Credits: 3]
Foundation course. History, values, ethics, theoretical bases and practice frameworks for generalist social work practice.

SW611 Generalist Social Work Practice I [Credits: 3]
Foundation course. Integration of theory and practice with individuals, families and small groups. *Pre-Requisite(s):* SW610

SW612 Generalist Social Work Practice II [Credits: 3]
Foundation course. Integration of theory and practice with small groups, communities and organizations. *Pre-Requisite(s):* SW611

SW613 Social Work with Marginalized Populations [Credits: 3]
Foundation course. Social work practice with a variety of diverse populations. Cultural competence, discrimination, oppression and social justice.

SW614 Human Behavior in the Social Environment [Credits: 3]
Foundation course. Social work theories, critical and race theories, and developmental theories applied to social work practice with individuals, families, and communities.

SW615 Field Placement I [Credits: 1]
Foundation course. Educationally directed 150 hours of field placement in an approved social work organization. Arranged with the MSW Field Director. *Pre-Requisite(s):* SW610

SW616 Integrated Practice Seminar I [Credits: 2]
Foundation course. Integration and application of generalist practice at micro, mezzo, and macro levels with client systems. Critical thinking, collaboration skills in social work practice.

SW618 Advanced Generalist Practice with Refugees & Immigrants [Credits: 3]
Identification and application of generalist and clinical social work assessment and intervention of the major migrant groups, to help individuals, families, groups and communities who are currently living in the U.S.

SW621 Social Welfare Policy [Credits: 3]
Foundation course. Critical analysis economic, political, social and cultural components of United States and global social welfare policy as they effect individuals, families and communities.

SW622 Research Methods [Credits: 3]
Foundation course. Research methods for use in a variety of social service and social action settings including quantitative, qualitative, practice and program evaluation.

SW625 Field Placement II [Credits: 1]
Foundation course. Educationally directed 150 hours of field placement

in an approved social work organization. Approved by MSW Field Director. *Pre-Requisite(s):* SW615, SW616

SW626 Integrated Practice Seminar II [Credits: 2]
Foundation course. Generalist practice at micro, mezzo, and macro levels with client systems. Critical thinking, collaboration skills in social work practice. *Pre-Requisite(s):* SW616

SW631 Advanced Generalist Practice with Individuals and Families [Credits: 3]
Concentration course. Examination of social work theories and application to practice with individuals, families and small groups. Required: foundation courses/advanced standing.

SW634 Advanced General Practice with Communities and Organizations [Credits: 3]
Social work theories and their application to social work practice in communities and organizations.

SW635 Field Placement III [Credits: 2]
Concentration course. Educationally directed 300 hours of field placement in an approved social work organization. Approved by MSW Field Director.

SW636 Integrated Practice Seminar III [Credits: 2]
Concentration course. Integration of advanced generalist theory, other theories. Application of social work practice with individuals and families within changing communities.

SW642 Advanced Policy Practice [Credits: 3]
Concentration course. Critical analysis of social welfare policy including theories of policy development, implementation and advocacy within social and political systems. Required: foundation courses/advanced standing.

SW645 Field Placement IV [Credits: 2]
Educationally directed 300 hours of field placement in an approved social work organization. Continuation of SW 635. Approved by MSW Field Director. *Pre-Requisite(s):* SW631, SW634, SW635, SW636

SW646 Integrated Practice Seminar IV [Credits: 2]
Concentration course. Integration of advanced generalist theory, other theories. Application to agency/organization setting. Groups, organizations, and communities. *Pre-Requisite(s):* SW636

SW650 Mental Health and Social Work Practice [Credits: 3]
Psychological, social, biological contributions to mental health disorders. Symptoms, etiologies, appropriate assessment tools, and intervention.

SW680 Advanced Clinical Social Work Practice [Credits: 3]
Skills to diagnose conditions in the current DSM to effectively engage in differential diagnosis and apply evidence-based clinical interventions.

SW682 Social Work Ethics and Values [Credits: 3]
Ethical issues and individual values that impact ethical behavior and decisions in social work practice.

SW683 Social Work Mental Health Diagnosis and Treatment [Credits: 3]
Theory, social work frameworks, and methods of diagnosing and treating mental health conditions.

SW684 Social Work Assessment and Treatment of Trauma [Credits: 3]
Theory, social work framework, and methods of assessing and treating trauma in social work practice. Identification and application of generalist and clinical social work assessment and interventions.

SW699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

TH565 Topics in Theatre [Credits: 3]
Selected subjects in theatre such as technical processes, acting styles, playwrights, and dramaturgy.

TSE540 Driving Task Analysis [Credits: 3]
Risk perception and risk management, the decision making process, and the influencing factors of attitude, motivation and chance as related to accident causation. Defensive driving principles and crash avoidance tactics explored.

TSE550 Methods of Classroom Instruction [Credits: 3]
Basic analysis of the driving task. Teaching techniques, applications and methodology of classroom high school driver education. Defensive driving principles and theory. Classroom laboratory teaching included.

TSE555 Workshops: Special Topics Traffic Safety [Credits: 1.00-3.00]
Specific strategies for promoting quality driver education will be identified.

TSE570 Methods of In Car Instruction [Credits: 3]
Application of educational techniques in the laboratory phase of driver education. Laboratory teaching experience included.

TSE580 In Car Instruction Practicum [Credits: 1]
Driver education principles of in-car teaching techniques. Behind the wheel laboratory teaching experience.

TSE590 Issues in Driver Education [Credits: 3]
History and origins of high school driver education, recent trends and issues affecting high school driver education programs. Role-played by public and private agencies and organizations in setting expectations and standards for high school driver education. Administrative tasks required of the Driver Education coordinator. Internet chat activity and self paced readings and writings required.

TSE600 Graduate Research or Scholarly Activity [Credits: 1.00-6.00]
Credit for independent research by a single student arranged and supervised by a faculty member. Not intended for culminating project research such as thesis or starred paper.

TSE699 Master's Culminating Project [Credits: 1.00-6.00]
A graduate only course that is used for completion of the culminating project of a Master's Degree, including Master's Thesis, Starred Paper and Creative Work. Six credits total are required for graduation for Thesis and Creative Work. Three credits are normally required for Starred Paper.

_____

FACULTY AND CREDENTIALS

CEZARIJA EUGENIA ABARTIS - **PhD or Terminal**
ABDULLAH ABU HUSSEIN - **PhD or Terminal**
SOHEL AHMAD - **PhD or Terminal**
JUNGWON AHN - **PhD or Terminal**
ROYA AKHAVAN - **PhD or Terminal**
ANTHONY I. AKUBUE - **PhD or Terminal**
BILAL IBRAHIM AL-AHMAD - **PhD or Terminal**
OMAR AL-AZZAM - **PhD or Terminal**
ANDREW ALLEN ANDA - **PhD or Terminal**
STEVEN L. ANDERSON - **PhD or Terminal**
TRACI L. ANDERSON - **PhD or Terminal**
DICK T. ANDZENGE - **PhD or Terminal**
GILVERT ANGERVIL - **PhD or Terminal**
HECTOR GIOVANNI ANTUNEZ - **PhD or Terminal**
AERIEL ANDERSON ASHLEE - **PhD or Terminal**
JENNIFER A. ATTEBERRY - **PhD or Terminal**
JANE S. BAGLEY - **PhD or Terminal**
THEA D. BAKER - **PhD or Terminal**
RANDAL G. BAKER - **PhD or Terminal**
JOSEPH SCOTT BAKER - **PhD or Terminal**
BEN R. BALIGA - **PhD or Terminal**
KING BANAIAN - **PhD or Terminal**
MICHELE MARIE BARRON-ALBERS – **Masters**
MATTHEW D. BARTON - **PhD or Terminal**
MARY BAUMANN-SPOONER – **Masters**
HANNA BELAY - **PhD or Terminal**
PRACHI BENGERI – **Masters**
ELIZABETH S. BERILA - **PhD or Terminal**
JAMI MARIE BESTGEN - **PhD or Terminal**
JEFFREY R. BLEAM - **PhD or Terminal**
MIKHAIL S. BLINNIKOV - **PhD or Terminal**
KELLY M L BRANAM MACAULEY - **PhD or Terminal**
MARTIN BREAKER - **PhD or Terminal**
MICHAEL BREDESON - **PhD or Terminal**
MELISA SHAWN BREVER - **Masters**
DENNIS NEAL BRISTOW - **PhD or Terminal**
NATHAN A. BRUENDER - **PhD or Terminal**
DEOLA BRUMBAUGH-JOHNSON - **PhD or Terminal**
CATHARINE BUSHMAN - **PhD or Terminal**
DALE R. BUSKE - **PhD or Terminal**
LINDA J. BUTENHOFF - **PhD or Terminal**
JEONGMIN BYUN - **PhD or Terminal**
KAHAR NAHUM CAINION - **Masters**
JENNIFER CAVALLI - **PhD or Terminal**
MARINA CETKOVIC-CVRLJE - **PhD or Terminal**
VERONICA JO CHAPP - **Masters**
JIANG-PING JEFF CHEN - **PhD or Terminal**
JIM Q. CHEN - **PhD or Terminal**
BRADLEY CHISHOLM - **PhD or Terminal**
EUNJU CHOI - **PhD or Terminal**
JENNIFER E. CHRISTENSEN - **PhD or Terminal**
AMY M. CHRISTENSEN - **PhD or Terminal**
MARY C. CLIFFORD - **PhD or Terminal**
MELONEE MARILYN COBB - **PhD or Terminal**
LYNN A. COLLEN - **PhD or Terminal**

WILL CHRISTOPHER COLLIS-PRATHER - **Masters**
GRESHAM DONALD COLLOM - **PhD or Terminal**
BRIDGET ANN CONLON - **PhD or Terminal**
WILLIAM M. COOK - **PhD or Terminal**
FELIP DOMINIQUE COSTAGLIOLI - **PhD or Terminal**
JAMES COTTRILL - **PhD or Terminal**
STEVEN J. COVEY - **PhD or Terminal**
LAURIE JANE CRANE - **PhD or Terminal**
JORDAN L. CURNUTT - **PhD or Terminal**
MICHAEL B. DANDO - **PhD or Terminal**
ALEX KEITH DAVENPORT - **PhD or Terminal**
MATTHEW P. DAVIS - **PhD or Terminal**
MARIE L. DICK - **PhD or Terminal**
JUDITH ANNE DORN - **PhD or Terminal**
SUSAN PARAULT DOWDS - **PhD or Terminal**
MICHAEL A. DVORAK - **PhD or Terminal**
ROCHELLE DAWN DYER - **Masters**
JASON E. EDEN - **PhD or Terminal**
JOHN F. ELLER - **PhD or Terminal**
STEVEN EMERSON - **PhD or Terminal**
HEIDI L. EVERETT - **PhD or Terminal**
ROBIN L. EWING - **PhD or Terminal**
HAZEM FARRA - **Masters**
REZA FAZLI SALEHI - **PhD or Terminal**
NICK C. FIALA - **PhD or Terminal**
ANN-MARIE S. FINAN - **PhD or Terminal**
LISA REINHARD FOURNIER - **PhD or Terminal**
CATHERINE O. FOX - **PhD or Terminal**
AMY J. FREDIN - **PhD or Terminal**
RACHEL E. FRIEDENSEN - **PhD or Terminal**
PETER J. FUCHSTEINER - **PhD or Terminal**
ERIC I. FULLER - **Masters**
ROBERT W. GALLER - **PhD or Terminal**
PARTHA GANGOPADHYAY - **PhD or Terminal**
OLADELE S. GAZAL - **PhD or Terminal**
SARAH Z. GIBSON - **PhD or Terminal**
DOUGLAS LEE GILBERTSON - **PhD or Terminal**
LINDA M. GILLIGAN - **PhD or Terminal**
SONJA LEE GOERDT - **PhD or Terminal**
DEBRA L. GOLD - **PhD or Terminal**
WILLIAM ANDREW GORCICA - **PhD or Terminal**
MICHAEL S. GORMAN - **PhD or Terminal**
EDWARD F. GREAVES - **PhD or Terminal**
SARAH GREEN - **PhD or Terminal**
PHYLLIS A. GREENBERG - **PhD or Terminal**
RAJESH GULATI - **PhD or Terminal**
KRISTIN PEDERSON GULRUD - **PhD or Terminal**
KEVIN L. HAGLIN - **PhD or Terminal**
SEMYA HAKIM - **PhD or Terminal**
JOSEPH D. HALEY - **PhD or Terminal**
MICHELLE KUKOLECA HAMMES - **PhD or Terminal**
ANTHONY R. HANSEN - **PhD or Terminal**
MELISSA B. HANZSEK-BRILL - **PhD or Terminal**
PETER M. HAPPEL CHRISTIAN - **PhD or Terminal**

GARTH EVERETT HARRIS - **PhD or Terminal**
CAROLYN G. HARTZ - **PhD or Terminal**
JOHN L. HARVEY - **PhD or Terminal**
MICHAEL D. HASBROUCK - **PhD or Terminal**
AREF N. HASSAN - **PhD or Terminal**
NICK JOHN HAVERHALS - **PhD or Terminal**
JAMES R. HEIMAN - **PhD or Terminal**
KURT RALPH HELGESON - **PhD or Terminal**
AMANDA ROSE HEMMESCH BREAKER - **PhD or Terminal**
COLEMAN JAMES HENRY - **PhD or Terminal**
CHARLES RAYMOND HENTGES - **PhD or Terminal**
JAYANTHA HERATH - **PhD or Terminal**
SUSANTHA HERATH - **PhD or Terminal**
MARIO L. HESSE - **PhD or Terminal**
JENNIFER C. HILL - **Masters**
AMY ELIZABETH HILLEREN-LISTERUD - **PhD or Terminal**
ANNE MARIE HINTZ KLEIN - **PhD or Terminal**
CYNTHIA LEE HOLLENSTEIN - **Masters**
JOHN IRGENS HOLMEN - **Masters**
ALEXANDRA C. HOROCHOWSKI - **PhD or Terminal**
MD M. HOSSAIN - **PhD or Terminal**
LING HOU - **PhD or Terminal**
LIYA HOU - **PhD or Terminal**
NING HOU - **PhD or Terminal**
STEPHANIE J. HOUDEK - **Masters**
DANRUN HUANG - **PhD or Terminal**
RANDY JOHN HUARD - **PhD or Terminal**
WILLIAM C. HUDSON - **PhD or Terminal**
RACHEL HUMPHREY - **PhD or Terminal**
EMEKA ANAYO IKEGWUONU - **PhD or Terminal**
JODY J. ILLIES - **PhD or Terminal**
JESSICA IMRIE - **Masters**
GLEN IRVIN - **Masters**
ANDY STEVEN JACKSON - **PhD or Terminal**
BRUCE L. JACOBSON - **PhD or Terminal**
MOHAMED FAHMY JALANI - **Masters**
JENNIFER S. JAY - **PhD or Terminal**
MICHAEL A. JEANNOT - **PhD or Terminal**
GARETH E. JOHN - **PhD or Terminal**
WHITNEY R. JOHNSON - **PhD or Terminal**
JENNIFER BENSON JONES - **PhD or Terminal**
MAEGAN JONES - **PhD or Terminal**
CHRISTOPHER J. JORDAN - **PhD or Terminal**
LEEANN S. JORGENSEN - **PhD or Terminal**
SAMUEL WAYNE JUDNICK - **Masters**
KATY M. JUETTEN - **Bachelors**
MATTHEW L. JULIUS - **PhD or Terminal**
BRADLEY J. KAFFAR - **PhD or Terminal**
BELKIS KAMBACH - **Masters**
EUNGMIN KANG - **PhD or Terminal**
GERUI KANG - **PhD or Terminal**
RONA J. KARASIK - **PhD or Terminal**
BALASUBRAMANIAN KASI - **PhD or Terminal**
FRANCES A. KAYONA - **PhD or Terminal**
DAVE W. KELLER - **Masters**
MARIE SEONG-HAK KIM - **PhD or Terminal**
CHOONKYONG KIM - **PhD or Terminal**

KONGHEE KIM - **PhD or Terminal**
SEONGSU KIM - **PhD or Terminal**
EZZAT KIRMANI - **PhD or Terminal**
KYOKO KISHIMOTO - **PhD or Terminal**
AMANDA J. KLAUCK - **Masters**
AMY HEBERT KNOPF - **PhD or Terminal**
ETTIEN N. KOFFI - **PhD or Terminal**
MANA KOMAI MOLLE - **PhD or Terminal**
MELISSA MARIE KRAUSE - **PhD or Terminal**
CATHLEEN KRIER - **PhD or Terminal**
RODNEY J. KUBESH - **PhD or Terminal**
BRADLEY KUHLMAN - **PhD or Terminal**
KATIE ELIZABETH KUIPERS - **Masters**
ELENA KURINSKI - **PhD or Terminal**
CHRISTOPHER A. KVAAL - **PhD or Terminal**
JEANNE A. LACOURT - **PhD or Terminal**
FEILIN LAI - **PhD or Terminal**
JENNIFER Y. LAMB - **PhD or Terminal**
JAMES R. LANGE - **PhD or Terminal**
KRISTEN A. LANGELLIER - **PhD or Terminal**
GENGYUN LE - **PhD or Terminal**
FELICIA D. LEAMMUKDA - **PhD or Terminal**
MARK DAVID LEE - **Bachelors**
CHRISTOPHER P. LEHMAN - **PhD or Terminal**
NICHOLAS ROBERT LENGYEL - **PhD or Terminal**
WILLIAM LEPKOWSKI - **PhD or Terminal**
CODY JAMES LEWIS - **PhD or Terminal**
HUIHUA LI - **PhD or Terminal**
XIAOYIN LI - **PhD or Terminal**
JASON R. LINDSEY - **PhD or Terminal**
ERIC F. LITTLE - **PhD or Terminal**
ZENGQIANG LIU - **PhD or Terminal**
HSUEHI MARTIN LO - **PhD or Terminal**
LISA ELLEN LOFTIS - **PhD or Terminal**
ODESSA DEL CARMEN LUNA - **PhD or Terminal**
DAVID O. LUND - **PhD or Terminal**
DANIEL P. MACARI - **PhD or Terminal**
LYNN C. MACDONALD - **PhD or Terminal**
JOHN P. MADDEN - **PhD or Terminal**
AKALANKA BANDARA MAILEWA - **PhD or Terminal**
ROBBIE MANN - **PhD or Terminal**
STACY LEA MARTIG - **Masters**
MICHAEL E. MAYHEW - **PhD or Terminal**
KATHRYN P. MAYHEW - **PhD or Terminal**
STEVEN L. MCCULLAR - **PhD or Terminal**
JOY ALLENE MCKENZIE - **Masters**
MARK MECHELKE - **PhD or Terminal**
JOANN MEERSCHAERT - **PhD or Terminal**
ABBAS MEHDI - **PhD or Terminal**
JIE HU MEICHSNER - **PhD or Terminal**
SARAH ELIZABETH MEISINGER - **PhD or Terminal**
JOSEPH M. MELCHER - **PhD or Terminal**
PETER GUS MEYER - **Masters**
MATTHEW ALLEN MICHALS-VOIGT - **PhD or Terminal**
MARIA MIKOLCHAK - **PhD or Terminal**
SCOTT L. MILLER - **PhD or Terminal**
KENNETH W. MILLER - **PhD or Terminal**

_____

LOUISE MILLIS - **Masters**
JOHN A. MIRTH - **PhD or Terminal**
KEISUKE MIZUNO - **PhD or Terminal**
CELI MONROE - **PhD or Terminal**
SUBBA NARASIMHA MOORTHY - **PhD or Terminal**
SHEILA M. MORIARTY - **PhD or Terminal**
ISOLDE M. MUELLER - **PhD or Terminal**
JEFFREY A. MULLINS - **PhD or Terminal**
EMILY ANN CARLSON G. MUNSON - **Masters**
EDDAH MBULA MUTUA - **PhD or Terminal**
MUMBI MWANGI - **PhD or Terminal**
BISHNU NARAINE - **PhD or Terminal**
REBECCA L. NELSON CROWELL - **PhD or Terminal**
GARY JOSEPH NIERENGARTEN - **PhD or Terminal**
SUSANA I. NUCCETELLI - **PhD or Terminal**
MORGAN NYENDU - **PhD or Terminal**
MAUREEN M. O'BRIEN - **PhD or Terminal**
BRIAN L. OLSON - **PhD or Terminal**
JAMIE K. OPPER - **PhD or Terminal**
TRACY E. ORE - **PhD or Terminal**
MONICA T. PELAEZ - **PhD or Terminal**
ZENGJUN PENG - **PhD or Terminal**
SARAH C. PETITTO - **PhD or Terminal**
MARK C. PETZOLD - **PhD or Terminal**
STEPHEN EVERETT PHILION - **PhD or Terminal**
JAMES M. PICKLE - **PhD or Terminal**
JULI PITZER - **PhD or Terminal**
JAMES STUART POOLE - **PhD or Terminal**
MELISSA KALPIN PRESCOTT - **PhD or Terminal**
DAREN S. PROTOLIPAC - **PhD or Terminal**
KATIE ANNE QUERNA - **PhD or Terminal**
JENNIFER M. QUINLAN - **PhD or Terminal**
JUSTIN G. QUINN - **PhD or Terminal**
ARTATRANA RATHA - **PhD or Terminal**
STEVEN T. RATLIFF - **PhD or Terminal**
KENNETH C. REBECK - **PhD or Terminal**
ERICH PAUL RICE - **PhD or Terminal**
ASPASIA RIGOPOULOU-MELCHER - **PhD or Terminal**
RONALD JEFFREY RINGER - **PhD or Terminal**
BRENT LOUIS ROBERTS - **PhD or Terminal**
CHARLES L. ROSE - **PhD or Terminal**
SUDIPENDRA NATH ROY - **PhD or Terminal**
SHANNON SADLER - **PhD or Terminal**
EDWARD MAHMOUD SADRAI - **PhD or Terminal**
RAMNATH SARNATH - **PhD or Terminal**
ELIZABETH D. SCHEEL-KEITA - **PhD or Terminal**
MARK BRADLEY SCHMIDT - **PhD or Terminal**
HEIKO L. SCHOENFUSS - **PhD or Terminal**
SHAWN SCHOOLEY - **PhD or Terminal**
MARK SCHROLL - **Masters**
TIMOTHY J. SCHUH - **PhD or Terminal**
MICHAEL W. SCHWARTZ - **PhD or Terminal**
P.L. L. SECKLIN - **PhD or Terminal**
AHMET S. SEZEN - **PhD or Terminal**
HIRAL A. SHAH - **PhD or Terminal**
KEVIN W. SHARPE - **PhD or Terminal**
MANINDER SINGH - **PhD or Terminal**

JOHN E. SINKO - **PhD or Terminal**
RAMYA SIVARAJ - **PhD or Terminal**
CHANGSOO SOHN - **PhD or Terminal**
IBRAHIM SOUMARE - **PhD or Terminal**
ALAN FREDERICK SROCK - **PhD or Terminal**
DARLENE K. ST CLAIR - **PhD or Terminal**
ROSE M. STARK-ROSE - **PhD or Terminal**
CRISTINA LEE SUITS - **PhD or Terminal**
WENJIE SUN - **PhD or Terminal**
MICHAEL H. SUNDBLAD - **Masters**
RICHARD A. SUNDHEIM - **PhD or Terminal**
NANCY KAY SUNDHEIM - **PhD or Terminal**
JANIKAN SUPANVANIJ - **PhD or Terminal**
CASEY SWANK - **PhD or Terminal**
DAVID M. SWITZER - **PhD or Terminal**
TAMRAT TADEME - **PhD or Terminal**
KRISTI GLORIA TAMTE - **PhD or Terminal**
SHENSHENG TANG - **PhD or Terminal**
CONSOLER TEBOH - **PhD or Terminal**
MATTIE A. TEGELS - **Masters**
ANDREA R. THORSTENSEN - **PhD or Terminal**
DAVID TITUS - **PhD or Terminal**
PATIENCE TOGO MALM - **PhD or Terminal**
JEFFREY S. TORGUSON - **PhD or Terminal**
MATTHEW A. TORNOW - **PhD or Terminal**
EMIL B. TOWNER - **PhD or Terminal**
MICHELE TRAUB - **PhD or Terminal**
LUZ C. TRIANA-ECHEVERRIA - **PhD or Terminal**
LUKE S. TRIPP - **PhD or Terminal**
CHUKWUNYERE C. UGOCHUKWU - **PhD or Terminal**
LORI K. ULFERTS - **PhD or Terminal**
KATHLEEN A. URADNIK - **PhD or Terminal**
PAULA J. U'REN - **PhD or Terminal**
ROOZBEH VAKIL - **PhD or Terminal**
BRIAN J. VALENTINI - **PhD or Terminal**
TERRY VERMILLION - **PhD or Terminal**
CATHERINE J. VERRILLI - **PhD or Terminal**
BARBARA N. VESELY - **PhD or Terminal**
LINDSEY E. VIGESAA - **PhD or Terminal**
MATTHEW S. VORELL - **PhD or Terminal**
STEVEN C. WAGNER - **PhD or Terminal**
PATRICIA K. WALETZKO - **Masters**
STEPHEN M. WALK - **PhD or Terminal**
JIEYU WANG - **PhD or Terminal**
JOYCE WANG - **PhD or Terminal**
JULIE KAY WEBER-KRAMER - **PhD or Terminal**
SCOTT D. WELLS - **PhD or Terminal**
DEBORAH WHEELER - **PhD or Terminal**
SCOTT LEONARD WILFONG - **PhD or Terminal**
ROSEMARY T. WILLIAMS - **PhD or Terminal**
ROXANNE WILSON - **PhD or Terminal**
BENJAMIN N. WITTS - **PhD or Terminal**
SHOUA YANG - **PhD or Terminal**
AIPING YAO - **PhD or Terminal**
YOUNSOOK YEO - **PhD or Terminal**
MARCY J. YOUNG ILLIES - **PhD or Terminal**
HUNG-CHIH YU - **PhD or Terminal**

_____

JIN YU - **PhD or Terminal**
DALE EUGENE ZACHER - **PhD or Terminal**
LI ZHANG - **PhD or Terminal**
SHIJU ZHANG - **PhD or Terminal**
PEIYI ZHAO - **PhD or Terminal**
YONGLI ZHAO - **PhD or Terminal**
YI ZHENG - **PhD or Terminal**

St. Cloud State
U N I V E R S I T Y

BOLD | INNOVATIVE | FOCUSED

720 Fourth Ave S, AS 115, St. Cloud, MN 56301-4498

STCLOUDSTATE.EDU

MINNESOTA STATE

St. Cloud State University,
A member of Minnesota State